



# ITALY

## VET in Europe - Country Report

### 2011

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**Abstract:**

This is an overview of the VET system in Italy. Information is presented according to the following themes:

1. General context - framework for the knowledge society
2. Modernizing VET to support LLL, internationalization and mobility
3. VET to support recovery from the crisis
4. Historical background, Legislative and Institutional framework
5. Initial vocational education and training
6. Continuing vocational education and training for adults
7. Training VET teachers and trainers
8. Matching VET provision (skills) with labour market needs (jobs)
9. Lifelong guidance for lifelong learning and sustainable employment
10. Financing:- investment in human resources
11. Authors, sources, bibliography, acronyms and abbreviations

This overview has been prepared in 2010 and its reference year is 2009. Similar overviews of previous years can be viewed at:

[http://www.cedefop.europa.eu/etv/Information\\_resources/NationalVet/Thematic/](http://www.cedefop.europa.eu/etv/Information_resources/NationalVet/Thematic/)

More detailed thematic information on the VET systems of the EU can also be found at:  
[http://www.cedefop.europa.eu/etv/Information\\_resources/NationalVet/Thematic/analysis.asp](http://www.cedefop.europa.eu/etv/Information_resources/NationalVet/Thematic/analysis.asp)

**Keywords:**

vocational education and training (VET) systems; initial vocational training; continuing vocational training; lifelong learning; VET policy development; financial crisis and VET policies; VET legislative and institutional frameworks; validation of non-formal and informal education; teachers and trainers; anticipation of skill needs; vocational guidance and counselling; VET financing mechanisms; allocation of national VET programmes; national and international qualification systems.

**Geographic term:**

Italy

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## 1.1 POLITICAL AND SOCIO-ECONOMIC CONTEXT

Italy, after reunification one hundred and fifty years ago, is a democratic Republic since 1948 and has 20 Regions, 107 Provinces and 8.100 local authorities.

The State has exclusive legislative powers over most of the main issues, including general rules on education, social security, including unemployment benefits and social integration measures for workers in case of significant fall in production and the setting of minimum service levels (Article 117 of the Constitution). Regions have exclusive competence in social care. State and Regions share the competence in the fields of health, job protection, job security, additional and supplementary social security.

The Regions have 'exclusive' legislative powers over vocational education and training, except for tasks connected with the European Union, and parallel legislative powers over general education, although the State is responsible for setting the basic principles. In fact, Law no. 3 of 2001 reformed Title V of the Constitution. In particular, art. 117 draws a distinction between: a) general education, which falls under the exclusive competence of the State as for general rules, essential levels of performance and fundamental principles of legislation at regional level; b) vocational education and training, which falls under the responsibility of the Regions, although the essential levels of performance remain under the responsibility of the State. Provinces and local authorities provide school buildings and infrastructure, and carry out tasks in the area of adult education and career guidance, including the management of employment services. Five Regions (*Trentino-Alto Adige, Friuli-Venezia Giulia, Valle d'Aosta, Sicily and Sardinia*) have special status and are given greater autonomy under the Constitution in various areas including education. In addition, the Trentino-Alto Adige Region has two autonomous provinces (Trento and Bolzano) which in turn have considerable autonomy over education and vocational training.

Provinces are involved in the management of active job policies and Job Centres, which have been dramatically transformed over the last few years. Today, they play a strategic role with specific regard to job integration policies and job quality control. Other initiatives aimed at sustaining occupation and production (such as personal care services) fall within the scope of action of Municipalities.

The Italian public administration still registers the lack of significant progress in effectiveness of its action although reforms have been undertaken - even at constitutional level - to rationalize the system of revenue collection. At this aim, an attempt has been made to better distribute powers among the central administration and regional and local authorities

Being one of the six original Member States, Italy has been a protagonist at all stages in the construction of the European Union as we know it today. Over the last decade, several reforms have been passed in our country, crossing at least four cycles and two programs of the Structural Funds (2001-2006 and 2007-2013). These have affected also the labour market with a view at increasing its flexibility in accordance with the program outlined in the "Libro bianco sul lavoro"<sup>1</sup> (White Book on Work) and provisions included in the so called "Biagi Law" (Law 30 of 2003). The new labour law is part of the EES framework, aims at fostering youth and female employment, in particular through the creation of an active society also in southern Italy, and recommends the adoption of a "Testo unico sul lavoro" (Consolidated Act on Labour) to simplify and clarify regulations concerning this matter and a new "Statuto dei lavori" (Workers' Statute) to secure appropriate employment protection.

The construction of a knowledge economy has also been the aim of the reforms undertaken in the field of education in the same years. These are closely interwoven with changes made in the labour market, although investments in scientific and technological innovation remain insufficient both in the public and the private sector.

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<sup>1</sup> Ministero del Lavoro e delle politiche sociali, LIBRO BIANCO SUL MERCATO DEL LAVORO IN ITALIA, PROPOSTE PER UNA SOCIETÀ ATTIVA E PER UN LAVORO DI QUALITÀ; [http://www.comitatoleggebiagi.it/web/documenti/libro\\_bianco.PDF](http://www.comitatoleggebiagi.it/web/documenti/libro_bianco.PDF)

Despite the low growth rates recorded in the period, in Italy, on the whole, employment has grown progressively since 1996, reaching the historic high of 23.4 million employees in 2008, with an employment rate of 58.7%. The increase in female employment rate, which in 2008 reached the unprecedented level of over 47.2%, is considered one of the key determinants of long-term growth of total employment in Italy. However, it remains the lowest in the EU-27 countries (excluding Malta). In addition, under the influence of the economic crisis, the average number of employees in Italy has lowered down to 22.872 million in recent years and the employment rate to 56.9% in 2010.

Italy has a diversified industrial economy with roughly the same total and per capita output as France and the UK. This capitalistic economy remains divided into a developed industrial North, dominated by private companies, and a less-developed, welfare-dependent, agricultural South, with about 8.4% unemployment in 2010. Most raw materials needed by industry and more than 75% of energy requirements are imported.

The level and quality of labour demand in our country compared to other advanced manufacturing systems, both inside and outside the European Union, is affected by the extreme fragmentation of the production system. Before the crisis, in 2008, over a total of just over 4.5 million enterprises in industry and services employing about 17.9 million people, companies with fewer than 10 employees represented 95 percent of the total (4.3 million ) and employed 46 percent of the people employed in the sector. Almost 21 percent of the employees (nearly 3.8 million) work in small enterprises (10 to 49 employees) and 12.5 percent (2.2 million) in those of medium size (50 to 249 employees). Only 3.735 companies (0.08 percent) employ 250 workers and over, absorbing, however, 20 percent of total employment (about 3.6 million people).

During the last decade employment has grown in the construction sector (among those most affected by the crisis), in the financial sector and in services to businesses and individuals. The other areas were characterized by low growth and high volatility. The worst employment data were recorded in industry - excluding construction - and primary sector. The service sector is the one that registered the largest increase in employment rates.

The Italian economy showed some slight signs of recovery in 2010. Italy's GDP grew by 1.3 percent after a 5.2 percent contraction in the previous year. The Italian government has struggled to limit government spending, but Italy's exceedingly high public debt remains around 119% of GDP, and its fiscal deficit - just 1.5% of GDP in 2007 -still exceeded 4,6% in 2010. In 2010 unemployment reached its highest level (8,4%) since 2001.

## 1.2 POPULATION AND DEMOGRAPHICS

According to Eurostat, the Italian population amounted to over 60 million in 2010 and increased by 0,49% compared to 2009 (see table 1). This increase is mainly due to the migratory flows which affected Italy in the last years and balanced, to some extent, the decline in birth rates and the ageing of the population. Table two reported below shows that projections on the old age dependency ratio are slightly higher (30,99%) in Italy than in EU27 for the year 2010. The gap is projected to progressively increase in the following years and to reach a 50% value by 2040.

The birth rate has reached 9,5‰ and the number of born (568.857) has decreased if compared to 2008, but it has been one of the best results since 1993. Nevertheless, the recovery of birth is due to the fertility rate of the migrant women (2,05), higher than the Italians' (1,33).

Table 1 - Total population

TABLE 1: TOTAL POPULATION (ON 1ST OF JANUARY), 2003, 2006, 2009. (2010 VALUES ARE FORECASTS)				
GEO\TIME	2003	2006	2009	2010
EU 27	486.647.831	493.226.936	499.723.520(p)	501.105.661(p)
IT	57.321.070	58.751.711	60.045.068	60.340.328

Source of data: Eurostat (Demographic Statistics); date of extraction: 19 May 2011.

(p) - provisional



Table 2 - Projected old-age dependency ratio %

TABLE 2: PROJECTED OLD-AGE DEPENDENCY RATIO, 2010-2060							
GEO\TIME	2010	2015	2020	2030	2040	2050	2060
EU 27	25.9	28.26	31.05	38.04	45.36	50.42	53.47
IT	30.99	33.6	35.47	42.45	54.07	59.24	59.32

Source of data: Eurostat (EUROPOP2008 - Convergence scenario, national level (proj\_08c))

Date of extraction: 19 May 2011; last update: 16.05.2011)

These dynamics highlight the need for a progressive perspective change in the organisation and distribution of resources among different sub-systems composing the global National lifelong Learning system, to promote the socio-cultural integration of migrants on one side and the active ageing of population on the other

### 1.3 ECONOMY AND LABOUR MARKET INDICATORS.

In Italy, employment rate was at 56.9% in 2010, unemployment rate at 8.4%, and activity rate fell from the 63% of 2008 to 62.2%. Unemployment rate was still lower than the average European Union rate (9.7%). However, greater concerns arise from inequalities between the North and the South of the country, as well as in relation to special population groups, such as women, young people and migrants. Average unemployment rate in the South, for instance, was at 13.4%, while the national average rate was at 8.4%.

Employment data for 2010 by economic activity (Table 3) confirm the manufacturing sector is still lively in Italy, employing 18,6% of the national workforce and surpassing EU27 average (15,7%) . Nevertheless, the gap is progressively decreasing.

Employment indicators in the distribution and transport sector (Italy: 26.9 %; UE27: 26,4%) and business and other services (Italy: 20.5%; UE27: 17.9%) are higher than the European average, while primary sector and utilities (5.4%) and non marketed services (20.1%) show the lowest ratio for employed and values below EU27 rates.

TABLE 3: EMPLOYED PERSONS AGED 15+ BY ECONOMIC SECTOR OF ACTIVITY (IN THOUSANDS AND AS % OF TOTAL EMPLOYMENT), 2010												
GEO	PRIMARY SECTOR AND UTILITIES		MANUFACTURING		CONSTRUCTION		DISTRIBUTION AND TRANSPORT		BUSINESS AND OTHER SERVICES		NON MARKETED SERVICES	
	PERSONS	%	PERSONS	%	PERSONS	%	PERSONS	%	PERSONS	%	PERSONS	%
EU 27	15175.8	7.0	33992.7	15.7	16573.2	7.7	57099.0	26.4	38733.1	17.9	53694.1	24.8
IT	1230.5	5.4	4265.3	18.6	1949.0	8.5	6145.3	26.9	4684.2	20.5	4598.2	20.1

Source: Eurostat (Labour Force Survey); extracted on: 19-05-2011; last update: 12-05-2011

As shown in the table below (table 4), the dissociation of the employment rate by age groups and highest level of education, highlights for Italy an employment rate lower than the EU average for all examined age groups.

The difference with the European data is particularly high for age group 15-24 (20.05%) still worsening since 2006 data. In the 50-64 age group, although a significant increase of the employment rate (from 42.6% in 2003 to 48.4% in 2010), the difference with EU27 is by 8.3 percentage points.

In Italy, as in EU27, employment rates for adult population increase proportionally with the level of education; most of the criticalities concerning the entry into the labour market can be observed for the under 25 age group possessing isced 5-6 (25.3%), especially if we compare this data with the 30.4% of employed age group 15-24 possessing isced 3-4.

The outcomes in the labour market confirm that in Italy the university degree is less than in other countries a guarantee of reduced risk of unemployment: unemployment rate among those with tertiary education is 5.1%, while for people who have achieved the diploma is 5.6%. In the average EU-25 these values amount to 4.5% and 7.3%. In Italy, the employment rate of people with university degree is 79.2%, while that of people who have obtained a diploma is 73.1%. In the average EU-25 these values amount to 84.4% and 74.0% respectively. Moreover, highly skilled jobs in Italy account for 19% of the total, compared to an EU-25 average of 25%. Only 54% of the highly skilled jobs are held by people with tertiary education (in the EU-25 on average the share is 69.5%). The competitive advantage of holding a degree in Italy is not very significant, also comparing the pay gap between school and university graduates, which is 55% in Italy, 67% in Germany and 77% in the United States. Coupled with the limited public spending on higher education, this finding can help explain why individuals are unwilling to invest in education and tend to leave their studies to enter the world of work in increasing numbers.

Empirical evidence thus confirms what previously highlighted in literature, i.e. the paradox of the Italian labour market in which, to a relative scarcity of high levels of education correspond low yields. As a result "human capital is a scarce commodity which is rated of little value in our country". Among the reasons: firstly, the small size of Italian manufacturing units which lack the required funds for investing in innovation activities, research and development, and secondly, the poor quality and credibility of the educational system, with weak ties with the world of work. This situation generates a vicious circle: low returns discourage public investment in education and prevent people from expanding their knowledge and skills. This, in turn, impacts on the Italian economy by reducing its ability to embrace innovation which, in this phase of history, is considered the main engine of economic growth. As a consequence, it is crucial to implement coordinated actions in both the system of education and training, aiming at fostering the quality and value of human capital, and in the production system, through industrial and trade policies and investment in research and innovation.

Table 4: Employment rates by age groups and highest level of education attained (%), 2003, 2006 and 2010

TIME		2003			2006			2010		
GE O	ISCE D / AGE	15-24	25-49	50-64	15-24	25-49	50-64	15-24	25-49	50-64
EU 27	0-2	25.1(i)	66.1(i)	41.9 (i)	24.8	66.9	43.5	21.5	62.8	43.1
	3-4	47.2 (i)	79.1 (i)	54.9 (i)	48.1	80.5	57.9	45.0	79.7	59.6
	5-6	62.0 (i)	88.0 (i)	72.4 (i)	60.5	88.5	74.2	57.1	87.4	74.5
	NO A.	14.9 (i)	72.6 (i)	39.1 (i)	5.1	76.0	5.6	5.2	72.8	62.2
	TOTAL	36.0 (i)	77.4 (i)	51.5 (i)	36.6	79.1	54.4	34.1	78.1	56.7
IT	0-2	19.2	64.7	33.3	16.7	66.2	34.3	12.3	61.9	35.8
	3-4	32.6	76.3	58.5	36.3	78.7	59.8	30.4	76.4	61.9
	5-6	53.0	83.6	76.0	28.5	81.8	76.8	25.3	79.2	75.7
	NO A.	:	:	:	:	:	:	:	:	:
	TOTAL	25.4	71.9	42.6	25.5	74.0	45.1	20.5	71.3	48.4

Source: Eurostat (Labour Force Survey); extracted on 19-05-2011; last update: 12-05-2011.

At the same time, indicators on unemployed people (*table 5 below*) show an unemployment rate that is generally higher compared to the correspondent EU27 values for the age group 15-24 at all educational attainment levels, whereas is lower at age groups 25-49 and 50-64 at all educational levels, except for isced 5-6, age group 25-49 (i.e 6.9 in Italy as compared to 5.3 in the UE in 2010).

Table 5. Unemployment rates by age groups and highest level of education attained (%), 2003, 2006 and 2010										
	TIME	2003			2006			2010		
GEO	ISCED / AGE	15-24	25-49	50-64	15-24	25-49	50-64	15-24	25-49	50-64
EU-27	0-2	20.2 (i)	11.6 (i)	7.2 (i)	21.2	11.2	7.5	27.4	16.3	10.2
	3-4	17.7 (i)	8.4 (i)	7.7 (i)	15.4	7.3	6.9	18.1	8.2	6.7
	5-6	12.0 (i)	4.8 (i)	3.7 (i)	13.4	4.3	3.6	16.2	5.3	3.6
	No A.	13.9 (i)	7.8 (i)	7.4 (i)	20.1	:	:	:	8.2	:
	TOTAL	18.0 (i)	8.3 (i)	6.6 (i)	17.2	7.3	6.3	20.8	8.9	6.9
IT	0-2	28.9	10.0	5.9	24.1	7.9	4.5	30.9	10.4	6.2
	3-4	25.5	6.6	1.8	19.9	5.2	1.8	26.5	7.0	2.8
	5-6	15.2 (u)	6.9	0.8 (u)	24.6	6.0	0.9 (u)	23.1	6.9	1.1
	No A.	:	:	:	:	:	:	:	:	:
	TOTAL	26.8	8.0	3.9	21.6	6.3	3.0	27.8	8.1	4.0

Source: Eurostat (LFS); extracted on: 19-05-2011; last update: 12-05-2011.

As for total public expenditure (data 2007) for secondary and post secondary non tertiary level, the Italian indicator, is quite close to that of EU 27 (2,2%), as showed in table 6.

Table 6: Total public expenditure on education as % of GDP, at secondary level of education (ISCED 2-4), 2002-2008							
GEO	2002	2003	2004	2005	2006	2007	2008
EU27	2.32 (s)	2.35 (s)	2.29 (s)	2.25 (s)	2.23 (s)	2.20 (s)	:
IT	2.18	2.30	2.17	2.12	2.24	1.98	2.09

Source: Eurostat (UOE); extracted on: 19-05-2011; last update: 12-04-2011

s - Eurostat estimate

i - see explanatory notes

b - break in series

#### 1.4 EDUCATIONAL ATTAINMENT OF THE POPULATION

Investment in education can be evaluated in terms of ability to access and maintain employment, job quality and profitability. The results, both in terms of probability of accessing employment and wage differentials, show the existence of an "Italian problem" which explains the position of our country in the last places in an hypothetical ranking of European countries. The share of people aged 25-64 that in Italy reach a secondary education diploma is about 18 percentage points below the average EU-25 (54.3% in Italy, 71.2% in the EU-25). The gap is also significant for the population with university degrees (14.5% in Italy, 25.7% average EU-25) and further extends for the range 25-34 years (20.2% in Italy; 32.9% average EU-25), with the situation worsening in recent years. Surveys of OECD-PISA 2006 (reading, mathematics and science) highlighted a lack of quality education in terms of knowledge and skills, education and know-how, and a the scarce effectiveness of teaching in the Italian school system.

Although gradually decreasing from 2002 to 2007 (thanks to education policies implemented in the 90s), the Italian percentage of early school leavers (19.7% in 2008) is definitively above the European average and still far from the Lisbon goals, as shown also in table 7.

For this reason, active policies, especially for young people, are strongly oriented to combat early school leaving, trying to design alternative training opportunities and tools for the exploitation of skills owned. In the school system, school drop outs are particularly widespread, especially in the vocational training system, with the 45% of enrolled students at least 1 year behind in the training pathway.

**Table 7 - Early school leavers: Percentage of the population aged 18-24 with at most lower secondary education and not in further education or training**

GEO /TIME	2002	2003	2004	2005	2006	2007	2008	2009
EU-27	17.0	16.6 (b)	16.1	15.8	15.5	15.1	14.9	14.4
IT	24.2	23.0	22.3	22.0	20.6	19.7	19.7	19.2

Source of data Eurostat (LFS); extracted: 19-05-2011; last update 01-04-2011

As shown in table 8A and 8B below, the fluctuations in the number of ISCED 3 and 4 and 5-6 graduates, are mainly due to different factors:

- young generations' demographic drop is partially compensated by the general increase in higher school attendance;
- The attainment of ISCED 3 and higher qualifications has been influenced by different reform programmes of the education system, for instance, the raising of compulsory school and the introduction of the right-duty to education and training till 18 years old (see 4.2 for more details).

On the other hand, the decrease in the number of graduates at 4 ISCED level in 2007 can be explained with a reduction of the attractiveness of the three years degree pathways, that in the beginning attracted lots of +21 years old students, also thanks to the possibility of the recognition of previous studies or of working experience.

**Table 8 a: Graduates at ISCED level 3 and level 4 by level of education, programme orientation and sex (numbers), 2007, 2009**

YEAR		2007						2009					
GEO	S	3 GEN	3 PV	3 VOC	4 GEN	4 PV	4 VOC	3 GEN	3 PV	3 VOC	4 GEN	4 PV	4 VOC
IT	T	198935	168790	219513	:	:	23660	210959	157991	196992	:	:	31104
	M	70622	105330	115753	:	:	9227	76815	100003	104046	:	:	12130
	F	128313	63460	103760	:	:	14433	134144	57988	92946	:	:	18974
EU-27*	T	2393291	:	2595569	49493	:	424537	2319746	:	2480373	:	:	394682
	M	1022202	:	1400317	23958	:	194372	995733	:	1344532	:	:	188195
	F	1371089	:	1195251	25535	:	230165	1324013	:	1135842	:	:	206487

Source: Eurostat (UOE Data collection); extracted: 19-05-2011; last update: 29-04-2011.

\* Available total - calculated by Cedefop;

S= sex; T= total; M=males; F=females; GEN=general; PV=pre-vocational; VOC=vocational  
Eurostat original label: educ\_grad2-Graduates in ISCED 3 and 4 by age and sex

The increase of 5 and 6 graduates number highlights a strong polarization between low levels and high levels of education. This reflects the situation of the labour market, where there is a strong demand in innovative and creative jobs, on the one hand, and - on the other - an increasing request of low skilled workers for care services and other services. Furthermore, females are still more qualified than males.

Table 8 b: Graduates at ISCED level 5 and level 6 by level of education, programme destination, 1st/2nd stage and sex (numbers), 2007, 2009

YEAR		2007						2009					
GEO	S	5 A1	5 A2	5 B1	5 B2	6	5 - 6	5 A1	5 A2	5 B1	5 B2	6	5 - 6
IT	T	251155	134446	5290	:	1057 8	401469	222631	:	3381	:	:	226012
	M	103877	49708	2302	:	5057	160944	92492	:	1682	:	:	94174
	F	147278	84738	2988	:	5521	240525	130139	:	1699	:	:	131838
EU - 27*	T	234843 5	916150	691661	103 55	1095 12	407611 3	246522 1	9153 60	7065 81	108 50	1007 23	419873 5
	M	971270	357768	280571	270 3	5933 5	167164 7	102074 0	3658 08	2783 46	256 8	5441 3	172187 5
	F	137716 5	558382	411090	765 2	5017 7	240446 6	144448 1	5495 52	4282 35	828 2	4631 0	247686 0

Source: Eurostat (UOE Data collection); extracted: 19-05-2011; last update: 29-04-2011

\* Available total;

S= sex; M=males; F=females; T= total; 5A1= 5a all first degrees; 5A2=5a second degree; 5B1= 5b first qualification; 5B2= 5b second qualification, 6=level 6, 5-6= level 5-6

However, the trend concerning the rise in levels of school attendance is confirmed by the rate for population aged 20 to 24 having completed at least upper secondary education (table 9): from 69.6% in 2002 to 76.3% in 2010. This aspect is particularly relevant for the percentage of females that in 2010 have acquired an upper secondary school diploma (79,9% compared to the EU27 81.4%).

Table 9: Youth education attainment level by sex (%), 2002, 2005, 2009									
TIME	2002			2005			2009		
GEO	T	F	M	T	F	M	T	F	M
EU-27	76.7	79.3	74.0	77.5	80.2	74.8	78.6	81.4	75.9
IT	69.6	74.3	64.8	73.6	78.1	69.2	76.3	79.9	72.8

Source: Eurostat (LFS); extracted: 19-05-2011; last update: 01-04-2011

The low participation of adult population in lifelong learning activities, still below the European average, is still a reason of concern. In particular, between 2002 and 2010, although the percentage of population aged 25-64 participating to training and education over the four week prior the survey has increased (from 4.4% in 2002 to 6% in 2008), there is still a significant distance with the European average (7.2% in 2002 and 9.3% in 2009), as clearly emerging from table 10.

Table 10: Lifelong learning-Adult participation in education and training by sex (%), 2002, 2005, 2009									
TIME	2002			2005			2009		
GEO	T	F	M	T	F	M	T	F	M
EU-27	7.2	7.8	6.6	9.8	10.5	9.0	9.3 (p)	10.2 (p)	8.5 (p)
IT	4.4	4.6	4.2	5.8	6.2	5.4	6.0	6.4	5.6

Source: Eurostat (LFS); extracted on: 19-05-2011; last update: 01-04-2011.

(b) - break in series (p) - provisional value

(u) - unreliable/uncertain data

Most recent policy strategies are mainly focused on expanding the training offer for adults, also with the contribution of the European social fund, through lifelong learning activities for employed; a better coordination and improvement of the financial tools; a simplification of access procedures to these funds; and a greater promotion among enterprises and workers.

## 1.5 DEFINITIONS

### ALTERNANCE TRAINING (ALTERNANZA SCUOLA LAVORO)

Education and training combining periods in an educational institution or training centre and in the workplace. The alternance scheme can take place on a weekly, monthly or yearly basis. Depending on the country and applicable status, participants may be contractually linked to the employer and/or receive the remuneration.

Comment: the German "dual system" is an example of alternance training.

Source: Cedefop. Terminology of European education and training policy: a selection of 100 key terms. Luxembourg: Publications Office. Available at:

<http://europass.cedefop.europa.eu/europass/home/hornav/Glossary.csp>

[cited 22.07.2010].

Alternance training in Italy is mainly intended in the framework of education and vocational training, as an effective tool for guidance and assistance to enter the labour market. The school/work alternance has been introduced in 2003: young people who have reached the age of 15 can undertake their education up to the age of 18, both in the licei (lycée) system and the Vocational Education and Training system, alternating between periods of study and periods of work.

### APPRENTICESHIP (APPRENDISTATO)

Systematic, long-term training alternating periods in a school or training centre and at the workplace; the apprentice is contractually linked to the employer and receives remuneration (wage or allowance). The employer assumes responsibility for providing the trainee with training leading to a specific occupation.

Source: Cedefop. Terminology of European education and training policy: a selection of 100 key terms. Luxembourg: Publications Office. Available from Internet:

<http://europass.cedefop.europa.eu/europass/home/hornav/Glossary.csp>

[cited 22.07.2010].

*(Please note: this definition is not prepared specifically for the context of statistical data collection. Further definitions exist at Eurostat, but no single standard definition has been agreed).*

In Italy the apprenticeship contract allows for the fulfillment of the right-duty to education and training and for access to vocationally-oriented learning and higher technical specialisation. The 2010 Agreement State-Regions-Social Partners and the Legislative Decree of 28<sup>th</sup> July 2011 reform the apprenticeship. There are 4 typologies of apprenticeship: [apprenticeship for the vocational qualification and the diploma for young people under 25](#); [occupationally-based apprenticeship for young people between 18 and 29](#); [apprenticeship for higher training](#) and research at university; apprenticeship for requalification of workers with mobility allowances.

### COMPETENCES (COMPETENZE)

The proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy.

Source: EQF, 2006.



## CVET - CONTINUING VOCATIONAL EDUCATION AND TRAINING (ISTRUZIONE E FORMAZIONE PROFESSIONALE CONTINUA)

Vocational education or training after initial education and training - or after entry into working life aimed at helping individuals to:

- improve or update their knowledge and/or skills;
- acquire new skills for a career move or retraining;
- continue their personal or professional development

Comment: CVET can be provided and undertaken at the initiative of public authorities, social partners, sectors, enterprises, individuals as well as a range of voluntary and community organisations.

*Source:* adapted from Cedefop. Terminology of European education and training policy: a selection of 100 key terms. Luxembourg: Publications Office. Available at:

<http://europass.cedefop.europa.eu/europass/home/hornav/Glossary.csp>

Glossary of the EknowVET database [cited 22.07.2010].

## FIRST STAGE OF TERTIARY OR HIGHER EDUCATION - ISCED 5

Includes tertiary programmes with: (a) academic orientation (type A), which are largely theoretical; (b) occupational orientation (type B), usually shorter than type A and geared towards entry to the labour market. Type A programmes provide access to advanced research studies and professions with high skill requirements. Type B programmes prepare students for direct entry into a specific occupation. Entry to ISCED level 5 normally requires successful completion of ISCED levels 3 or 4.

Comment: Level 5 A programmes with academic orientation are typically outside the scope of VET.

*Source:* Cedefop, 2008, based on Unesco, 1997; Eurydice, 2006. Terminology of European education and training policy: a selection of 100 key terms. Luxembourg: Publications Office.

Available at: <http://europass.cedefop.europa.eu/europass/home/hornav/Glossary.csp> [cited 22.07.2010].

In Italy the higher education system is divided into three separate sectors: University education; non-university higher education offered by the Higher level Arts and Music Education system; (Afam) and non-university higher education offered by other institutions.

## FORMAL LEARNING (APPRENDIMENTO FORMALE)

Learning that occurs in an organised and structured environment (e.g. in an education or training institution or on the job) and is explicitly designated as learning (in terms of objectives, time or resources). Formal learning is intentional from the learner's point of view. It typically leads to validation and certification.

*Source:* based on Cedefop, 2004.

## GENERAL EDUCATION (ISTRUZIONE GENERALE)

Education which is mainly designed to lead participants to a deeper understanding of a subject or group of subjects, especially, but not necessarily, with a view to preparing participants for further (additional) education at the same or a higher level. Successful completion of these programmes may or may not provide the participants with a labour-market relevant qualification at this level. These programmes are typically school-based. Programmes with a general orientation and not focusing on a particular specialization should be classified in this category.

*Source:* United Nations Educational, Scientific and Cultural Organisation (Unesco), "International Standard Classification of Education - ISCED 1997", Paris, November 1997.

This definition mainly concerns the lycée system, *id est* pathways not particularly planned for the exercise of specific professions. General education differs from vocational training. General or vocational education and training carried out in the initial education system, usually before entering working life.



Comment: some training undertaken after entry into working life may be considered as initial training (e.g. retraining); initial education and training can be carried out at any level in general or vocational education (full-time school-based or alternance training) pathways or apprenticeship.

*Source:* Cedefop. Terminology of European education and training policy: a selection of 100 key terms. Luxembourg: Publications Office.

Available at:

<http://europass.cedefop.europa.eu/europass/home/hornav/Glossary.csp>

[cited 22.07.2010].

#### **IVET - INITIAL VOCATIONAL EDUCATION AND TRAINING (ISTRUZIONE E FORMAZIONE PROFESSIONALE INIZIALE)**

Initial vocational education and training (IVET) is defined as training undertaken typically after full-time compulsory education (although it may start before) to promote the acquisition of the necessary knowledge, skills and competences for entry to an occupation or group of occupations. It can be undertaken purely within a school-based and/or work-based environment. It includes apprenticeship training.

*Source:* Glossary of the eKnowVet database.

The definition includes:

- first level (or basic) training pathways, addressed to those who have completed the first cycle of education
- second level training pathways addressed to those who have completed the upper secondary level of education or who have obtained a first-level vocational qualification.

#### **LOWER SECONDARY EDUCATION – ISCED 2 (SCUOLA SECONDARIA DI PRIMO GRADO)**

Lower secondary education generally continues the basic programmes of primary, although teaching is typically more subject-focused, often employing more specialised teachers to conduct classes.

Comment: in some countries, this level may appear as an artificial division which does not correspond to the national education system (nine years of basic education including ISCED level 2). In such cases, ISCED 2 level is called 'second stage of basic education'.

*Source:* Cedefop, 2008, based on Unesco, 1997; Eurydice, 2006. Terminology of European education and training policy: a selection of 100 key terms. Luxembourg: Publications Office.

Available at:

<http://europass.cedefop.europa.eu/europass/home/hornav/Glossary.csp>

[cited 22.07.2010].

#### **NON FORMAL LEARNING (APPRENDIMENTO NON FORMALE)**

Learning which is embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner's point of view.

Comments:

- non-formal learning outcomes may be validated and lead to certification;
- non-formal learning is sometimes described as semi-structured learning.

*Source:* based on Cedefop, 2004.

#### **OCCUPATION (OCCUPAZIONE)**

Group of activities that necessitate a homogeneous series of techniques and skills within a specific field and speciality.

*Source:* Cedefop, working definition.

#### **POST - SECONDARY NON-TERTIARY EDUCATION ISCED 4 (ISTRUZIONE POST-SECONDARIA NON TERZIARIA)**

These programmes straddle the boundary between upper secondary and tertiary education. They serve to broaden the knowledge of upper secondary education graduates. These programmes are

designed to prepare students for studies at first stage of tertiary education or for direct labour market entry. They do not lead to a tertiary qualification.

Comment: students entering will have usually completed upper secondary education. Programmes usually have a full-time equivalent duration of between 6 months and 2 years.

*Source:* Cedefop, 2008, based on Unesco, 1997; Eurydice, 2006. Terminology of European education and training policy: a selection of 100 key terms. Luxembourg: Publications Office. Available at: <http://europass.cedefop.europa.eu/europass/home/hornav/Glossary.csp> [cited 22.07.2010].

Training pathway of higher level, non-university, aimed at the training of practitioners able to act in a context characterized by a high organisational and technological complexity.

#### PRE-VOCATIONAL OR PRE-TECHNICAL EDUCATION

Education which is mainly designed to introduce participants to the world of work and to prepare them for entry into vocational or technical education programmes. Successful completion of such programmes does not yet lead to a labour-market relevant vocational or technical qualification. For a programme to be considered as pre-vocational or pre-technical education, at least 25 per cent of its content has to be vocational or technical.

*Source:* ISCED 1997.

Comment: In Italy a formal definition of pre-vocational education is currently not supported by the VET system.

#### PROFESSION (PROFESSIONE)

Professional activity or group of professional activities, access to which, the pursuit of which, or one of the modes of pursuit of which is subject, directly or indirectly, by virtue of legislative, regulatory or administrative provisions to the possession of specific professional qualifications.

*Source:* European Parliament and Council of the European Union (2005). directive 2005/36/EC of the European parliament and of the Council of 7 September 2005 on the recognition of professional qualifications.

Available at:

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2005:255:0022:0142:en:PDF> [cited 03.05.2011].

#### QUALIFICATION (QUALIFICA PROFESSIONALE)

A formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards.

*Source:* EQF, 2006.

#### SCHOOL BASED PROGRAMMES (PROGRAMMI SCOLASTICI)

Programmes in which instruction takes place (either partly or exclusively) in educational institutions. These include special training centres for vocational education run by public or private authorities or enterprise-based special training centres if these qualify as educational institutions. These programmes can have an on-the-job training component, i.e. a component of some practical experience at the workplace.

*Source:* UOE data collection on education systems, Volume 1, Manual, Concepts, definitions and classifications.

Comments: In Italy the term Curriculo (Curriculum), which is a document indicating the goals to be achieved for the development of competences and learning objectives, is frequently referred as "education programme".

#### SKILL (ABILITA)

The ability to apply knowledge and use know-how to complete tasks and solve problems. In the European Qualifications Framework, skills are described as cognitive (use of logical, intuitive and

creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).

*Source:* EQF, 2006.

### UPPER SECONDARY EDUCATION - ISCED 3 (SCUOLA SECONDARIA DI SECONDO GRADO)

Final stage of secondary education that normally begins at the end of compulsory education. The entrance age is usually 15 or 16 years. Entrance qualifications (completion of compulsory education) and other minimum entry requirements are generally needed. Instruction is often more subject-oriented than lower secondary education (ISCED 2). The typical duration of ISCED level 3 varies from two to five years.

*Source:* Cedefop, 2008, based on Unesco, 1997; Eurydice, 2006. Terminology of European education and training policy: a selection of 100 key terms. Luxembourg: Publications Office.

Available at: <http://europass.cedefop.europa.eu/europass/home/hornav/Glossary.csp> [cited 22.07.2010].

In Italy is called "second cycle of education": upper secondary school (*scuola secondaria di secondo grado*) under the responsibility of the State and offered by the *Licei*, the technical institutes and the vocational institutes, and the vocational and training system under the responsibility of the Regions and offered by the training agencies.

## 2.1 VET POLICY DEVELOPMENTS AND PRIORITIES IN SUPPORTING LLL

### REFORM OF VOCATIONAL EDUCATION AND TRAINING SYSTEM

The organisation of both technical and vocational institutes is under reform, in accordance with the plan for the implementation of law 133/2008. The relevant draft regulations are currently undergoing approval procedures and are under debate within the State Regions conference. According to the draft regulations, studies in technical institutes will refer to 2 sectors: the economic sector, divided into 2 branches, and the technological sector, divided into 9 branches. Studies in vocational institutes will refer to 2 sectors: the service sector, and the industry and handicraft sector. The courses will have a 5-year duration and will release upper secondary school leaving certificates (at present, vocational institutes provide also three-year pathways which release qualification diplomas). The reform should be gradually implemented starting from school year 2010/2011.

### REFORM OF EDUCATION.

In the Action plan for Youth Employability through learning and employment integration (2009, financed in 2011) a very important role in the lifelong learning system is given to culture of work and business. The education and training system will be able to perform this fundamental intermediation role if it succeeds in shifting its focus from procedures to results and, more importantly, to beneficiaries.

In line with the new Flagship Initiatives of Europe 2020 (New Skills for new jobs and Youth on the Move), the learning and training pathways envisaged by education systems will be tailored to individual needs by drawing up personalised study plans, strengthening their integration with the labour market, increasing the transparency and mobility of qualifications, improving the recognition of non-formal and informal learning, enabling young people to acquire truly spendable skills, and educating them to use their critical sense in their approach to the reality surrounding them. To bring together each individual's learning experience - in the classroom, on the job, during apprenticeships, in the workplace - the Citizen's Training Logbook, introduced by the Biagi Law and still used only on a pilot basis in a few Italian Regions will be a key tool.

A new Plan for Digital School has also been launched in 2010 to improve learning environment through the use of ITC.

One of the most important innovation in the education system is the launch of the new ITS (Istruzione Tecnica Superiore - Higher Technical Education). See 5.7.

In Italy a very high percentage of young adults has no secondary-level diploma or certification. Systematic action is therefore foreseen to encourage the highest possible number of young adults back into learning or training helping them achieve full insertion in the world of work.

### REFORM OF THE APPRENTICESHIP.

The role of **apprenticeship** as a crucial path linking VET and the labour market has been enhanced by the new Legislative Decree 28 July 2011<sup>2</sup>, which foresees apprenticeship as a permanent employment contract. See definitions and 5.4.

### UNIVERSITY REFORM.

The new **University Reform Act** (Law 240 of 30 December 2010) will make **Universities** more autonomous and more accountable. This key reform in university governance and funding would contribute to a better performance of the higher education system.

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<sup>2</sup> Link to the document: [http://www.lavoro.gov.it/NR/ronlyres/5298383A-C8DC-4CBC-85B5-47008A6A227A/0/NotaApprendistato\\_28luglio2011.pdf](http://www.lavoro.gov.it/NR/ronlyres/5298383A-C8DC-4CBC-85B5-47008A6A227A/0/NotaApprendistato_28luglio2011.pdf)

The principles of the Reform are: a better management of human resources (including performance-based careers and remuneration) and improved recruitment processes. The participation of external members in the Administration Board will also increase efficiency, strengthening links with the private sector.

#### ROLE OF SOCIAL PARTNERS

The State-Regions-Social Partners Agreement of 27 October 2010 laid the basis for the reform which should enhance the role of Apprenticeships as open-ended job contracts aimed at employment and training of young people. The new Apprenticeship (See 5.4) will be one of the main tools to foster access to the labour market, with training guaranteed by the Regions or by social partners or *enti bilaterali*. In January 2011 the Action Plan for Youth Employability through learning and employment integration has been presented to the Social Partners.

#### LABOUR MARKET

Measures adopted in the last two years include the following:

- simplification and reduction of constraints on working hours in line with European law;
- reinstatement of "intermittent" work and flexible part-time Work;
- reinstatement of staff leasing and simplification of job allocation and administration;
- full re-introduction of fixed-term contracts;
- measures for bilateral bodies performing a subsidiary labour market governance/regulation role;
- obligatory requirement for those receiving publicly-funded benefits to declare themselves immediately available for work or vocational re-training;
- re-introduction and enhancement of "employment vouchers" system to fight against undeclared work.

#### CURRENT DEBATES

In September 2009 the Ministers of Youth, Education, University and Research and that of Labour and Social Policies, launched the Action Plan for Youth Employability through learning and employment integration. The Plan has been presented to Regions and Social Partners on June 2010 and is operational since January 2011. The priorities for full youth employability are:

1. Easing the transition from school to work;
2. Revitalizing technical-vocational teaching;
3. Revitalizing apprenticeship contracts;
4. Rethinking the use of training internships, work-experience in the curriculum, health and safety education, pensions protection from school and university age;
5. Rethinking the role of university learning;
6. Opening up research doctorates to the economic system and labour market.

The reform of the apprenticeships (2011) and the University Reform (2010) are a result of the Plan and must be considered in the framework of long-term structural interventions, following the European objectives.

National objectives to reduce school drop-out are: 17.9% by 2013, 17.3% by 2015 and 15-16% by 2020.

Concerning University, the main objective is to reduce and better organize the different courses of studies, improving their quality and increasing the number of the graduates, in order to reach 22.3% in 2013, 23.6% in 2015 and 26-27% in 2020.

Total investment in VET provided by the Education Reform is 4.3 billion euro and it is devoted to strengthen competences and to improve quality of the VET system in order to increase participation (in particular female participation) in the labour market, to reduce number of drop-out and regional disparity in quality of the training offer and learning outcomes.

On 30 July 2010 a new Plan has also been approved by the Council of Ministers: the 3 year Plan for Labour called "*Liberare il lavoro per liberare i lavori*" processed by the Minister of Labour and sent to the Social Partners in order to reach an agreement for the reform of the labour market. Actions foreseen by the government include the following:

- Jobs Statute;

- extension of tax reduction measures to wage components determined through agreements at the enterprise or local level;
- rationalization of the "social buffers" system based on National Insurance;
- law on strikes in the transport sector and establishment of a Labour Relations Commission;
- law on settlement and arbitration to resolve employment disputes;
- common notification by social partners on profit-sharing and any provisions or regulations established as a consequence;
- promotion of nursery schools through use of vouchers;
- common notification for rearrangement of working hours;
- reform of the labour market to foster the inclusion of people with disabilities;
- employment portal to help match labour market demand and supply;
- extension of the Excelsior programme at the provincial level to monitor occupational requirements;
- electronic file for all active labour market participants;
- certification of skills and competences;
- expansion of the apprenticeship scheme and reorganisation of traineeships and employment guidance periods;
- obligatory requirement for universities to publish CVs of their Graduates;
- zero-tolerance campaign against wholly undeclared work;
- implementation of the Consolidated Act on Safety in the Workplace;
- national information system for the prevention of workplace accidents and work-related ill-health;
- Institutional Bodies for workers' health and safety (INAIL, ISPESL, IPSEMA).

## 2.2 IMPLEMENTATION OF EUROPEAN TOOLS AND PRINCIPLES

### NATIONAL QUALIFICATIONS FRAMEWORK

The process of referencing the Italian Qualification System (NQS) to the EQF is gradually going on within a Technical Group (TG), made up of experts from the Ministry of Labour, the Ministry of Education and University and ISFOL-NCP. The TG has already undertaken a series of technical actions (researches, testing, analysis of national descriptors, etc.), exploring the issues involved in the referencing process and establishing a baseline referencing as the basis for a consultation process. In relation to the issue of the relationship of the EQF to the Directive 2005/36/EC on the recognition of qualifications related to regulated professions, the Department of Community Policies participates in the process. A draft of the Referencing Report has been elaborated and it will be the basis for the extensive consultation process which will involve primarily regional representatives and international experts and all other national stakeholders at a later stage.

### QUALITY ASSURANCE

In 2010, the Italian National Reference Point for Quality (RPN) set up within ISFOL, in accordance with the EQARF Recommendation of the European Parliament and of the Council of 18 June 2009, worked with the aim to support the construction of the National Plan for Quality Assurance for Vocational Education and Training in cooperation with the Ministry of Labour, the Ministry of Education, the Regions and the social partners. The National Plan for Quality Assurance in VET aims at improving the systems of quality assurance at national level and making better use of the European Quality Assurance Reference Framework for Vocational Education and Training. (EQAVET).

The NRP has

- published a comparative study on quality assurance models of the vocational education and training systems of some European countries (France, England, Spain, the Netherlands);
- opened a website ([www.nrpqualita.isfol.it](http://www.nrpqualita.isfol.it)) dedicated to disseminating the EQARF Recommendation;
- published a regular newsletter on the activities of the National Reference Point.

Moreover, the Italian NRP has organized, on December 2010, an international conference on Quality Assurance of Vocational Education and Training which was attended by Ministries, Regions, Social Partners, VET providers and National stakeholder. The Conference allowed to formally start defining the national approach on quality assurance in Vet.

#### LEARNING OUTCOMES

The LO (Learning outcomes) approach has been implemented in different areas of the Italian Qualifications System, although differences, mainly linguistic, still remain among different sub-systems. Within the academic education system there is an effective coherence with the LO approach; a wide coherence can be observed in the IFTS-post diploma Technical Vocational pathways based on national standards of competences. Within the Education system the curricula have been developed with LO descriptors. Several sub-regional systems are based on LO and provide best practices in credit transfer. The opportunities offered by EU to promote national and transnational cooperation are facilitating the perspective of a national integrated LO oriented system. In particular, two projects developed in Italy in relation to the last ECVET Call for proposal 2010 focus on the implementation of the European credit system and the LO approach at national level. The CO.L.O.R. (COmpetency and Learning Outcomes Recognition for migrants) project, carried out by ARLAS Campania and coordinated by the ISFOL, aims at meeting two specific needs emerged in the labour market: the valorisation of migrants skills and the recognition of their learning outcomes in the sectors of healthcare and construction. The project seeks to adapt a set of qualifications in terms of LO, on the basis of a transferable method shared among the Regions: Basilicata, Campania, Lazio, Piemonte and Toscana. The I CARE Project (Lead Partner: Cefass Foundation) mainly focuses on the adaptation of the Lombardia regional system of vocational qualifications in the specific sector of personal care.

#### STATE OF PLAY IN THE IMPLEMENTATION AND USE OF THE FIVE EUROPASS DOCUMENTS (DA AGGIORNARE)

During the year 2010 the release of Europass Mobility documents experienced a slight decrease, with a total of 4693 documents delivered, against 5429 of 2009.

Concerning the programs for which the EM has been issued, the situation is the following:

Programme	EM issued 2009	EM issued 2010
Leonardo da Vinci	4242	3937
FSE	480	314
Erasmus	101	23
Comenius	15	27

Concerning Europass CV, Italy is among those countries with the highest number of documents downloaded (665,369 Europass CVs have been completed in Italian). For details and a wider overview on European tools, please see also 2.3.2.



## 2.3 INTERNATIONALISATION <sup>3)</sup> AND TRANSNATIONAL MOBILITY IN VET <sup>4)</sup>

### 2.3.1. POLICY FRAMEWORK FOR INTERNATIONALIZATION AND TRANSNATIONAL MOBILITY IN VET

In the European Social Fund (ESF) 2007-2013 programmes, in compliance with the strategic lines defined by the Lisbon Agenda, Transnationality represents a transversal tool for promoting the implementation and the development of community based initiatives and networks with the purpose of contributing to the quality and effectiveness of labour policies and to their reform. In the new ESF programming, transnational and interregional cooperation has increased both with regard to the number of actors involved and to the activities implemented, as well as through greater flexibility of programmes, conditions of admissibility and management procedures. Member States have been asked to make some strategic choices from as early as the design stage of the Operational Programmes (OPs) and to plan the transnational and interregional actions through a horizontal approach - by inserting transnational activities in every Axis of the OP - through a vertical approach - with a priority Axis dedicated to Transnationality - or through a combination of the two (integrated priority). Most Managing Authorities of Member States have chosen to integrate Transnationality in Regional and National OPs as a horizontal priority.

In Italy, both two OPs under the control of the Ministry of Labour and Social Policies have a specific Axis dedicated to Transnationality, as well as the 21 regional OPs. As a managing authority, the Ministry of Labour and Social Policies (MLSP), is responsible for the direction and the general coordination of Transnationality.

The ISFOL, through its ESF Transnational Cooperation Support Unit, carries out actions of methodological, technical and managerial support to the Ministry of Labour in the sphere of the systemic Action "Transnationality" under Convergence and Competitiveness ESF National Operational Programmes.

The attention to the interregional and transnational dimension, represents one of the most notable innovations introduced by the ESF 2007-2013 planning. As already mentioned, the Operational Programme devotes to this dimension a specific Axis (Axis V, "Interregionality and Transnationality") aimed at promoting the *"implementation and the development of initiatives and networks on a interregional and transnational basis with a special focus on the exchange of good practices"*. An evaluation report issued by the Veneto Region<sup>5</sup> on the state of the art of Axis V implementation has underlined how the management of transnational cooperation activities at communitarian level presents some criticalities, particularly because of the lack of information and governance system, which gives rise to poor coordination between managing authorities and the peripheral level.

In practice, the projects that can be carried out in the framework of transnational and interregional mobility as part of the ESF 2007-2013 planning are:

- participation in ESF transnational networks: networks among institutional actors aimed at promoting mutual learning, in most of the cases focused on the issue of social inclusion (ex-prisoners, ROM, etc.) or related to the general objectives of the European Employment Strategy (active ageing, active labour market policies, youth unemployment, etc ...)
- participation in interregional projects: also in this case, projects are aimed at different typologies of beneficiaries (i.e. at supporting "vulnerable" groups) or at drawing up proposals

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<sup>3</sup> *Internationalization of education is understood as the process of integrating an international, intercultural and/or global dimension into the goals, functions (teaching/learning, research, services) and delivery of education* (adapted from Internationalization of Higher Education: New Directions, New Challenges, IAU 2005 Survey).

<sup>4</sup> *Transnational mobility in VET is understood as any period that a worker, jobseeker, VET student, teacher or trainer spends abroad in an education or training institution, a company or any other organisation for learning or teaching purposes. Comment: knowledge, skills and competences acquired during the period spent abroad may be validated and lead to certification. (Cedefop definition).*

<sup>5</sup> *Programma operativo regionale parte FSE:transnazionalità e interregionalità (Regional Operational Programme ESF: transnationality and interregionality) , Venezia, october 2010, available at: [www.regione.veneto.it/NR/...7B2A.../Interregionalitatransnazionalita.pdf](http://www.regione.veneto.it/NR/...7B2A.../Interregionalitatransnazionalita.pdf)*



for the standardization of tools and practices (for instance, through the implementation of a national catalogue of “high training” and the definition of a national system for the certification of competencies)

- promotion of Public Notices (call for tenders, competitive tenders): these actions can also involve support activities in favour of training or entrepreneurial mobility through the allocation of vouchers. Managing authorities can also focus on more articulated calls aimed at training activities that can be implemented on the territory with foreign and extra-regional partners.

To provide complete and exhaustive information on transnational and interregional projects, the Ministry of Labour has implemented a special website ([www.transnationalita.it](http://www.transnationalita.it)), which collects all relevant data, normative documents and information for a proper implementation of initiatives referred to Transnationality in European Social Fund 2007-2013. The website also illustrates activities implemented by the Italian regions included in the objectives “Competitiveness” and “Convergence”. The same kind of information is available at the website of Tecnostruttura ([www.tecnostruttura.it](http://www.tecnostruttura.it)) implemented by Tecnostruttura of Regions for ESF, which includes for each project or thematic network a synthesis report with main information.

### 2.3.2. TRANSNATIONAL MOBILITY PROGRAMMES AND SCHEMES IN VET

Transnational mobility is, above all, an opportunity for increasing and improving personal and interpersonal skills. In addition, it enables individuals to develop language skills and acquire new knowledge and professional skills, promotes intercultural dialogue and education to European citizenship, while also enabling individuals to assess and use the skills acquired through formal education.

Main actions implemented in relation to transnational mobility include activities and sections of the Leonardo Da Vinci programme in the framework of LLP programme and transnational actions implemented through the ESF 2007-2013 planning (as described in 2.3.1).

#### Transnational Mobility under Leonardo da Vinci programme:

There are **three main actions under the mobility action Leonardo da Vinci**, according to three different targets:

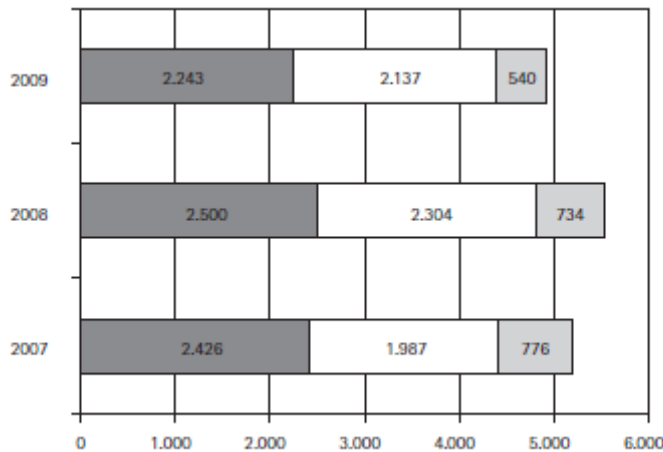
- 1) The action “Mobility for Trainees in Initial Vocational Training (IVT)” of the Leonardo da Vinci sectoral programme aims at supporting transnational mobility for people involved in initial vocational education and training;
- 2) The action “Transnational Placements in Enterprises or Training Institutions” of the Leonardo da Vinci sectoral programme (PLM) aims at supporting transnational mobility for workers, self employed people or people available for employment (including graduates) undergoing a training period abroad in a vocational training context;
- 3) The action “Mobility for Professionals in Vocational Education and Training (VETPRO)” of the Leonardo da Vinci sectoral programme aims at supporting transnational mobility for people responsible for vocational training and/or human resources.

The integration of an education training path in a work experience abroad is a process which, in the last years, has affected a growing number of young people<sup>6</sup> in Italy. Leaving aside the so-called degree mobility (the mobility of university students and young researchers through, for example, the Erasmus programme), around 16 000 Leonardo da Vinci grants beneficiaries have benefited of a work experience in an European Country between 2007 and 2009 (figure 1 below)

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<sup>6</sup> Claudio Maria Vitali, I tirocini all'estero dei giovani italiani (Mobility grants of Italian young people), «Osservatorio Isfol», I (2011), n. 1, pp. 139-155. The article illustrates the results of a survey conducted by the ISFOL in 2010 on a number of students who were awarded Leonardo grants for the period 2006-2007.

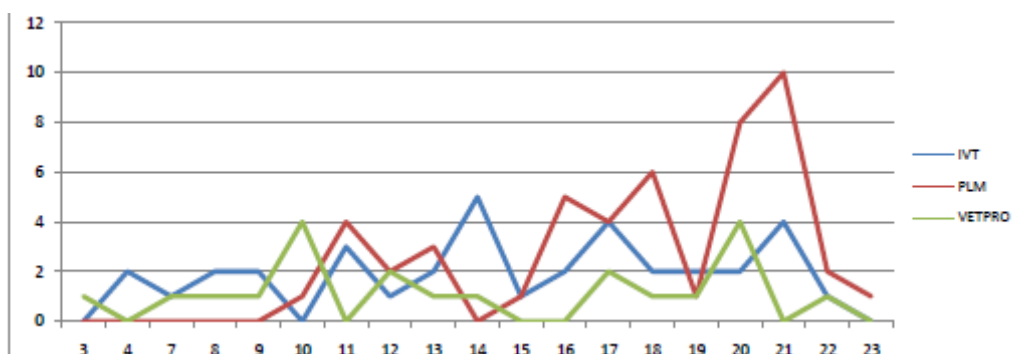
Figure 1 - Data on Transnational mobility: beneficiaries for IVT, PLM and VETPRO from 2007 to 2009



Source: Isfol, 2010

However, there still are some criticalities. The difficulties for enterprises to play an active role as promoters of mobility projects is reflected by the poor presence of workers and apprentices as target groups of the actions addressed to people employed in the labour market (PLM), with a prevalence of newly-qualified, newly-graduated and unemployed beneficiaries. The same trend can be observed for students of vocational training paths (IVT), mainly coming from technical and vocational schools. As for Vocational Education and Training for Professionals (VETPRO), main targets include teachers (almost exclusively belonging to school institutions) and trainers (selected among training bodies and public administrations) with a little presence of responsible of human resources coming from the labour market and private companies. For these reasons, we can talk of “temporary mobility” (3-20 weeks on average) which is not recorded by official Eurostat statistics but is registered by annual reports of the Lifelong Learning Programme and defined as “credit mobility” with the involvement of multiple actors (schools, local and regional administrations, chambers of commerce, universities, training agencies) and with a total investment of around 56 bn euro from communitarian sources for the whole period (2007-2009). According to Isfol/Leonardo da Vinci data on transnational mobility projects approved for the year 2010<sup>7</sup>, action financed have a length from a minimum of three months to a maximum of 23 months, as showed by figure two below. From the analysis of the 36 IVT projects, the 14% has a duration of 14 months, the 11% has a length of 17 months and the 12% lasts 21 months. The duration of the 48 PLM projects is higher: 21% of the actions implemented has a duration of 21 months, 17% of 20 months, 13% of 18 months, while for the total of the 21 projects VETPRO, the most common length is 20 months (19%) and 10 months (19%) .

Figure 2- Lengths of mobility projects 2010

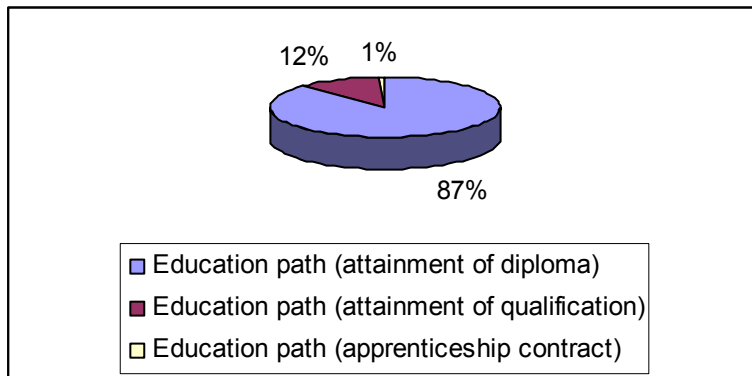


<sup>7</sup> Rapporto di Monitoraggio 2010, risultati e riflessioni sullo stato di attuazione dei progetti di trasferimento dell'innovazione e di mobilità transnazionale in corso (*Monitoring report 2010, outcomes and reflections on the implementation of projects of transfer of innovation and on going transnational mobility*), Rome, Isfol, December 2010, p. 25.

Source : National Agency LLP - Sectoral Programme Leonardo da Vinci, 2010

Regarding the mobility of people in initial vocational training (figure 3), around the 87% (2.129 participants) is attending education paths for the attainment of a Diploma, while 12% (288 participants) concerns young people involved in training paths for the attainment of professional qualification and only 1% (21 participants) involves apprentices, showing the necessity of encouraging the participation of people following apprenticeship paths to transnational mobility actions.

Figure 3 - Participant status IVT - Projects mobility 2010



Source: National Agency LLP - Sectoral Programme Leonardo da Vinci, 2010

### Transnational and Interregional projects implemented through ESF

#### 1) Transnational networks ESF

Transnational Network ESF are initiatives implemented on a wider scale, opened to the management authority of OP and more in general to institutions dealing with policy and governance models on the issue of labour market policies, training, social inclusion and support to vulnerable categories. The most widespread networks in the Italian regions are linked to specific typologies of immigration; among these it is worth mentioning:

- the "SAVIAV" Network - Social Inclusion and Work integration of Asylum seekers and Human trafficking victims;
- National Board on ROM inclusion;
- The "European Network on Gender Mainstreaming" (with the participation of Emilia Romagna and Campania);
- the network for "Social and Vocational re-insertion of ex-prisoners".

#### 2) Interregional and transnational projects

The most important transnational and interregional projects, aimed at enhancing participation in the labour market and social inclusion, carried out in cooperation with external regions and European countries include the following:

- Project "Beyond Boundaries", which combats human trafficking in Romania and in Italy and promotes the social inclusion of the victims through their engagement in work activities. The Rumanian Ministry of Labour, Family and Equal Opportunities together with the Department for Equal Opportunities and the Italian Ministry of Labour participate in the project;
- Project "Sipario", which provides an innovative training offer to operators and professionals of live performances, with the participation of the Community of Valencia (Spain);
- Cooperation Network ESF (ESF Co.Net) which associates 12 foreign institutional bodies, at both regional and national levels;
- "Interregional-Transnational Network for Social Cohesion" which seeks to set up a professional community at International level focused on the prevention and management of conflicts. The project involves the Belgian Health Service, the French National Agency for social Cohesion and Equal Opportunities, the "House of Languages" of the Catalan Region (Spain);

- Project "Gender Policies" which aims at building knowledge and practices which can help design European strategies in the field of gender policies. The project involves also Malta and Romania at ministerial level and two regions of Spain and Sweden.

Moreover, six Italian Regions have published public calls for tenders for the financing of projects or allocation of vouchers in the framework of the Axis V "Interregionality and Transnationality". Some examples include:

- Umbria and Toscana have published Public Notices for vouchers (mobility grants) supporting work activity abroad;
- Lazio and Sardinia have published Notices for the selection of integrated projects aimed at enterprises;
- Emilia Romagna and Lazio have allocated vouchers aimed at promoting the participation to training courses included in the "Interregional Catalogue of High Training":

As concerns **Europass tools**, Europass Curriculum Vitae is still the most widespread tool of the Europass Portfolio among the citizens in our country (students, workers and job seekers). In fact, as the Cedefop Annual Statistic Report (2009) shows, 549.081 Europass CVs have been completed on line by Italian citizens; therefore Italy is among those countries with the highest number of ECVs downloaded.

Data from *Europass website activity report 2011*<sup>8</sup>, confirm previous data and the increasing importance of Europass tools for the recognition of knowledge, skills and competences: from January to July 2011, there have been 1,525,677 visits to Europass website and 665,369 Europass CVs have been completed in Italian.

As concerns **Europass Language Passport (ELP)**, the NEC focused its attention on this tool as foreseen in the Grant Agreement for 2010. A total number of 3.285 ELP template in 2010 have been downloaded by final users from the national website [www.europass-italia.it](http://www.europass-italia.it); a large number of initiatives have been set up particularly in relation to the dissemination of the document as to reach the specific target users (foreign languages teachers, students in international mobility programmes, etc.).

### 2.3.3. ARRANGEMENTS TO SECURE WORK PLACEMENTS FOR TRANSNATIONAL MOBILITY IN VET

As concerns arrangements to secure work placements for transnational mobility in VET, main incentives to encourage companies to participate in transnational mobility, are those represented by regional initiatives and directives implemented in the framework of the already mentioned Axis V - *Interregionality and Transnationality* to develop new businesses and promote the spreading of best practices and markets. The activities that can be carried out to promote projects aimed at the transfer and competitive continuity in some strategic areas: support to socially responsible firms, actions aimed at promoting the valorization of human capital and the implementation of new products linked to the environment and energy and tools for the analysis and management of the economic performance of enterprises.

Moreover, there can be implemented interventions aimed at supporting transnational mobility and allocation of grants for activities regarding the exchange of staff among enterprises and Research Centres at interregional or transnational level. Finally, scholarships are given both to undergraduates whose dissertations discuss aspects of those topics and for the participation in Master courses concerning the above mentioned actions.

For completeness, we must also mention that, in the framework of the reform of secondary education (and specifically the Higher Technical Institutes courses-ITS<sup>9</sup>) young students and adults holding a upper secondary school diploma (both employed and unemployed), who wish to specialise for a quick transition to or a requalification in the labour market, will be required to attend a compulsory traineeship which could also be carried out abroad.

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<sup>8</sup> For a complete overview of Europass statistics for Italy, please consult: [http://europass.cedefop.europa.eu/Statistics/4\\_Annual\\_activity\\_by\\_country\\_and\\_language/2011/Europass\\_Statistic\\_Reports\\_Year\\_Locale\\_2011\\_it\\_IT.PDF](http://europass.cedefop.europa.eu/Statistics/4_Annual_activity_by_country_and_language/2011/Europass_Statistic_Reports_Year_Locale_2011_it_IT.PDF)

<sup>9</sup> Please, for an overview of ITS see theme 5.7.

This opportunity will also contribute to increase companies' awareness on the importance of participation in transnational mobility projects.

### 3.1 OVERVIEW

In the fourth quarter of 2010 GDP increased by 0.1% in comparison with the third quarter and by 1.5 % in comparison with the fourth quarter of 2009. Led by exports, the economy started to recover in the second half of 2009 and in 2010: imports and exports increased by 3.4 per cent and 0.5 per cent respectively. In comparison with the fourth quarter of 2009, final consumption expenditure increased by 0.4 per cent, gross fixed capital formation by 2.7 per cent, imports by 13.3 per cent and exports by 10.1 per cent.

In December 2010 the industrial production seasonally adjusted index increased by 0.3% compared with the previous month. The percentage change of the average of the quarter October- December with respect to the previous quarter was -0.2%.

The labour market situation remained fragile in 2010, with the unemployment rate stabilising at around 8.5% by the end of the year.

The government intends to reach a 67-69% employment rate by 2020, through the adoption of the measures announced in the "Three Year Plan for Employment" (see 2.1.2).

To increase female participation in the labour market, actions included in the 2009 Plan "Italy 2020 - Programme for the inclusion of women in the labour market" and in the 2010 "Plan for the Work-Life Balance" (see 2.1.2) will be financed with ESF and National resources.

To reduce youth unemployment the Plan for Youth (Italia 2020) and the Three year Plan for Employment (see 2.1.2) will be adopted.

### 3.2 EFFECTS OF THE CRISIS ON VET AND CORRESPONDING MEASURES

#### 3.2.1 TRENDS IN LEARNERS' BEHAVIOUR

The participation rates in education and training in Italy increased in 2010.

This growth is fairly homogeneous since it involves, in the same way, all categories of population (active persons, employees, unemployed persons, inactive persons) and is expressed, without significant differences in all age groups and by gender. (Table 10.1)

time	2005			2006			2007			2008			2009			2010		
geo	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M
EU-27	9,6	10,4	8,9	9,3	10,2	8,5	9,1	10,0	8,3	9,2	10,1	8,4	9,2	10,0	8,3	9,1	10,0	8,3
IT	5,8	6,2	5,4	6,1	6,5	5,7	6,2	6,6	5,9	6,3	6,6	6,1	6,0	6,4	5,6	6,2	6,5	5,9

Source of data: Eurostat (LFS); extracted on: 19-09-2011; last update: 28-08-2011.

Eurostat original label: trng\_lfs\_01- Participation in education and training by sex and age groups

However, the LFS time series data from 2005 shows that growth does not seem to affect at structural level, producing limited effects. Consequently, in the European ranking, the position of Italy does not change significantly compared to other European countries because in general there are no significant fluctuations in other countries.

In fact, compared to the EU average, the participation rate of the population from 25 to 64 years in Italy is still low (6.2%).

The female participation (6.5%) is higher than the male one (5.9%) but with a lower proportion to that which on average regards Europe. The female participation increases within the active people, the employed and the unemployed people, while decreases within the inactive people. (Table 10.1)

Table 15 A/B and 16 show one of the reasons why the participation in education and training, even if it is increasing, does not change the structure: in fact, participation is still characterized by an unequal distribution, as it concerns especially the high profiles and workers with open-ended contracts, at the expense of low skilled, works with temporary jobs, self-employed, women, elderly workers, employees in small enterprises, workers employed in the shadow economy. Those categories are the most affected by the under investment in training and are particularly exposed to the effects of the crisis, as they cannot be reached by the social safety nets.

TABLE 15 A: PARTICIPATION RATE IN FORMAL EDUCATION AND TRAINING BY HIGHEST LEVEL OF EDUCATION ATTAINED (%), 2007				
ISCED97/ GEO	0-2	3-4	5-6	TOTAL
EU-27	2.7	6	12.7	6.6
IT	0.6	6.1	13.8	4.4

Source of data: Eurostat (AES); extracted on: 24-05-2011; last update: 30-03-2011.

Eurostat original label: trng\_aes\_102-Participation rate in education and training by highest level of education attained

TABLE 15 B: PARTICIPATION RATE IN FORMAL EDUCATION AND TRAINING BY LABOUR STATUS (%), 2007				
WSTATUS / GEO	EMPLOYMENT	INACTIVE POPULATION	TOTAL	UNEMPLOYMENT
EU-27	6.6	6.3	6.6	7.1
IT	3.6	5.3	4.4	8

Source of data: Eurostat (AES); extracted on: 24-05-2011; last update: 13-04-2011.

Eurostat original label: trng\_aes\_103-Participation rate in education and training by labour status

TABLE 16 A: PARTICIPATION RATE IN NON FORMAL EDUCATION AND TRAINING BY HIGHEST LEVEL OF EDUCATION ATTAINED (%), 2007				
ISCED97/ GEO	0-2	3-4	5-6	Total
EU-27	15.6	31.4	51.5	31.3
IT	7.9	27	46.7	20.2

Source of data: Eurostat (AES); extracted on: 24-05-2011; last update: 30-03-2011.

Eurostat original label: trng\_aes\_102-Participation rate in education and training by highest level of education attained

The INDACO survey, carried out by ISFOL in 2011, highlights that the increase in participation is also explained with the updating needs of disadvantaged categories, in order to be ready as soon as the effects of the crisis were to be reduced.

For example, the unemployed in most cases consider that the knowledge and the skills acquired during the training courses will be useful for the future and this is transversal to different social and personal characteristics, especially gender and level of education. In contrast, a highly pessimistic attitude seems to pervade the elderly: in this case, the percentage of those who believe they use the knowledge and skills acquired, is lower than the average. A similar attitude is already outlined in people with 45-54 years.

Another interesting finding is the growth of the informal learning, which many people use both inside and particularly outside working hours.

Finally, a lot of training attended by employees is mandatory. It consists mostly of courses on safety at work, of short duration. Instead, other types of courses, aimed at the professional or personal development, have higher durations.

### 3.2.2. TRENDS IN ENTERPRISES' BEHAVIOUR

In Italy, 85% of firms with 6 or more employees have been affected by the economic crisis, in particular SME's and the enterprises in the manufacturing, construction and transport sectors. Most companies (70%) were affected by both a reduction of profits and sales. 60% suffered from the decline in orders and then a decrease in production of goods and/or providing services in 49% of cases.

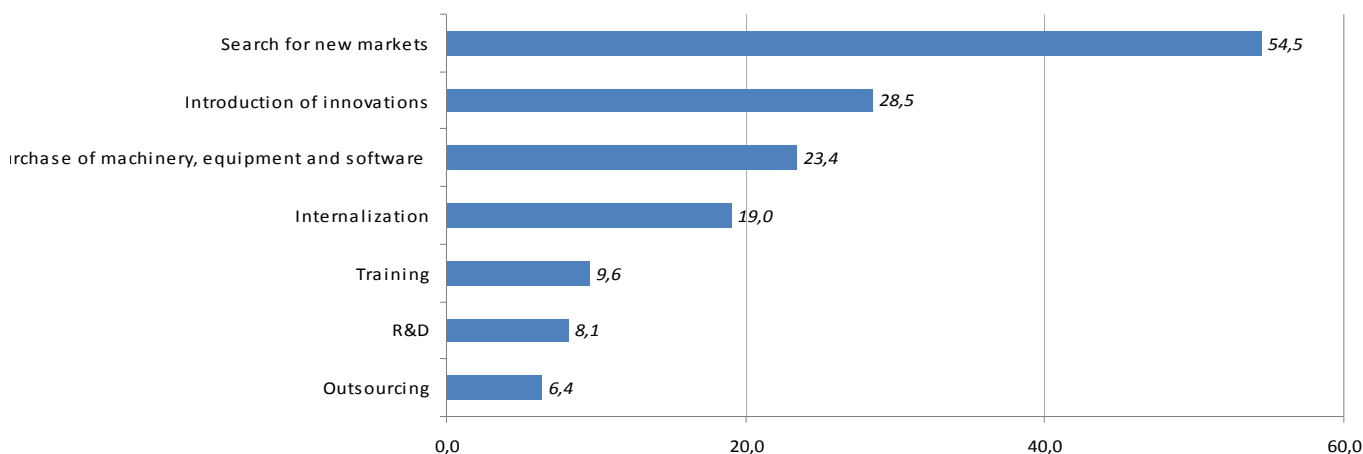


Only 30% of companies recorded a decrease of personnel, by strengthening instruments to maintain the level of employment. In about 30% of firms the investments in training are decreasing because of the crisis while in almost 70% remained stable. This reduction was higher in SME's and in the industrial sectors.

In order to overcome the recession, most Italian companies (70%) assumed a proactive approach, drawing on different types of enforcement measures. This was mainly in the sectors hardest hit by the crisis (manufacturing, transport) and in larger enterprises. Even among companies that have not been affected by the crisis prevails a preventive proactive approach.

The most common anti-crisis measures were the search for new markets (54.5%), followed by the introduction of innovations (28.5%), purchase of machinery, equipment and software (23.4%) and the internalization of activities or production phases of activity previously performed by third (19%). Italian companies used training as an anti-crisis measure only in 9.6% of cases. (Fig. 1)

**Fig. 1 - Enterprises with 6 and more employees, by the "anti-crisis measures adopted" . Year 2009 (percentage on total of enterprises)**



Source: Isfol, INDACO-Indagine sulla conoscenza nelle imprese. Reference year: 2009

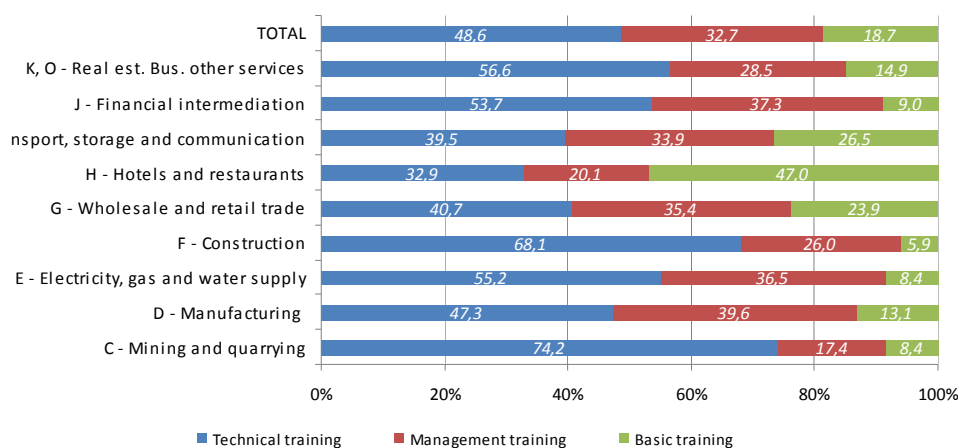
Nevertheless, half of the companies consider that training could be a useful tool to counter the effects of the crisis. Among these, we find especially firms that are structurally more likely to training (large enterprises and companies in the bank, insurance and business services) but also companies in the trade sector while this does not apply to the companies in the building sector. They invest time in training but also in the mandatory courses on safety at work.

Instead, the majority of businesses consider that to develop a suitable training strategy anti-crisis does not need outside support.

On average, half of these companies think that it is useful invest in technical training, the third in management training and a fifth in basic training. Big companies claim a greater need for management training, and technical training is more prominent in small businesses and training base has a certain importance for micro-enterprises. (Fig. 2)



Fig. 2 - Companies with 6 employees or more that consider training as a necessity in order to tackle the effects of the crisis, by sector. Year 2009 (percentage)



Source: Isfol, INDACO-Indagine sulla conoscenza nelle imprese. Reference year: 2009

The reasons that led companies to invest in training to counteract the effects of the crisis is mainly the upgrading of skills (80%) and the increase of competitiveness (73%). It is also high the share of enterprises that wanted to introduce new technologies, maintain the employment and support the reorganisation of production.

The main contents of the training courses organized to counteract the effects of the crisis were: environmental protection and safety at work (69%), development of personal skills (49%), business management and administration (43%), techniques / technologies of production and sales and marketing (35%). The subjects on which the companies have invested less are foreign languages, accounting and finance, secretarial and office work.

There are many differences between economic sectors. Companies have organized: courses on safety at work, especially in the construction sector; foreign language courses and technical and production technology, information technology and business management in manufacturing; sales and marketing in the trade sector; personal skills in the business and people services.

### 3.2.3. MEASURES TAKEN AT GOVERNANCE LEVELS (NATIONAL, REGIONAL, LOCAL)

The measures for tackling the crisis have been reinforced during 2010, on the basis of the social dialogue and a wide consultation process. From a procedural standpoint, different approaches have been set up by the Regions. In general, Regions put a particular emphasis on adult education, using resources previously devoted to other measures.

In most cases, the measures existed before and were expanded following the crisis. In particular, the Regional administrations provide a wide range of training opportunities, often articulated in self-consistent short modules. The changes occurred within VET policies for facing the crisis have different dimensions and features within the diverse Regions. In some cases, the measures concern only some aspects of the strategies previously defined. In other cases, the Regions have implemented a reform and modernization process of VET system and labour market services. The diverse answers provided by the Regions is due to the different impact of the crisis at local level. In general, all the Regions have been obliged to activate a strong synergy among the subjects involved within the planning and implementation of passive and active policies (Region, INPS, Provinces, Social Partners, Job services, Training centres, etc).

The particular features of the involved target groups (redundant workers suspended for limited and discontinuous periods) led the Administrations to provide a wide range of vocational and educational training pathways, but the training offer has not substantially changed.

In general, the Regions have decided to act both on the whole governance system and on the provision of services, in order to guarantee a better coordination of the interventions and more effective answers to the individuals and enterprises needs. The Regions play an important role in programming, coordinating and controlling the process. The implementation of the actions is often entrusted to the Provinces. In some cases, the Provinces play a role also in programming phase.

ESF still offers a support through co-financing the income-support. This kind of intervention is integrated by a wide offer of training offer responding to the needs previously identified within a guidance process. Nevertheless, following the 2010 survey, this kind of service is not provided within all the Regions, due to some difficulties in guaranteeing the integration between passive and active policies. Moreover, in the Southern Regions, the effects of the crisis became evident later than in the Northern Regions. For this reason, the measures have been put in place in different moments.

Also the target groups involved within training initiatives differ from a Region to another. In general, it tends to widen from North to South. In the Northern Regions, the target group includes mostly the beneficiaries of extraordinary social safety nets. Then, going down to the Southern Regions, the range gradually widens, by including all the subjects interested by ordinary social safety nets and all unemployed people.

The different settlement of target groups leads to devise a more flexible structure of training pathways, that are defined (employment services and vocational training) in correspondence to the duration of the suspension. The prevailing attitude for training is to offer short and self-consistent modules, in order to allow the access to a wide range of workers.

The need of brief interventions, which meet common training needs and therefore suitable for a large portions of users, is often directed towards the offer of activities aimed at strengthening core and transversal skills. Short courses for core skills generally consist of Italian or foreign language courses (English and other European languages); and ICT courses.. For the development of soft skills, the provision includes courses aimed at problem solving, teamwork, time management, communication and development of social skills. Courses on safety, quality assurance and management are also offered.

For workers in long suspension or in mobility the offer becomes broader and it is often oriented to the acquisition of qualifications. Both training and work experiences and apprenticeships or internships are offered.

In both cases, the most effective approach consists in offering a sort of "catalogues" of training offer to be set up at local level, generally on the basis of a previous guidance interview. Some Regions (Piedmont, Lombardy) use pre-existing catalogues, other have decided to create it ad hoc. The courses are accessible through vouchers and public notice of calling for training proposals. The catalogues are systematically implemented with new proposals.

The role of enterprises in defining the training offer is crucial. The main objective of training is to strengthen the competences of the human resources of the enterprises affected by the crisis. For bigger enterprises, it is possible to define specific training plans that respond to their needs and are targeted to suspended workers and workers at risk of labor lost. Those measures are often co-financed by the ESF.

The concrete co-operation of bilateral bodies and Joint Inter-professional Funds in implementing the active policies against the crisis is still scarce, although their involvement within the definition of policies and strategies and some resources assigned to training for adults vulnerable groups.

#### 4.1 HISTORICAL BACKGROUND

Vocational training was regulated for the first time by law 264/1949, which assigned to the Ministry of Labour the competences on this matter. The law addressed an adult target, providing for the professional requalification of both unemployed workers and employed workers aged less than 45. Different bodies, institutions, associations and training centres were entrusted with the organisation of this training, which in 1951 was extended to a younger target.

With the introduction of school autonomy (1999), schools have been able to start new training paths in agreement with the Regions, offering official courses in their study branches as well as in other study branches, but also experimental courses in their and in other study branches.

Law 3/2001 reformed Title V of the Constitution making a distinction between: *general education*, which falls under the exclusive competence of the State as for general rules, essential levels of performance and fundamental principles of legislation at regional level<sup>10</sup> and *VET*, which falls under the responsibility of the Regions, although the essential levels of performance remain under the responsibility of the State. The essential levels of performance correspond to the minimum standards of competences, that are defined by the State-Regions conference in order to recognize the qualifications at National and European level. For VET, the essential levels of performance allow the accreditation of the structures that provide courses. Regions must ensure the acquisition of nationally defined minimum levels concerning language, mathematics, scientific, technological and social competences and the correspondence of the qualifications to the local enterprises needs and nationally defined professional profiles.

Law 53/2003 established the education and training system in a pre-primary level, a first cycle of education (primary and lower secondary levels) and a second cycle of education including the licei system and the VET system. This law has also introduced the right/duty to education and training. It guarantees to all the right to education and training for at least 12 years or until the obtainment of a vocational qualification within 18 years of age. This right can be exercised both in the licei system and in the VET system.

As for the IVET, in 2003 an agreement between the State and the Regions instituted the three-year experimental VET courses for the fulfilment of the right/duty to education and training (see 4.3). From 2006 the length of compulsory education is set at 10 years and the three-year courses have become a segment of the education system where it is possible to accomplish the compulsory education.

Law 40/2007 abolished the economic and technological licei, replacing them with the technical and vocational institutes that already existed.

In 2010 a new system for the second cycle of education came into force and an agreement between the State and the Regions established the development scheme of VET pathways.

#### 4.2 LEGISLATIVE FRAMEWORK FOR IVET

EDUCATIONAL LEVEL	MAIN LAWS	MAIN SCOPE AND OBJECTIVE OF THE LAW
Lower and upper secondary level	<ul style="list-style-type: none"> <li>Law no.53/2003</li> </ul>	<ul style="list-style-type: none"> <li>Reform law of the education and training system;</li> </ul>

<sup>10</sup> Decreto legislativo 17 ottobre 2005 "Definizione delle norme generali e dei livelli essenziali delle prestazioni sul secondo ciclo del sistema educativo di istruzione e formazione ai sensi della legge 28 marzo 2003, n.53." (Legislative Decree 17<sup>th</sup> October 2005: Definition of general rules and essential levels of performance concerning upper secondary school, following the law 28<sup>th</sup> March 2003, N° 53).

	<ul style="list-style-type: none"> <li>• Law no.296/2006 (Financial law 2007)</li> <li>• Law no.133 of 6 August 2008</li> <li>• Law no.169 of 20 October 2008</li> <li>• Ministerial decree no.249 of 15 September 2010</li> </ul>	<ul style="list-style-type: none"> <li>• It establishes, among other things, what follows: extension of compulsory education to ten years (up to 16 years of age) to be fulfilled by pupils either at school or through three-year vocational courses falling under the responsibility of the Regions;</li> <li>• It contains measures to reduce public costs also in the field of education. A range of interventions are foreseen by this law. In particular, the re-organisation of the school system (DPR 81/2009), the revision of the first cycle of education and of timetables (DPR 89/2009), the reform of the second cycle of education (DPR 87/2010) and the inclusion of Regional three-year vocational training courses in the educational system, for the fulfilment of compulsory education.</li> <li>• It introduces new criteria for the assessment and progression of students at primary and secondary levels.</li> <li>• It reforms initial teacher training.</li> </ul>
<p><b>First-level initial vocational training</b></p>	<ul style="list-style-type: none"> <li>• Italian Constitution (see also Constitutional reform law no.3/2001)</li> <li>• Law no.196/1997</li> <li>• Law no.53/2003</li> </ul>	<ul style="list-style-type: none"> <li>• It assigns exclusive competences to the Regions on vocational education and training;</li> <li>• It reorganises the vocational training system;</li> <li>• It foresees the fulfilment of the</li> </ul>

	<ul style="list-style-type: none"> <li>• Law no.30/2003 (Reform law '<i>Biagi</i>') and Legislative decree no.276/2003</li> <li>• Ministerial decree no.139/2007</li> <li>• Law no.133 of 6 August 2008</li> <li>• Law no.183 of 4 November 2010</li> </ul>	<p>right/duty (<i>diritto/dovere</i>) to continue their training within the education system for at least 12 years or up to the obtainment of a qualification (three years) within the vocational education and training system within 18 years of age;</p> <ul style="list-style-type: none"> <li>• They introduce three types of apprenticeships;</li> <li>• It provides for the dispositions on raising the length of compulsory education up to 10 years;</li> <li>• It establishes that compulsory education can be accomplished also in the three-year vocational training courses, falling under the competence of the Regions.</li> <li>• It foresees, among other things, the possibility to fulfil the last year of compulsory education (right/duty to education and training) through an apprenticeship.</li> </ul>
<p><b>Post-secondary non-tertiary education and training: Higher technical education and training system (<i>IFTS</i> and <i>ITS</i> courses)</b></p>	<ul style="list-style-type: none"> <li>• Law no.144/1999</li> <li>• Interministerial decree no.436/2000</li> <li>• Agreement of the Unified Conference - 19 November 2002</li> </ul>	<ul style="list-style-type: none"> <li>• It institutes Higher technical education and training (<i>Istruzione e Formazione Tecnica Superiore - IFTS</i>) courses;</li> <li>• It regulates Higher technical education and training system (<i>IFTS</i>) courses;</li> <li>• It approves minimum standards for basic and cross-curricular competences;</li> <li>• It establishes minimum</li> </ul>

	<ul style="list-style-type: none"> <li>• Agreement of the Unified Conference – 29 April 2004</li> <li>• Agreement of the Unified Conference - 25 November 2004</li> <li>• Agreement of the Unified Conference – 16 March 2006</li> <li>• Financial law 2007 (Law no.296/2006)</li> <li>• Decree of the President of the Council of Ministers of 25 January 2008</li> </ul>	<p>standards for the technical-professional competences for the 37 professional profiles defined at national level by a previous Agreement of the Unified Conference (1 August 2002);</p> <ul style="list-style-type: none"> <li>• It establishes Training centres of Higher technical education and training system (<i>IFTS</i>);</li> <li>• It defines minimum standards of the technical-professional competences related to new professional profiles with regard to transport services;</li> <li>• It foresees the re-organisation of the Higher level technical education and training system (<i>IFTS</i>) to strengthen the high level vocational training and to improve the technical-scientific sector;</li> <li>• It establishes guidelines for the new organisation of the Higher technical education and training system and the institution of the Higher technical institutes (<i>Istituti Tecnici Superiori ITS</i>).</li> </ul>
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#### 4.3 INSTITUTIONAL FRAMEWORK FOR IVET AND ORGANIGRAM

Comparing the last Report 2009, this section is unchanged as it deals with functions and competencies defined by the laws and the Constitution in the field of Italian education system, composed of school system and VET system.

Compulsory education in Italy has a duration of ten years (from 6 to 16) and includes the first cycle of education and the first two years of upper secondary school (in state and non state schools possessing the requisites established by the State) or the three/four years paths of vocational education and training for which Regions have competences.

Moreover, all the young people that have accomplished the right/duty to education and training till 16 years old, cannot abandon the education system because they have a right/duty to education and training for at least 12 years (from 6 to 18 years old in the upper secondary school ruled by the Ministry of Education) or until they have gained a professional qualification (inside the three/four years regional training paths) till 18 years old.

**SCHOOL SYSTEM (IVET - LOWER SECONDARY EDUCATION, VOCATIONAL UPPER SECONDARY EDUCATION, UPPER SECONDARY EDUCATION)**

Concerning the accomplishment of the right/duty to education in the school system, the overall responsibility is of the Ministry of Education, University and Research (MIUR) that operates at central level, while at local level there are Regional School Offices (Uffici Scolastici Regionali - USR) and Provincial School offices (Uffici Scolastici Provinciali-USP).

Regions and Autonomous Provinces are responsible for planning education and training, planning school networks on the basis of provincial plans, implementing the school calendar and financial contributions to non State (private) schools. Schools have didactic, organisational and research, experimentation and development autonomy. They do not have financial autonomy.

The Constitution establishes that the State has the obligation of offering a system of public education, but it also foresees the existence of non state schools, to which the equity on the basis of pre-determined requisites is recognized.

**VET SYSTEM (INITIAL VOCATIONAL TRAINING, HIGHER TECHNICAL EDUCATION AND TRAINING SYSTEM, SECOND LEVEL OF INITIAL VOCATIONAL TRAINING)**

Constitutional Law n.3/2001 assigns to the State the responsibility of the general ruling and the definition of "minimum levels of services", i.e. the minimum common requisites with which the regional systems (included vocational training ones) must comply, and to maintain relationships with the European Union. The field of VET is co-administered by the State and the Regions, while the Regions have the exclusive competence in the field of vocational education and training. Regions manage competences also by delegating and transferring competences to Provinces. The training agencies providing vocational training pathways must be accredited by Regions and meet the requirements set by the the State and the Regions.

In synthesis, the actors involved in the framework of the education and training system in Italy, can be so represented:

- 1) Ministry of Education, University and Research - defining overall principles and the essential levels of performance of the education and training system
- 2) Ministry of Labour - defining and guaranteeing the essential levels of services of the education and training system
- 3) Regions and autonomous Provinces - exclusive jurisdiction on vocational education and training, concerning both the planning and the supply of the training offer
- 4) Social Partners - contributing to design and implement active labour market policies, especially in the field of vocational training.

To summarize this context, the following is a list of the actors involved according to their institutional level and function.

<b>INSTITUTIONAL FRAMEWORK FOR EDUCATION AND VOCATIONAL TRAINING</b>	
<b>MINISTRY OF EDUCATION, UNIVERSITY AND RESEARCH</b>	Definition of the general principles of the educational system Definition of university and research policies.
<b>MINISTRY OF LABOUR</b>	Definition and guarantee of the "essential levels of services" for the vocational training system.
<b>REGIONS AND AUTONOMOUS PROVINCES</b>	Exclusive jurisdiction for VT (definition and implementation of strategies).
<b>OTHER LOCAL AUTHORITIES (PROVINCES AND MUNICIPALITIES):</b>	Definition of plans for the implementation of VT strategies when delegated by the Regions.

More in detail, compared to the different educational path, institutional responsibilities are shared as follows:

- Lower and Upper secondary school for the accomplishment of the right/duty to education and training and tertiary education: Ministry of Education has overall responsibility;
- Three/Four years pathways of vocational education and training for the accomplishment of the right/duty to education and training: they are established by the Regions in accordance with the Agreements on Qualifications, Standards and certifications defined by the State and the Regions;
- Apprenticeships (3 different types): accomplishment of the right/duty to education and training (16-18 years old); professional apprenticeships (young people over 18 years old); higher apprenticeships for the acquisition of a diploma or for high training pathways. Institutions involved are Regions, Ministry of Labour and Education (for the first type) and Social partners (see also 5.4);
- Higher technical education and training pathways (post secondary non academic), belonging to the Regions and implemented in cooperation with several institutional actors: upper secondary school institutions, accredited training agencies, experts from the world of work and universities. Also for this pathway, standards and professional profiles - together with qualifications - are set in the framework of agreements made with the Regions;
- Post-diploma and post-qualification (VET) courses; short courses of regional competence, delivering a qualification for professional profiles not defined at national level. They mainly refer to the employment needs of the local territory and are implemented by training accredited agencies of the territory on the basis of regional grants;
- Education courses for adult people for the acquisition of a certification of a compulsory education. Courses are provided by the Ministry of Education and are organized in provincial Centres for adult education.

#### 4.4 LEGISLATIVE FRAMEWORK FOR CVET

In 2010, as in 2009, legislation measures have mainly been adopted to face the effects of the occupational crisis. The measures promote the integration between active and passive labour market policies and involve Interprofessional Joint Funds. The parts engage themselves to promote the synergy of the financial resource to support employability, also with a more flexible of ESF and with the re-modulation of the resources of the Interprofessional Joint Funds.

The integration between employment services and training activities is the most important factor of innovation brought by these measures. About 250 thousand workers involved in employment services plans are esteemed in June-September 2010. Qualitative evaluations suggest that a significant part of them participated in training activities.

The occupational crisis showed different effects in northern and southern regions. These differences have affected regional policies, also regarding the definition of workers target. Generally, tailor-made initiative addressing workers in redundancy fund (CIG - Cassa Integrazione Guadagni) are promoted by the most important northern regions; smallest and southern regions, affected by the historical phenomena of unemployment, aim their interventions to a wider population.

Regional administrations sought to meet workers' training needs through a very flexible offer, enhancing what was already available at territorial level. In particular, the training offer system is based on training offer catalogs which collect initiatives carried out by training bodies and agencies qualified by regional administrations. Workers can choose the training module that best suits them with the support of employment services.



Another innovation, introduced by the Lombardia and Veneto Regions, consists in an individual account (named "dote") through which individuals can access both training activities and employment services, such as skills assessment, vocational and occupational guidance.

Tuscany Region promote the integration between active and passive employment policies through the ILA (Individual Learning Account) Cards, just experimented by the same Region in the last years.

Starting from 2007, some Regions have promoted some initiatives of integrated planning with the Interprofessional Joint Funds. Initiatives undertaken in this period belong to two main groups:

- general agreements between the Regions and social bodies, in accordance with the principles of the National Agreement (Accordo Tripartito ) signed in 2007, aimed to a common planning of training activities; some of them have created specific committees and observatories to facilitate information and experience sharing, particularly for training initiatives not included in common plans;
- "experimental" agreements between Regions and Interprofessional Joint Funds, in which financial resources are shared to promote training plans that address wider targets of workers population; Tuscany and Lombardia Regions, such as the Genua District (Provincia di Genova), financed training plans aimed at employers and autonomous workers, while Interprofessional Joint Funds financed the same training plans but aiming them at employees only.

Decree 02/2010 implementation Law 236/93 allocates 150 million euro, among Regions ESF and Rotation Fund resources, for initiatives aimed at supporting "priority" workers if belonging from SMEs, and in particular:

- workers affected by occupational crisis, in order to improve their employability;
- workers in redundancy fund (CIG - Cassa Integrazione Guadagni);
- low qualified, over 45, unemployed young people.

The Decree finance training plans (at the level of single company, or local area or economical sector), also aimed at developing self-employment skills and opportunities.

#### 4.5 INSTITUTIONAL FRAMEWORK FOR CVET AND ORGANIGRAM

Continuing Vocational Education and Training in Italy consists of the following elements:

- continuing training activities for the updating and re-qualification of the workers' vocational skills.
- lifelong learning activities for the acquisition of basic, general and pre-vocationally-oriented skills;
- lifelong learning activities for the enhancement of cultural background and the attainment of skills for social life and active citizenship.

In recent years, a number of changes have been made to promote a consistent system for financing and managing continuing vocational education and training (CVET) and general adult education initiatives in Italy. The aim has been to establish a more consistent supply structure to achieve the objectives of employability, active citizenship, social inclusion and personal development. The continuing vocational education and training system in Italy is quite complex and fragmentary since it is based on a variety of instruments referring to a policy and legislative scenario in constant evolution over recent years. In Italy there isn't a national law on CVET yet.

The administrative structure for continuous training is composed as follows:

Ministry of Education	National level
Ministry of Labour	National level
Regional administrations, Autonomous Provinces and the Social partners	Regional Level
Provincial administrations	Local level

With regard to the ESF and national Laws 236/93 and 53/00, the authorities having jurisdiction are: the Ministry of Labour, the Regional administrations and autonomous Provinces, as well as the provincial administrations where a delegation measure is applicable.

With regard to joint multi-sectoral funds (please see theme 10), the system is managed by the social partners and supervised by the Ministry of Labour.

With reference to the supply of continuing training, activities are carried out by a wide range of providers that may be summed up as follows:

- public and private enterprises and organisations, programming training activities for their employees;
- training bodies and agencies as well as accredited organisations (*enti di formazione ed agenzie formative accreditate*);
- joint bodies, trade associations (social partners);
- professional associations and professional registers;
- institutional bodies (universities, Job centres, etc.).

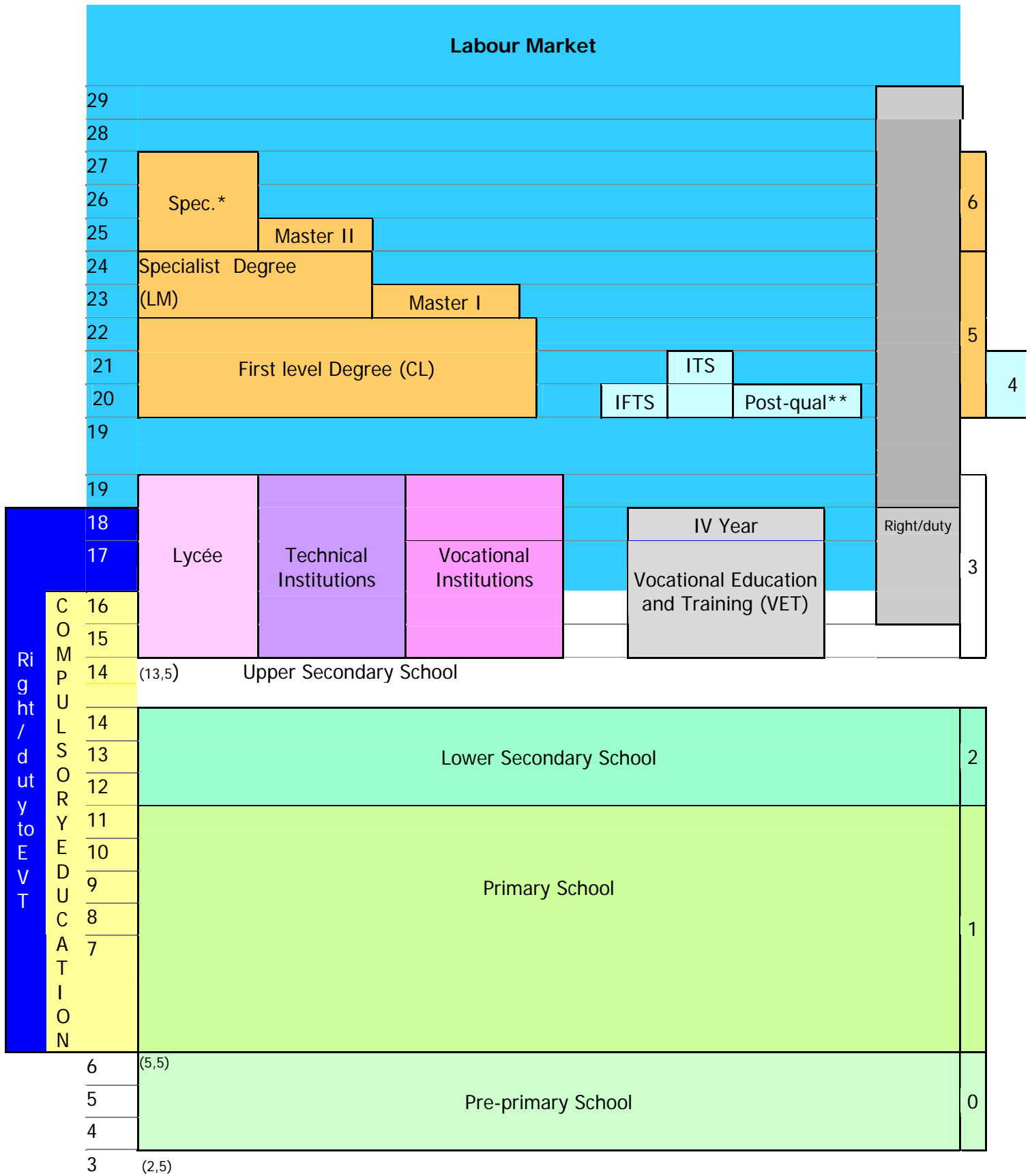
Among the measures adopted at the aim of fostering the acquisition of basic, general and pre-vocationally-oriented skills, we need to mention the regulation programme on the re-definition of the teaching organisational structure of Permanent Territorial Centres, and their evening courses (June 2009). This regulation programme introduces vital changes, since it turns Centres into self-governing school institutions, which are organized in local service networks and, as for the offer, have the ability to have a training provision, which is structured according to learning levels and aimed at achieving diplomas and certificates of the first and second education cycles with reference to technical, vocational and art grammar schools. Adults, and also migrant adults, who have not completed compulsory studies or do not have diplomas of upper secondary education can apply to these Centres. The sixteen year olds, who have not achieved a certificate for the first education cycle, or who have not completed compulsory studies, can also apply.

THEME 5: INITIAL VOCATIONAL EDUCATION AND TRAINING

5.1 BACKGROUND TO THE INITIAL VOCATIONAL EDUCATION AND TRAINING SYSTEM AND DIAGRAM OF THE EDUCATION AND TRAINING SYSTEM

# The Italian education and training system

February 2010



The reform of the Italian education system started with Law no.53/2003. Since then the education system has been subject to various changes; further amendments have been introduced, for example the extension of compulsory education up to 16 years of age, or the reform of upper secondary education (*Licei*, and technical and vocational institutes). The reform foreseen for the initial teacher training and for the teacher recruitment system has begun with the recent Ministerial Decree (no. 249 of September 2019) on initial teacher training; this reform is supposed to be implemented starting from school year 2011/2012.

Financial law 2007, which has provided for the extension of compulsory education up to 10 years (16 years of age), has at the same time established that the first two years of upper secondary education are aimed at the acquisition of knowledge and competences common to all types of education and training (general and vocational). These knowledge and competences are organised into 4 'cultural areas': languages, mathematical, scientific-technological, historical-social. Knowledge and competences are then the basis for building learning pathways aimed at acquiring key competences that can help students for their adult lives and for the lifelong learning. Key competences are: learning to learn, planning, communicating, collaborating and participating, acting autonomously, problem solving, creating connections and relations, acquiring and interpreting information.

The new reform, called 'Gelmini' and started with the laws 133/2008 and 169/2008, introduces modifications to the Italian education system. The Gelmini reform entered into force on 1<sup>st</sup> September 2009 for primary school and on 1<sup>st</sup> September 2010 for upper secondary school.

Education is compulsory from 6 to 16 years of age<sup>11</sup>. However, students have the right/duty (*diritto/dovere*) to continue their training within the education system for at least 12 years or until they gain of a qualification (three years) within the initial vocational training system providing education and training pathways (*Istruzione e Formazione Professionale - leFP*) before reaching 18 years of age.<sup>12</sup>

#### LOWER SECONDARY EDUCATION

The Italian education system is divided into two cycles of education: the first cycle of education (*primo ciclo di istruzione*) is composed by primary school (pupils aged 6-11) and by the lower secondary school (*scuola secondaria di secondo grado*), which is attended by pupils from 11 to 14 years of age. Although they are part of the same cycle of education, they maintain their own peculiarities.

#### GENERAL UPPER SECONDARY EDUCATION

Up to school year 2009/2010, the second cycle of education (*secondo ciclo di istruzione*) included the following types of institutes: *Liceo classico* (classical upper secondary school), *Liceo scientifico* (scientific upper secondary school), *Liceo linguistico* (linguistic upper secondary school), *Liceo socio-psico pedagogico* (upper secondary school with a sociological-psychological and pedagogical orientation), *Liceo delle scienze sociali* (upper secondary school with a sociological and anthropological orientation), *Liceo scientifico-tecnologico* (scientific upper secondary school with a technological orientation).

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<sup>11</sup> The Constitution establishes that education is compulsory up to 14 years of age. The length of compulsory education has been prolonged up to 16 years of age in school year 2007/2008, according to Financial law for the year 2007.

<sup>12</sup> The second cycle of education is made up of the upper secondary school falling under the responsibility of the State, and the vocational and training system falling under the responsibility of the Regions. The first two years of the second cycle of education are compulsory. These two years of compulsory education can be fulfilled attending either the State upper secondary schools or the Regional vocational education and training courses.

They were attended by pupils aged 14-19, and the *Liceo artistico* (artistic upper secondary school) attended by pupils aged 14-18/19<sup>13</sup>. In addition, 396 experimental branches allowed to expand the existing options.

Starting from school year 2010/2011, the following 6 lycées are offered:

- *Liceo classico* (classical upper secondary school),
- *Liceo scientifico* (scientific upper secondary school),
- *Liceo linguistico* (linguistic upper secondary school),
- *Liceo artistico* (artistic upper secondary school),
- *Liceo musicale e coreutico* (music and dance upper secondary school),
- *Liceo delle scienze umane* (human science upper secondary school).

All experimental branches have been cancelled.

## VOCATIONAL UPPER SECONDARY EDUCATION

Vocational upper secondary education includes technical education, i.e. *istituto tecnico* (technical school), attended by pupils aged 14-19 and vocational education, i.e. *istituto professionale* (State vocational schools), attended by pupils aged 14-19.

Technical education aims at preparing students to carry out technical and administrative functions as well as some professions in trade, services, industry, building and agriculture.

Vocational education aims at providing students with specific theoretical and practical preparation enabling them to carry out qualified functions in production fields of national interest.

As for technical and vocational institutes are concerned, the new regulations foresee only 2 types of technical institutes divided in 2 sectors (instead of the previous 10 sectors and 39 branches):

- technical studies (9 branches: mechanics and energy; transportation and logistics; electronics; ICT; graphics and communication; chemical and biotechnologies; fashion; agriculture; food processing and agro-industry; building and environment).
- economic studies (2 branches: administration, finance and marketing; tourism).

Vocational institutes (managed by the State) are now divided into 2 macro-sectors with 6 branches:

- services (4 branches: agriculture; health and social care; food and wine and hospitality; trade)
- industry and handicraft (2 branches: industrial and handicraft productions; maintenance and technical assistance).

In both cases (technical and vocational institutes), the hours of classes and workshops have been reduced.

Both in the *licei* and in the technical and vocational institutes, the overall length of study will be 5 years.

At the end of the upper secondary school (general and vocational upper secondary education), students take a state examination. Those who successfully pass the examination obtain an upper secondary school leaving diploma, which allows them to continue their studies at higher level.

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<sup>13</sup> Courses last four years, but it's worth it to note that almost all *licei* in arts subjects offer now a five-year course of study on an experimental basis which allows the enrolment in the university without having to attend the one-year complementary course.

The certificate mentions the branch and length of the studies, the final mark, the total mark obtained in the written tests, the mark obtained in the oral test, the points assigned through 'school credit', the points assigned through training credits and the additional points given by the examination board (if applicable), the subjects included in the curriculum and the total number of teaching hours dedicated to each subject.

The certification models are drawn up by the Ministry of education, university and research. Diplomas and certificates are written in four Community languages so that they can be understood in the different countries of the EU.

As for the curriculum of the *licei* is concerned, National guidelines have been issued in June 2010, while National guidelines on the organisation of the curriculum for technical and vocational institutes have both been issued in July 2010.

### INITIAL VOCATIONAL TRAINING (MANAGED BY THE REGIONS)

Initial vocational training (*formazione professionale iniziale - FPI*), is managed by the Regions and is offered by recognised training agencies operating nationwide (Vocational training centres). The FPI provides for:

- First-level (or basic) training, addressed to those who have completed the first cycle of education. These paths have a three-year length and lead to the obtainment of a regional qualification certificate or to a qualification diploma;
- Second-level training pathways addressed to those who have completed the upper secondary level of education or who have obtained a first-level vocational qualification;
- Apprenticeships (see 5.4).

Apprenticeships are now organised as follows:

- An apprenticeship aimed at the fulfilment of the *diritto/dovere* (right/duty) to education and training: young people who have reached 16 years of age can be enrolled for all the fields of activity. The contract lasts a maximum of three years and is aimed at helping students obtain a vocational qualification;
- A profession-oriented apprenticeship: students aged between 18 and 29 years can be enrolled;
- A 'high apprenticeship' (*alto apprendistato*), for qualified students. Depending on the type of qualification to be obtained, collective contracts define the length of the contract which, however, cannot be less than two years or more than six years. There is also a minimum quota of 120 hours (240 for apprenticeships aimed at the fulfilment of right/duty) of formal training (internal and external).

### POST SECONDARY EDUCATION (NON TERTIARY)

Post-secondary education and training is organised both in the higher technical education and training system and in the second-level vocational training courses managed by the Regions.

#### 1. Higher Technical Education and Training System

Please, see section 5.6.

#### 2. Second level of initial vocational training - the regional VET courses

They are managed by the Regional Authorities and aim at providing students with specialized training. Curricula are based on vocational skills having a high theoretical, technical, technological and managerial content, also through practical exercises and on-the-job training periods.

Post-secondary training can be accessed by those having an upper secondary school-leaving certificate or having an upper secondary education level, generally unemployed, and wishing to obtain a certificate or a vocational qualification immediately valid on the labour market.

#### IVET AT LOWER SECONDARY LEVEL

Generally speaking, IVET is not provided at this level. Lower secondary school, of three-year duration, has only one education pathway common to all students aged between 11 and 14 and is compulsory. Curricula include above all general subjects and do not include work-based training. Students learn a second European foreign language, in addition to English, and further study of ICTs. Admission is free and is subject to the attainment of a primary-school certificate. Legally recognized private lower-secondary schools are entitled to State subsidies and generally require parents to pay tuition fees. Following the schools' organisational and teaching autonomy provided by Legislative Decree 112/98, lessons can be spread over a period of 5 or 6 days per week, usually in the morning. It is also possible to modify both the duration of individual lessons and the weekly timetable depending on local needs and on teaching and educational programmes. On parental request, disabled children are entitled to a support teacher. At the end of the three-year cycle, students are required to take a State examination in order to obtain a lower secondary school-leaving certificate (*Diploma di Licenza Media*) and have to continue their studies by enrolling in and attending upper secondary education.

GEO	Total isced2	isced2gen (num)	isce2 gen (%)	isced2pv (num)	isce2pv (%)	isced2voc (num)	isced2 voc (%)
EU-27	2206404	2148480	97.4	335599	1.5	243644	1.1
IT	1790125	1790125	100.0	:	:	:	:

Source: Eurostat (UOE); extracted on: 19-05-2011; last update: 13-05-2011.

#### 5.3 IVET AT UPPER SECONDARY LEVEL (SCHOOL-BASED AND ALTERNANCE)

As the Education and Vocational Training System reform has been completed in 2010 (Law 53/2003 and Legislative Decree 226/2005), in Italy the second cycle programmes (14-19 years old boys and girls) consist of four different pathways: Lycées (now also including the old "Istituti magistrali", aimed at training primary schools teachers), Technical Schools, Vocational Schools (managed by the Ministry of Education), and Vocational Education and Training System (managed by the Regions).

In particular, whilst Lycées are aimed to a generic education for pupils that intend to pursue their studies into higher education, Technical Schools, Vocational Schools (five years) and three years IFP are aimed at training students for technical professions.

The curriculum of Technical Schools is based on scientific and technological subjects and enables students to acquire knowledge and competencies for managing productive processes related to technical professions.

Compared to Technical Schools, the competencies provided by Vocational Schools are more directly usable in a working environment.

The IFP pathways are managed by the Regions and similarly provide technical competencies directly usable in a working environment, but with a focus on specificities of the local market. Students can also gain a vocational qualification taking an additional year of training. These pathways can be realized either within accredited training Centres or within schools that realize interventions aimed to the integration between education and vocational training.



Concerning the participation of students in upper secondary education, the table 12A shows 1.154.971 students enrolled in general programs, 745.366 in vocational programs and 917.200 in pre-vocational. But it would probably be better to add this number to the vocational programmes students, because it relates to students of Technical Schools which, as we said, can be considered a Vocational School, although with a strong component of general education.

Table 12a: Students enrolled in upper secondary education by programme orientation (values and share of the total), 2009

GEO	Total isced3	iscd3gen (num)	isce3 gen (%)	iscd3pv (num)	isce3pv (%)	iscd3voc (num)	iscd3 voc (%)
IT	2.817.537	1.154.971	41.0	917.200	32.6	745.366	26.5

The following comparative table on the number of second cycle students highlights the evolution of the number of students enrolled in the various programmes in the last three years (2007-2010), distinguished by type of school/vocational training. The table shows that, over the years, the number of students enrolled in Vocational Schools, Technical Schools and Lycées, continues to decrease, while the number of students enrolled in IFP three-year courses continues to increase.

#### Students enrolled in second cycle programmes

	2007-08	2008-09	2009-10
LYCÉES	931.749	928.247	918.270
ISTRUZIONE MAGISTRALE (with pedagogical orientation, now included in Lycées)	219.991	220.891	215.721
ART SCHOOLS	101.237	99.488	95.917
TECHNICAL SCHOOLS	930.578	917.200	901.283
VOCATIONAL SCHOOLS	557.251	551.117	549.476
IFP THREE-YEAR COURSES	130.431*	152.885*	167.925*

\* about one third of these students are in courses that integrate school and training, carried out in schools

The following table shows the features of vocational and technical schools

TYPE OF EDUCATIONAL PROGRAM	MAIN ECONOMIC SECTORS	CORRESPONDING ISCED LEVEL / ORIENTATION	BALANCE BETWEEN GENERAL AND VOCATIONAL SUBJECTS	BALANCE BETWEEN SCHOOL-BASED AND WORK-BASED TRAINING	AVERAGE DURATION OF STUDIES	TRANSFER TO OTHER PATHWAYS
Technical Schools	Economy Technologies	3	50-60% general subject - 40-50% vocational subjects	Depends on schools and alternance projects set up	5 years (1.056 hours per year)	There are arrangements for the certification for the transition between systems.
Vocational Schools	Services Industry and handcraft	3	50% general subject - 50% vocational	Depends on schools and alternance projects set up	5 years (1.056 hours per year)	The school boards define the

			subjects			level at which the person who moves can be placed
IFP three-year and four years courses	Textile, Chemical, Construction, Electrical and electronic equipment, Chart, Plumber, art, craft, Engineering, Health, Catering, Tourism, Management, sales, logistics, agriculture and food processing	3	35-50% general subject - 50-65% vocational subjects	On average 30% of hours include some form of training on the job	3 years + 1 (on average 1.100 hours per year)	

In Italy, alternance training is a didactic methodology (Legislative Decree 77/2005) that can be used in all pathways included in the second cycle of the VET system for students who are at least 16 years old. The aim is to foster the acquisition of skills that can be used in the labour market. Schools are responsible for designing pathways, keeping contacts with enterprises, organizing and conducting courses. In the year 2009/10 have been registered<sup>14</sup> the activities of 1.331 upper secondary schools. These include mainly technical schools (46,3%) and vocational schools (31,7%), but also Lycées (17,7%), Pedagogical Schools ("Istituti Magistrali") (2,2%) and Art school (2,1%).

Out of one hundred schools using alternance, about a half is located in the North (44,9%), 30,8% in the Centre, 18% in the South and 6,3% in the Islands.

Alternance includes different type of activities: internships (65% of the total hours of alternance), classroom training (about 27% of hours), study visits at companies (5% of hours), enterprise simulations (2%).

#### 5.4 APPRENTICESHIP TRAINING

Name of alternance programme	Admission requirements	Main economic sectors (please refer to footnote 1)	Corresponding ISCED level and orientation/d estimation	Balance between general and vocational subjects	Balance between school-based and work-based training	Average duration of studies	Access (horizontal/vertical) to other pathways
Apprenticeships for the fulfilment of the right-duty to education and training	16	Under regulation	3	Under regulation	Under regulation	3 years	

<sup>14</sup> Source: ANSAS (former Indire).

Higher apprenticeships	18	Engineering	4-5	Variable	Variable	2-4 years	On the basis of recognized credits
Profession-oriented apprenticeship	18	Construction Engineering Manufacturing Metalworking Commerce	3-4-5	100% vocational	90% work-based  10% school-based	Up to 6 years	On the basis of recognized credits

In Italy apprenticeships are labour contracts with a specific training aim. They combine periods of work with training and apprentices are considered as employees.

The apprenticeship system, regulated by Law 30/2003, includes three types of apprenticeships, differentiated on the basis of age requirements, type and length of training, and final qualification.

1. Apprenticeships for the fulfilment of the right-duty to education and training aimed at young people aged 16 to 18 who have completed the compulsory training period.

2. Professional Apprenticeships represent a more strictly occupationally-based form of apprenticeships aimed at young people aged 18 (17, if apprentices have already obtained a national qualification) to 29. This contract enables students to gain a competence certificate or a professional qualification. Depending on the type of qualification, the collective bargaining defines the length of the contract, which cannot exceed six years. It implies a formal training of 120 hours per year, provided by training centres within programmes promoted by the Regional authorities. Training activities are provided by accredited VET providers and funded by public bodies (Regions and Ministry of Labour). Formal training can also be provided by enterprises, as long as these meet a set of specific requirements.

3. Apprenticeships for acquiring a higher education Diploma (also known as Higher Apprenticeships) are a new form of apprenticeship. This type of apprenticeship links the labour contract with the aim to acquire a diploma issued by the education system, at secondary or tertiary level. Through this type of apprenticeship even a doctorate degree can be obtained.

The certificate acquired gives an opportunity to continue in the upper levels of the education system.

This type of apprenticeship is currently under experimentation in a range of pilot projects. Most of these projects involve universities and enable apprentices to gain a master degree of level Isced 5.

The agreement made between apprentices and enterprises outline the performance required, the type of training, the final qualification and the wage for the apprentice according to collective bargaining.

Enterprises benefit from reductions in welfare and social security contributions for the entire length of of apprenticeship contract: the benefits are maintained for a further year if the apprentice is hired with an indefinitely employment contract.

In 2009 the number of employed apprentices was 591.800, 8,4% less than the previous year. The most affected sectors were manufacturing and construction, while a positive trend was registered in the credit and professional activities for the tertiary sector.

Currently, there are only provisional data for the first half of 2010, indicating a further decrease of apprentices amounting to 530.368.

A new reform of apprenticeships has been approved on July 2011.

In the new legislation the first type of apprenticeship is named “apprenticeship for a vocational qualification or diploma”. It can be concluded from the age of fifteenth up to twenty-fifth year. This kind of apprenticeship will be regulated by the Regions through an agreement within the Permanent State-Regions Conference.

The length of the professional apprenticeship has been reduced to maximum three years (five for craft industries), the formal training for apprentices will be regulated through collective bargaining, except for the training provided by the Regions that can sum up to 120 hours in three years.

Other innovation contained in the reforms are: introduction of apprenticeship for public sector, and of apprenticeship for adults who have lost their job because of the economic crisis.

### 5.5 OTHER YOUTH PROGRAMMES AND ALTERNATIVE PATHWAYS

For young people leaving lower secondary school, in addition to the right-duty to education and training pathways (lycées, technical schools, vocational schools, IFP three-year and four-year pathways), a number of training pathways specifically aimed at disadvantaged people (physical and mental disabled, youngsters with family hardships, young people that have not completed the first cycle of education, etc.) are also available. These can have different length (one or two years), lead to a regional qualification and use different pedagogical methodologies and support measures, mainly centered on “learning by doing”. These pathways are therefore training courses that use approaches and methodologies very similar to those used in vocational education and training. They are led by regional administrations and have different features as they are designed in accordance with different the intervention strategies adopted at regional level for disadvantaged people.

### 5.6 VOCATIONAL EDUCATION AND TRAINING AT POST-SECONDARY (NON TERTIARY) LEVEL

Type of educational programme	Main economic sector	Corresponding ISCED level/orientation	Balance between general and vocational subjects	Balance between school-based and work-based training	Average duration of studies	Transfer to other pathways
Specialized vocational education and training of Higher Technical Institutes (ITS)	<ul style="list-style-type: none"> <li>- ICT</li> <li>- Energy efficiency</li> <li>- Sustainable mobility</li> <li>- New technologies in life</li> <li>- New technologies for the ‘made in Italy’</li> <li>- Innovative</li> </ul>	ISCED 4	Not applicable	30% of the activities are dedicated to work-based training	1800-2000 hours	Work Public competitions

	technologies for arts and cultural activities					
Specialized vocational training offered by the Higher Technical Education and Training System (IFTS)	Planned by the Regions	ISCED 4	Not applicable	30% of the activities are dedicated to work-based training	800-1000 hours	Work Public competitions

In Italy, two different training pathways are available at post-secondary non-tertiary level, (ISCED 4) within the higher technical education and training system: those offered by Higher Technical Institutes (*Istituti Tecnici Superiori - ITS*), and those offered the Higher Technical Education and Training (*Istruzione e Formazione Tecnica Superiore - IFTS*).

The above mentioned pathways have been reformed through Decree of the President of the Council of Ministers of 25 January 2008.

#### ADMISSION REQUIREMENTS

The possession of an upper secondary school leaving certificate is required to access the courses organised by *ITS* (Higher Technical Institutes) and within the *IFTS* system.

Access to the *IFTS* courses is allowed also to applicants in possession of an upper secondary technical qualification (four-year courses), to those admitted to the fifth year of a *liceo*, as well as to those who are not in possession of an upper secondary school certificate, upon recognition of their competences (school education, training courses, work experiences, etc.), acquired after the fulfilment of compulsory education.

#### AGE LEVEL OF STUDENTS AND ORGANISATION OF SCHOOL TIME

The courses provided by Higher Technical Institutes as well as *IFTS* courses are aimed at both young people and adults. Courses are not organised according to age levels.

Courses organised by Higher Technical Institutes (*ITS*) last 4 semesters for a total of 1800/2000 hours and, for specific subjects, up to a maximum of 6 semesters.

*IFTS* courses last 2 semesters, for a total of 800/1000 hours.

Given the great variety of courses and their flexible organisation, it is not possible to give information on the timetable, which is defined specifically for each course.

#### REGISTRATION AND TUITION FEES

*IFTS* courses and the courses offered by Higher Technical Institutes are free of charge. The first ones are financed through the European Social Fund, while the others are financed through ministerial, regional or private funds.

#### MAIN TRAINING PROGRAMMES AND CORRESPONDING LEVELS OF STUDY

Courses offered by Higher Technical Institutes aim at meeting training needs in the 6 following technological areas: energy efficiency, sustainable mobility, new technologies in life, new technologies for the 'made in Italy', innovative technologies for arts and cultural activities, ICT.

*IFTS* courses are planned by the Regions, within their own exclusive competences, to meet the needs of specific productive fields, as established every three year by the State/Regions Unified Conference.

## DISTANCE LEARNING PROGRAMMES AND CORRESPONDING LEVELS OF STUDY

The organization responsible for the training can organize part of the course by way of distance learning programmes.

## CURRICULA ELEMENTS (PLACE OF DELIVERY, SPECIFIC COMPETENCE-BASED SKILLS TO BE DEVELOPED)

Higher Technical Institutes (*ITS*) are specific types of foundations (half a way between associations and private foundations), and can be set up by: an upper secondary school, either State or non-State funded, belonging to the technical/vocational branch, located in the same province of the foundation; a training institution accredited by the Region for the organisation of this kind of training, located in the same province of the foundation; a firm/enterprise belonging to the same productive branch of the *ITS*; a university department or any other body belonging to the technological/scientific research system, and a local authority (municipality, province, extended urban area, etc).

*ITS* courses are planned and provided by a minimum of four educational/training institutions (schools, vocational training providers, universities, enterprises or other public or private organisations) formally associated in the form of a consortium.

Programmes of study in both pathways refer to common competences to be acquired like linguistic, scientific and technological competences, or juridical/legal and economic/financial competences, organisational competences, and competences related to communication at different level, and technical-professional competences related to the specific higher technical professional profile, organised on the basis of the European Union indicators for certificates and qualifications.

The higher technical education and training system provides courses mainly aimed at developing professional specialisations at post-secondary level which can meet the needs of the labour market, both in the public and private sector, in particular in relation to the organisation of services, local bodies and productive sectors which have undergone deep technological innovation in accordance with the priorities indicated by the economic planning at regional level.

## TEACHING METHODS AND MATERIAL

At present, the issue of methods and learning materials is under debate. However, in school year 2010/2011, the system of modular courses and training units has been adopted. Training units foresee the development of basic, cross-curricular and technical-professional skills. Basic skills are the minimum knowledge (and the ability to use them) to access the labour market and any further training paths. Technical vocational skills are knowledge and techniques related to operational activities required by working processes of the different professional areas. Cross-curricular skills (communication, relationships, problem-solving, etc.) apply to all work situations and allow transforming knowledge into an efficient working behaviour in a specific context.

## ASSESSMENT

As for the courses promoted by Higher Technical Institutes (*ITS*) at the end of which a final certification is obtained by the technical or vocational institute which the *ITS* refers to, the courses end with a final assessment of the competences acquired. Final assessment is carried out by examination boards made up of representatives of schools, universities, vocational training institutions and experts from the labour market. The certification is issued by the technical/vocational institute which the *ITS* refers to.

For the issue of the relevant certification, *ITS* courses end up with final assessments of competences acquired by students. Assessments are carried out by specific boards of examiners made up of representatives of schools, universities, vocational training institutions and experts from the labour market. The certification is issued by the Regions which can define how to set up the examination boards and they are also responsible for the issue of general indications related to the final assessment of the acquired competences and to the relevant certification, in order to issue titles/qualifications to be recognized at national and European level.

## CERTIFICATION

Courses offered by Higher Technical Institutes (*ITS*) lead to the obtainment of a Diploma of high level technician, while *IFTS* courses lead to the obtainment of a Certificate of higher level technical specialisation. Both qualifications are accepted to apply for public competitions.

### 5.7 VOCATIONAL EDUCATION AND TRAINING AT TERTIARY LEVEL

At tertiary level it is usual to differentiate between academic and vocational streams, though in practice there is a degree of overlap between them. The ISCED classifies 5A programmes as tertiary ones *'that are largely theoretically based and are intended to provide sufficient qualifications for gaining entry into advanced research programmes and professions with high skills requirements'*. More vocationally oriented courses are classified as 5B and *'are typically shorter than those in 5A and focus on occupationally specific skills geared for entry into the labour market, although some theoretical foundations may be covered in the respective programme'* (Unesco, 1997, p. 35).

As recently stressed by the last Education at glance 2010 OECD report<sup>15</sup>, education also plays a major role in keeping individuals in the labour force longer - an advantage that is becoming a necessity as more OECD countries face demographic and structural changes in the labour market. The fact that labour markets have absorbed the significant increase in individuals with tertiary education shows how rapidly labour market demand for skilled labour is changing. In this sense, the creation of specific VET paths at tertiary level has led the Italian government to develop policies to retain both high value jobs and highly educated labour.

On the basis of the European prospect, the Italian higher education system can be subdivided into three separate sectors:

- University education (ISCED5A)
- Non-university higher education offered by the Higher level Arts and Music Education system<sup>16</sup> (AFAM- ISCED5A)
- Higher technical education and training at ISCED4 level (IFTS ), which has been recently reformed, according to the Decree of the President of the Council of Ministers (DPCM) of 25 January 2008. The DPCM has involved the following issues: the training offer and programmes of the Higher Technical Institutes; the training offer of the IFTS course, measures to help the development of technical-vocational centres.

In the framework of this recent reform of higher education<sup>17</sup>, the Italian VET system is experiencing a process of wide challenges as the development of a competitive labour market depends strictly on a successful implementation of well-defined education policies able to answer the requirements of the new public and market mechanisms.

The forthcoming implementation starting from September 2011 of 58 Higher Technical Institutes (*Istituti Tecnici Superiori* - ITS), as a specific post-secondary and tertiary education and training path, represents one of initiatives carried out in a wide joint effort with local and regional authorities, education and training institutions and private enterprises, aimed at ensuring the adaptability of the education system so as to provide valuable knowledge and sound skills.

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<sup>15</sup> *Education at glance 2010*, OECD, Paris 2010, p. 13

<sup>16</sup> The Afam system is made up of the following institutions : Academies of Fine Arts, the National Academy of Drama, Higher institutes for Artistic Industries, Conservatoires, the National Dance Academy and officially recognised music institutes.

<sup>17</sup> *Decree of the President of the Council of Ministers of 25 January 2008*, including the 'guidelines for the re-organisation of the Higher technical education and training system and the establishment of the Higher Technical Institutes" available at: <http://gazzette.comune.jesi.an.it/2008/86/1.htm>



The Higher Technical Institutes are a type of mixed public-private Foundation: they are Autonomous Bodies established under the private law aiming at providing a service of Public Utility, in a dynamic governance process among public and private sector. They can be set up by:

- an upper secondary school belonging to the technical/vocational branch (as defined by the law 40/2007);
- training institutions accredited by a Region for the purpose of higher level training;
- enterprises belonging to the same productive branch of the ITS;
- university departments or any other body belonging to the technological/scientific research system;
- a local authority (municipality, province, extended urban area, etc).

The 58 new ITS, which will be operational from the next school year 2011-2012, are the result of a strong synergy between different actors: 110 upper technical and vocational institutes, more than 60 Provinces and Municipalities, 16 Regions, 200 enterprises, 67 Universities and Research Centres, 87 training institutions, public and private bodies have so far cooperated for their implementation on a multi-level basis with the aim of providing genuine opportunities for entering and succeeding in the labour market, enhancing the effectiveness of lifelong learning and career guidance and representing an effective and parallel path to the academic tertiary education.

Moreover, according to the recent reform of the apprenticeship contract with the introduction of a "High Apprenticeship", also participants to ITS courses will have the opportunity to obtain a higher education qualification.

The courses lead to the obtainment of a **Diploma of High Level Technician** - corresponding to the V Level of the EQF - with reference to the technological areas considered as priorities by the national guidelines of economic planning: *Energy Efficiency, New technologies of life, New technologies for Made in Italy, Innovative technologies for culture, Information and Communication technologies*. Among the main features of ITS courses are their strong links with the labour market. These are created through the promotion of the didactic laboratory as a research and learning environment, the compulsory traineeship covering 30% of the total course hours (around 1800-2000 hours) which can also be carried out abroad, the recruitment of 50% of the teachers and trainers directly from the labour market itself.

At the end of the courses promoted by the Higher Technical Institutes, a final certification is obtained following a final assessment of the competences acquired carried out by examination boards made up of representatives of the training provider (e.g. school, university, vocational training) and experts coming from the labour market.

## 5.8. LANGUAGE LEARNING IN IVET

Europe's diversity is nowhere clearer than in its languages. But if it is to benefit from that diversity, its citizens have to be able to communicate with each other. Knowledge of languages is part of the basic skills that the Europe of the knowledge society requires; everyone should, as a general rule, be able to speak two foreign languages. Foreign language learning, including where appropriate at an early age, must be improved; and this means improving the ways in which foreign languages are taught, and increasing contact between teachers and learners and the foreign languages they are working on. The training of language teachers is therefore central to this objective. In this sense, Italian policies concerning the improvement of language skills for students and teachers in the education and training system have been aligned with the European recommendations on this issue; in particular, according *Europe 2020* strategy for Education and



Training objectives, it has been underlined the importance of language learning<sup>18</sup> to “enable citizens to learn to communicate in two other languages than their mother tongue, and providing migrants with the opportunity to learn the language of the host country”.

Italian is the official language in the country; however, 12 minority languages, spoken by resident populations, are officially recognised, acknowledged and safeguarded. In particular, in some Regions which enjoy a special form of autonomy, known as “special statute regions”, minority languages are acknowledged as co-official languages and recognised equal to Italian (for example, in public offices, in the traffic signs, etc.): in Valle d’Aosta, French is taught as a mother tongue alongside Italian; in Trentino-Alto Adige there are German language, Italian language and Ladin schools and in Friuli-Venezia Giulia a particular defence of the Slovenian linguistic minorities is granted, also as far as teaching is concerned. In such special statute regions, e.g. Valle d’Aosta and Trentino Alto Adige, students are either educated in two languages - the national one and the minority one - or mainly educated in Italian, but the minority language always represent a consistent part of their curricula. The other recognised minority languages are Friulan, Albanian, Catalan, Greek, Croatian, Provençal-French, Languedoc and Sardinian. The linguistic minorities are officially recognised and protected by article six of the Italian Constitution.

The Provincial Councils are responsible for defining the territory on which the protection regulations apply. These regulations permit to use the “protected” languages as teaching instruments on request of pupils’ families in pre-primary, primary and lower secondary schools, to speak the mother language in municipal, provincial and regional Councils as well as before the justice of the peace magistrate, and to have bilingual employees in public offices.

The Ministry of Education arranges a plan for intervention and financing to carry out national and local projects in the field of the study of languages and cultural traditions of a linguistic minority.

Since few years ago, other minorities such as the Greek or the Albanian one where not given specific rights linked to the protection of their language. Therefore, those minorities were called “the weak minorities”. In the late nineties some pressure for the protection of the local traditions and languages came from the European and International Institutions. As a result, the Act n. 482 published on 1999 “*Norme in materia di minoranze linguistiche storiche*” (Law concerning historical linguistic minorities) have recognised these minorities by Law and promoted education activities for avoiding the lost of the cultural heritage represented by these historical minorities. The Law promote courses of minority language in all minority communities: courses of minority languages are organised at school for pupils and special courses for adults are set in cooperation with the local authorities.

The *Ministerial Decree of 28 June 1991* has regulated the gradual introduction of a compulsory foreign language at school. Moreover, *Legislative Decree no. 59 of 19 February 2004* has established that the lower secondary school, “*through its subjects, is aimed at fostering the ability to study autonomously and at strengthening the pupils’ attitudes to number of foreign languages taught*” organises and increases, also through ICT literacy and study in depth, knowledge and skills also related to the cultural tradition as well as to the social, cultural and scientific evolution of the contemporary reality; it is characterised by the different teaching and methodology approaches according to the development of the pupils’ personalities; it progressively develops choice skills and abilities according to the pupils’ aptitudes and inclinations. It provides adequate instruments to continue education and training activities; it introduces the study of a second language of the European Union; it helps to orientate oneself in the future choice within education and training. The last two years of the 10-year compulsory education cover the first two years of the upper secondary level of education, both general and vocational. As a consequence, in order to assure an education and training equal to all types of school (general and vocational), the Ministry has defined knowledge and competences that all students are expected to have acquired at completion of compulsory education. Such knowledge and competences integrate the curricula, specific for each type of school, currently applied at upper secondary level. These knowledge and competences are organised into 4 ‘cultural areas’:

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<sup>18</sup> Strategic objective 2: Improving the quality and efficiency of education and training. EU Council, *Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training (“ET2020”)*,

<http://eurlex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:52009XG0528%2801%29:EN:NOT>

area of languages, area of mathematics, area of sciences/technology and historic-social. The same language competences has been set for the first-level initial vocational education and with the purpose of qualifying 14/17-year olds willing to enter the labour market after a short period of training. However, these courses guarantee to students the acquisition, required at completion of compulsory education, of the key competences and knowledge relating to four 'cultural areas' mentioned above: area of languages, area of mathematics, area of sciences/technology and historic-social area. The languages most commonly taught in Italian schools are English - compulsory at all levels - French, German and Spanish.

In 1999, education reform in Italy paved the way for a more widespread introduction of the Content and Language Integrated Learning<sup>19</sup> (CLIL) approach in mainstream education. State schools were given greater autonomy to introduce and develop different forms of teaching that more closely met the needs of their students. Amongst these was the possibility to teach content subjects in a foreign language. Another innovation was the introduction of more flexible forms of teaching, in particular the concept of teaching modules, which may be of variable length, from a few hours to several months, and may have a cross-curricular nature. The term most frequently used in Italy to explain the acronym CLIL which is now also commonplace is *insegnamento veicolare* - vehicular teaching

The most commonly used form is the modular approach: projects generally do not imply that a subject on the curriculum is taught completely in English, but only that some CLIL modules involving a series of lessons in a particular subject are implemented in the course of one or more school years, not necessarily in all years. The focus on flexible language instruction was further reinforced by *Progetto Lingue 2000*<sup>20</sup>, a project of the Italian Ministry for Education to improve the quality of foreign language teaching in the state school system.

The most common CLIL languages today are English, and to a lesser extent, French or German. Concerning vocational education and training, a further step towards the accomplishment of European standards in the field of language teaching has been foreseen<sup>21</sup> with the introduction of CLIL in the fifth grade of upper secondary education starting from 2012: starting from 2012, licei and technical institutes should compulsory teach a subject in a foreign language, while the same mainstream path will be voluntary for vocational institutes. As CLIL moves increasingly into mainstream education in Italy, the need for specialised training and qualification of CLIL teachers is becoming more evident. In this sense, article 14 of the new law<sup>22</sup> concerning dispositions for initial teacher training and recruitment procedures, states that teachers involved in foreign language teaching in the framework of CLIL should possess specific competences certified in a foreign language corresponding to the C1 level of the Common European Framework of Reference for Languages (CEFR). The implementation of these new dispositions is currently under discussion.

Another important novelty in the field of vocational education and training concerning the assessment and certification of students' competences in vocational and technical institutes, has been represented by the recent agreement<sup>23</sup> between the Ministry of Education, University and Research, the Ministry of Labour and Social Policies, Regions and Autonomous Provinces of Trento and Bolzano. The agreement, which regards the implementation of the new vocational education and training paths<sup>24</sup>, is a further and important step for the certification and validation of students' competences in the language skills. In particular Annex 4 of the

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<sup>19</sup> Article 4, Presidential Decree 8 March 1999, n. 275, which in the framework of school autonomy foresees that there can be implemented training paths involving more subjects and activities, including teaching in a foreign language. Available at <http://www.edscuola.it/archivio/norme/decreti/aut3.html>

<sup>20</sup> An exhaustive description of the project is available at: <http://www.edscuola.it/archivio/norme/programmi/progettolingue.pdf>

<sup>21</sup> In the framework of the reform of secondary education, Law 133/2008

<sup>22</sup> Ministerial Decree 10 September 2010, no. 249, *Definition of requisites and modalities of initial teacher training* [...]

[http://www.miur.it/Documenti/universita/Offerta\\_formativa/Formazione\\_iniziale\\_insegnanti\\_corsi\\_uni/DM\\_10\\_092010\\_n.249.pdf](http://www.miur.it/Documenti/universita/Offerta_formativa/Formazione_iniziale_insegnanti_corsi_uni/DM_10_092010_n.249.pdf)

<sup>23</sup> Agreement State-Regions 27 July 2011.

<sup>24</sup> Legislative Decree 17 October 2005, no. 226: *General rules and essential performance levels of the second cycle of education and training*.

Agreement foresees minimum standard of language learning as foreseen by the CEFR: A2 level for the attainment of Vocational Qualification at the end of the three year path (*Qualifica professionale*) and B1 for the attainment of the Vocational Qualification (*Diploma Professionale*).

## 6.1 FORMAL EDUCATION

### 6.1.1 GENERAL BACKGROUND (ADMINISTRATIVE STRUCTURE AND FINANCING)

Lifelong learning in Italy is disseminated through the education, training and labour systems. Therefore the institutional jurisdiction in the programming, management and evaluation of the actions regarding lifelong learning is highly specialised.

CVET in Italy includes a complex set of educational solutions and learning forms. Two main types of activities may be identified:

- Adult education addressed to all citizens, which implies the acquisition of basic and general skills, but also refers to pre-vocational job-related skills.
- Continuing Vocational Training, including both vocational retraining and updating of workers' skills.

The reference context of lifelong learning (systems of education, training and labour) has been recently affected by wide-ranging reform processes. Italy, in fact, has a worrying training gap: almost 30 million citizens are in possession of up to middle school and more than 40% of the adult population reaches only the first level of functional competence, and only about 13% of it reaches the level 3 or a level acceptable (ALL, 2006).

Adult education is now provided in Adult Education Centres (Centri per l'Istruzione degli Adulti) that replace, from 2010-2011, Permanent Territorial Centres (Centri Territoriali Permanenti) for adult education and training. This restructuring is designed to ensure a higher quality of service to raise the educational levels of the adult population, enhance key skills, social inclusion, including migrants, and contribute to the recovery of early school leaving of young people aged 16 .

Also Continuing Vocational Training has undergone a phase of significant settling and development over the last few years, after a first 'construction' phase which started half way through the 90s.

In the last years, the rates of participation in CVT are growing at last, probably thanks to a reform process that lasted almost 20 years. However, growth is still insufficient compared to the needs of the productive system and the needs of workers, while the gap with the European average is even wide.

In the last two years, the measures concerning CVT have been addressed by the conditions and constraints imposed by the employment effects of the economic crisis. The interventions of updating and retraining for employees in critical situation have taken a decisive importance in the strategies and actions promoted at national and local level.

The need to effectively intervene on categories of employees affected by the economic crisis that do not benefit from traditional income support has led the Regions to sign an agreement with the Government (12<sup>th</sup> February 2009) that enables them to better integrate passive policies (income support) and active policies (demand and supply work, training services). 2.1 billion Euro of Regional Operational Programmes provided by the European Social Fund have been allocated to strengthening revenues from the social security contributions and regional taxes to finance active policy measures for people who benefit of income support.

Social partners play an important role to promote participation in CVET. In fact they participate to a joint committee (either at national, regional or local level) in which there are representatives of the Ministry of Labour and Social Policy, the Regional Representation Body formed by the representatives of each Italian region and the local authorities. This committee establishes links with the National Committee for Higher Technical Education and Training (IFTS) to ensure the necessary coherence in the initiatives aimed at integrating the CVET system of the system integration initiatives.

These functions are aimed at setting strategic priorities, defining general guidelines and available resources, setting criteria for the allocation of the resources, defining the guidelines for the setting of standards, monitoring, evaluation and defining the arrangements for the

certification and recognition of the credits awarded. Social partners are also involved in the development of training opportunities for workers, especially through the management of Joint Interprofessional Funds for CVT (Fonti paritetici interprofessionali per la formazione continua). The Interprofessional Funds have contributed in recent years to develop anti-crisis strategies broadening the audience of the beneficiaries of the interventions that they fund and usually access to these measures is restricted only to certain categories of workers. The funds have also financed measures for companies in critical conditions. Less important was the support they gave to support the income of workers in critical situation through allowances for participation in training initiatives.

Regarding the Education system, the Adult education provides for the establishment of Adult education centres and training, located inside the public schools. They are a type of autonomous educational institution, organized in local networks of service on a provincial basis, carrying out a training program aimed at the achievement of educational qualifications and certifications related to the first cycle and to the second cycle of education, in relation to the paths of the technical schools, vocational schools and schools of art. One of the objectives of the reform is to improve the system of distance learning, which will make the offer closest to the people through local networks, involving distant people or people who wish to practice more or less extended of assisted self-learning.

According to the survey Isfol INDACO-Enterprises (Indagine sulla conoscenza - Knowledge Survey), the reasons that hampered the provision of training courses by the companies for their employees in 2009 were, in order of importance, the following:

1. The level of training provided was appropriate to the enterprise's needs (no limiting factors);
2. The preferred strategy of the enterprise was to recruit individuals with the required qualifications, skills and competences;
3. High costs of CVT courses;
4. Major efforts in CVT realised in recent years;
5. High workload and limited time available for staff to participate in CVT;
6. Higher focus on IVT provision than on CVT;
7. Lack of suitable offerings of CVT courses in the market;
8. Difficulties in assessing training needs in the enterprise. (Fig. 1)

If we consider the Obstacles in Participating in Education and Training, viewed as the main reason why people did not carry out activities of education and training, we find as follows:

The age gap plays an important role in the distribution of reasons for not participating in training activities. In fact, on average, the main reasons for not training are the reasons related to family responsibilities or time conflicts with work hours or unaffordable cost. Instead, the reasons influencing participation of older workers to training (55-64 years) are those related to age or health, in addition to lack of time due to family responsibilities or excessive cost of training. (Table 1)

**Table 1 - Obstacles in participating in education and training (respondents who did not participate but wanted to participate)**

PAROBS	Respondent did not have the prerequisites	Training was too expensive or respondent could not afford it	Lack of employer's support	Training conflicted with the work schedule	Respondent did not have time because of family responsibilities	There was no training offered at the reachable distance	Respondent was not confident with the idea of going back to something that is like school	Health or age	Other

AGE	Total									
EU27	13,3	28,3	16,3	35,0	36,6	18,6	13,5	13,4	24,4	
Italy	19,2	26,2	15,2	44,1	49,5	16,8	16,5	19,7	12,4	
AGE	From 25 to 34 years									
EU27	12,0	34,4	15,6	34,9	37,0	20,5	11,0	4,1	21,3	
Italy	18,6	31,2	17,0	46,4	45,1	18,8	13,6	8,5	13,4	
AGE	From 35 to 54 years									
EU27	13,7	27,4	18,1	38,3	38,9	18,0	14,3	13,1	23,6	
Italy	18,4	25,6	15,7	48,1	53,5	16,1	16,8	16,6	11,6	
AGE	From 55 to 64 years									
EU27	14,2	21,3	11,6	24,1	28,6	17,4	14,9	29,4	31,9	
Italy	22,9	21,2	11,0	27,7	42,7	16,3	19,7	45,6	13,3	

Source: Eurostat (AES); extracted on: 01-08-2011; last update: 22-10-2011.

Unit: Percentage of total. Time: 2007 [trng\_aes\_177]

According to the recent survey Isfol INDACO-Adults (Indagine sulla conoscenza e sui comportamenti formativi degli adulti -Knowledge and Adult education Survey), completed in July 2011, the main reasons why people did not carry out activities of training are as follows: on the one hand, there was no need for further training, on the other hand, due to their family commitments. Other reasons are the difficulty of reconciling the training activities with work commitments and the lack of information on availability of courses. These four reasons were related to three quarters of all workers who did not participate the training.

In addition, it also emerges a wide gender gap: in fact, many women have not been able to invest in education due to the family commitments, primarily to take care of the children (33.0% versus 17.2% of males). A lot of men (29.9% compared with 21.7% of women) does not consider necessary further training.

The share of employees who do not feel necessary additional training increases with age, reaching almost 40% for the elderly. (Table 2)

Table 2 - Obstacles in participating in education and training (respondents who did not participate but wanted to participate) by gender, age, education level (Reference year: 2011)

Table 2 - Obstacles in participating in education and training (respondents who did not participate but wanted to participate) by gender, age, education level (Reference year: 2011)

	Training was too expensive or respondent could not afford it	Non era necessario per le esigenze di lavoro	Training conflicted with the work schedule	Respondent did not have time because of family responsibilities	There was no training offered at the reachable distance	There was no training offered adequate to the respondent's needs	Lack of employer's support	Other	Respondent was not confident with the idea of going back to something that is like school	Total
<b>Gender</b>										
M	2,6	4,9	14,2	17,2	12,3	6,5	7,1	5,2	29,9	100
F	4,1	4,3	10	33	11	4,6	6,6	4,8	21,7	100
<b>Age</b>										
18-24	4,6	5,7	18,3	18,9	13,4	8	3,7	5,5	22	100
25-34	3,7	4,4	18,1	24,9	11,9	6,5	6,9	3,1	20,6	100
35-44	3,1	3,8	11,8	30,2	10,4	4,9	5,8	4,9	25,1	100
45-54	4	5,3	11,5	19,9	12,6	5,4	7,9	6,2	27,2	100
55-64	0,8	5,4	6,5	16	12,5	6,4	8,2	5,7	38,7	100
<b>Level of schooling</b>										
Basso	3,9	4,2	11,6	23,9	11,7	5,1	7,2	4,9	27,5	100
Medio	2,5	5,2	13,5	23,3	12,1	6,2	6,5	5,1	25,6	100
Alto	2,3	4,8	13,2	21,6	10,5	8	6,5	5,8	27,5	100

Source: Isfol INDACO-Adults (Indagine sulla conoscenza e sui comportamenti formativi degli adulti –Knowledge and Adult education Survey), Reference year: 2011

## 6.2 FORMAL LEARNING IN CVET

Formal learning in CVET is mainly provided by the Adult Education Centres (Centri per l'Istruzione degli Adulti) that replace, from 2010-2011, the Permanent Territorial Centres for adult education and training (Centri Territoriali Permanenti).

The Centres are a new type of autonomous educational institution, provided with a specific organizational and didactical structure, articulated in local networks of service. They offer training directed towards attainment of academic qualifications and certifications related to the first and second cycle education. The Adult Centers have the same autonomy and collective bodies of educational institutions and have its own staff. They are organized in order to establish a close cooperation with local authorities and the productive system.

The Adult Education Centres provide training programs according to learning levels and aimed at the achievement of educational qualifications and certifications related to the first cycle and to the second cycle of education, in relation to the paths of the technical schools, vocational schools and schools of art. Inside these centres the adult education and training is delivered on the basis of needs, planning, consultation and the management of training courses.

They are aimed not only at courses for the attainment of educational qualifications, but also for the reception, listening and guidance, as well as the primary, functional and adult literacy, the learning of language skills, the development and consolidation of basic skills and know-how, the recovery and development of cultural and relational skills both suited to the activity of participation in social life, and to the return to training of persons in marginal conditions.

Adults who have not completed compulsory studies or do not have diplomas of higher secondary education can apply to these Centres. The sixteen year olds, who have not achieved the certificate for the first education cycle, or who have not completed compulsory studies, can also apply.

The Adult Centers, have the following didactical structure:

- They offer first-level education pathways, which are divided into two didactical periods: the first period is aimed at obtaining the final educational qualification of the first cycle of education, the second period is aimed at the acquisition of knowledge and skills related to 'compulsory education. As part of the first-level courses are also offered literacy courses in Italian language for foreign adults.



- They offer second-level pathways, which are divided into 3 didactical periods.

The first-level education pathways, for the first didactical period, last 400 hours. In the absence of the final certification of primary school, the total hours can be increased up to 200 additional hours. This share can be used for the purposes of literacy in the Italian language for foreign adults.

The first-level education pathways, for the second didactical period, and the second-level pathways have a mandatory term of at least 70%.

The education and training pathways are designed for learning units, which can be delivered through distance learning and who are the reference for the recognition of credits. They are organized by clusters of levels, corresponding to each didactic period in each level and allow customization of the path.

In the next months, The Ministry of Education will give directions to customize the paths. In particular, will be defined the general criteria and procedures for the recognition of credits, to customize the curriculum, in accordance with the individual training agreement (*patto formativo individualizzato*) for the use of a part of the path through distance learning (not more than 20% of total number of hours). In addition, it will be possible make guidance activities, aiming at the establishment of individual study plan (no more than 10% of the corresponding total number of hours of course).

The individual training agreement allows to customize the paths through the knowledge and recognition of formal, informal and non-formal skills held by adults. For the definition of individual training agreement, the Centers constitute committees composed of teachers. It also represents a benchmark for evaluation and for the State examination.

One of the most important ways to assure good quality CVET provision in Italy is the accreditation system for providers. All providers, whether public or private, must be accredited to deliver publicly-funded training and guidance (as legislated in Law 59/97). All regional and local authorities must follow the national criteria outlined

in the legislation. In 2002, the legislation was extended to cover minimum standards for vocational qualifications as well as training structures. Accreditation is necessary for providers wanting to deliver the continuing training of workers employed and unemployed. To receive accreditation, the operational facilities of public or private providers must have: management and logistical capacities; teachers with appropriate vocational skills; proven record of effectiveness and efficiency; links with local groups and enterprises.

The "Agreement for the definition of the minimum standards of the new accreditation system of the VET institutions for the quality of services", signed on 20th March 2008 by the State-Regions Conference, is the most recent measure adopted in this field. It aims at guaranteeing a homogeneous qualitative level of the training offer in the entire national territory, also following the recommendation proposals on the EQARF. In the Agreement a clear distinction is maintained between the function of control of the process and the role of the actuator institution. Regarding the application of operational tools for the evaluation and self evaluation of the training offer, it has been realized and widespread the Italian guide for the self evaluation of schools and training institutions and of the Peer Review methodology, complementary to the self evaluation, that has find an application both at single training institutions and School network vocational training centres.

Regarding the Adult Education Centres, the educational paths of the centers will be kept under constant monitoring by the Ministry of Education, and the results of learning paths of the centers will be regularly assessed.

Regarding the participation in formal education by educational attainment and working status, as showed in the table below, the participation to CVET activities is directly related to the qualification level possessed by the worker. In the comparison between Italian and EU-27 data, it is clear that participation in Italy is very low by ISCED levels 0-2. (Table 15A)



Table 15A: Participation rate in formal education and training by highest level of education attained (%), 2007

<b>TABLE 15 A: PARTICIPATION RATE IN FORMAL EDUCATION AND TRAINING BY HIGHEST LEVEL OF EDUCATION ATTAINED (%), 2007</b>				
ISCED97/ GEO	0-2	3-4	5-6	TOTAL
EU-27	2.7	6	12.7	6.6
IT	0.6	6.1	13.8	4.4

Source of data: Eurostat (AES); extracted on: 24-05-2011; last update: 30-03-2011.

Eurostat original label: trng\_aes\_102-Participation rate in education and training by highest level of education attained

The participation by labour status shows a low access by the employed (Table 15B). This scarce access to training activities mainly concern workers with low qualification level, thus confirming a distribution of training opportunities that, de facto, causes serious disparities and inequalities in the labour market.

Table 15B: Participation rate in formal education and training by labour status (%), 2007

<b>TABLE 15 B: PARTICIPATION RATE IN FORMAL EDUCATION AND TRAINING BY LABOUR STATUS (%), 2007</b>				
WSTATUS / GEO	EMPLOYMENT	INACTIVE POPULATION	TOTAL	UNEMPLOYMENT
EU-27	6.6	6.3	6.6	7.1
IT	3.6	5.3	4.4	8

Source of data: Eurostat (AES); extracted on: 24-05-2011; last update: 13-04-2011.

Eurostat original label: trng\_aes\_103-Participation rate in education and training by labour status

### 6.3 NON FORMAL LEARNING IN CVET

As for Non-formal learning, CVET is training is mostly self-funded and provided by the companies. It is also funded by Central and local administration and by the Social Partners, for example through the "Joint Inter-professional Funds for CVT" (Fondi Paritetici Interprofessionali per la Formazione Continua), a sort of sectoral training funds, promoted by representatives of enterprises and workers. They are directly managed by the social partners, for the benefits of the companies and of the employees.

The Joint Inter-professional Funds for CVT were established by law in 2001 and became operative starting from 2004. They have a bipartite management. These bilateral funds are promoted at national level by the central employers' organizations with trade unions. They may be articulated at local level.

The notion of CVT in Italy includes all the training activities making up training courses for knowledge and competences after the initial training and which are distinct from it. In these years efforts have been intensified to consider CVT as a fundamental component of lifelong learning policies, connected with learning as a strategy for developing a knowledge-based competitive economy, focusing on people as citizens and workers. There is still not a complete and coherent set of standards. So far, the definition of a coordinated and integrated intervention strategy between the various economic and institutional levels concerned (Ministry of Labour, Regions, Provinces, Social partners). The Joint Inter-professional Funds for CVT promote not only courses but also workplace learning and e-learning.

Initial Vocational Training (IVT) in Italy mainly takes place in formalized contexts aimed at obtaining qualifications rather than competences. More specifically, the formal and juridical value of educational qualifications linked to formal education paths for youngs and the fact that there is little tradition of formal education for adult, have created a situation in which it is difficult to make visible the social and cultural value of training in itself and of their related certification.

With regard to CVET, in recent years, non-formal learning has grown, being provided by a number of public and private actors, above all the enterprises which offer training courses and other forms of training to their employees.

The main providers of CVET are:

- Training Agencies as qualified by regional administrative bodies
- Employers and trade associations, professional associations
- Non qualified training/vocational guidance structures (they cannot release a formal certifications)
- Universities and Research Institutes
- Upper Secondary schools, in collaboration with other formative structures
- Job Centres
- Non-governmental organizations, voluntary associations.

This training offer is linked with the increase in the training-course demand from some sectors of the adult world. It is worth mentioning that mostly classroom or distance-learning courses are provided (in particular in major cities, but in also increasingly in smaller towns) by:

- popular universities
- third-age universities
- civic networks for cultural promotion (civic schools for adult education,
- municipal libraries, museums, etc.)
- agencies, bodies and social volunteer associations, often in agreement with the Regional or Local Authorities or project managers, financed with ESF resources.

In the last few years have had particular relevance the initiatives of continuing training funded by Regions through the provision of individual vouchers, regardless of the enterprises involvement. It has led at the creation of "educational catalogues", especially in Northern and Central Regions, that include a wide range of training opportunities concerning language skills, computer skills and, increasingly, management skills and innovation, mostly at level ISCED 4 and 5.

In many cases, training opportunities - especially those with a general purpose - are similar in contents and methods to those offered by the Adult Education Centres, and to those linked to 'continuing training on individual demand' (for example, courses in English and other foreign languages, Italian courses for foreigners, computer and multimedia courses). However, for the purposes of lifelong learning, the aim of these courses is above all to provide opportunities absolutely different from traditional school/training schemes and thus more "reassuring" and "free" for individuals who are diffident towards training. It may often occur that these pathways contribute to rebuild an interest and motivation for learning.

However, most of the non-formal training is the training offered by the enterprises to their employees (the so called, "employer-provided vocational training"). In this case, the provider is the company (in case of internal courses or other forms of training work-based such as training on the job, quality circles, etc.) or his supplier (in the case of external courses).

Anyway, the potential demand for continuing training from Italian enterprises is increasing, compared to previous years. The support tools to CVET, such as joint multi-sectoral funds, have stimulated the demand, that is still strongly connected to the needs of the enterprises. For this reason, opportunities are not evenly distributed in the country and in different production sectors.

Moreover, recent measures adopted by the Government to face the crisis, extend the training possibilities of Joint inter-professional funds for Continuing Training (Fondi Paritetici Interprofessionali per la Formazione Continua), that can be used to finance special training plans. In fact, besides the different activities for supporting income foreseen for workers suspended or excluded from the labour market, there is also the obligatory participation to short and medium-length training initiatives, addressed to the recovery of transversal and basic competencies (also linguistic and information technology competencies).

Adults that have any previous background in VET, can undertake the IFTS system, (Higher Technical Education and Training system introduced in Italy by Law 144/1999); based on "pathways" aimed at allowing youth and employed/unemployed adults to achieve a high cultural level, together with an extensive and deep technical and vocational training.

Although there is agreement on the importance of validation principles and aims, there is a delay in the adoption of the provisions necessary for the development and institutionalisation of a national system of validation and certification of competences acquired through non-formal

and informal learning. However national and regional institutions, for example the Ministry of Education, Universities and Research and the Ministry of Labour and Social Policies, social partners and employers' associations at national level and representatives of the Regions have tried to establish a set of professional standards of reference for the promotion of initiatives of validation of non formal and informal learning.

At national level, the importance of the "Citizen's Training Portfolio" (Libretto Formativo del cittadino) has been underlined. This booklet was launched in 2005 by the Ministry of Labour to document competences and experiences that were acquired in non-formal and informal ways.

The Citizen's Training Portfolio is considered to be a strategic tool for the development of a national validation system, following the EU guidelines for lifelong learning. In fact, the Portfolio is a document for the individual "to register the competences acquired through training programmes included in the apprenticeship and 'first access' contracts, through continuous and professional training(...), according to the EU guidelines about lifelong learning, to ensure that the competences acquired non formally or informally are properly recognised and certified". The Libretto consists of a set of guidelines and a web-based support centre (on [www.nrpitalia.it](http://www.nrpitalia.it)) for e-learning and e-tutoring, which also includes an online database system. The Libretto process was tested in 2006 and 2009 in 13 Regions, involving 250 operators and 600 beneficiaries (including young people, immigrants, the unemployed, apprenticeship trainees and workers). The testing phase of the Libretto was based on a methodological framework and it has been monitored and evaluated. The Libretto process does not reach the assessment and formal validation steps but provides all the preparatory work necessary to achieve validation within a clear, reliable technical framework.

Until now, the design, formalisation and implementation of institutional systems and devices aimed at validation of non-formal and informal learning has only been fully developed at a regional level.

In terms of Higher Education, the Ministerial Decree No. 270/2004 affirmed the possibility for the Universities to recognise "the knowledge and professional skills certified according to the existing legislation as well as the other knowledge and skills gained in training courses at a post-secondary level in which the university contributed in design and delivery". "The University for Lifelong Learning" guidelines developed by a working group, organised by the Ministry of Universities and Research in 2007, state that the university system must be an integrated and constantly monitored system in which the recognition of learning should be possible, regardless of how and where the learning took place. In the same document Universities are invited to visit the Centres for Lifelong Learning which are academic centres operating at regional and national level also in partnerships with enterprises and public administrations.

One of the main purposes of these Centres is to help individuals to validate non-formal learning (as credits toward the university programmes the individual is interested in), and to personalise training pathways according to the previous experience acquired in other contexts and to facilitate the access of adult learners and / or employees to validation. Furthermore, numerous local "micro-experiences" have been implemented throughout Italy in different Regions and in a variety of sectors. These experiences were:

- Promoted and led by various stakeholders
- Aimed at several target groups
- Used several procedures and devices

Till the present moment, it does not exist an integrated system for distance learning programmes; training offers is provided by private institutions and universities consortia - with also the participation of enterprises - that try to meet training needs emerged at territorial and/or sectoral level. From the analysis of the distance learning programmes available, it emerges a wide availability for Office-automation courses, Quality, Operating System, Company Certification (ISO 9000-ISO 14000), Health and Safety at work, e-commerce.

With regard to the participation in non formal education, we can highlight many critical aspects. Participation rates in non formal education/training are still below the EU average for all the categories (Table 16A) regarding educational attainment.

Most critical aspects regard the low participation level among Isced 0\_2 (7.9% compared to 15.6% average in EU-27).

Those who have reached higher education level (Isced 5\_6) participate more in non-formal training pathways (46.7% compared to 51.5%). However, the Italian average is lower than the European (20,2% compared to 31,3).

**Table 16A: Participation rate in non formal education and training by highest level of education attained (%), 2007**

<b>TABLE 16 A: PARTICIPATION RATE IN NON FORMAL EDUCATION AND TRAINING BY HIGHEST LEVEL OF EDUCATION ATTAINED (%), 2007</b>				
ISCED97/ GEO	0-2	3-4	5-6	TOTAL
EU-27	15.6	31.4	51.5	31.3
IT	7.9	27	46.7	20.2

Source of data: Eurostat (AES); extracted on: 24-05-2011; last update: 30-03-2011.

Eurostat original label: trng\_aes\_102-Participation rate in education and training by highest level of education attained

Even the percentage of participation rate for working status (Table 16B) reflects the same situation: the skilled and active population participate more in non formal education pathways mainly due to the training courses offered by companies to their employees, while it is still insufficient the level of the training offered by the Permanent Territorial Centres and by the other training agencies, different from the enterprises.

**Table 16B: Participation rate in non formal education and training by labour status (%), 2007**

<b>TABLE 16 B: PARTICIPATION RATE IN NON FORMAL EDUCATION AND TRAINING BY LABOUR STATUS (%), 2007</b>				
WSTATUS / GEO	EMPLOYMENT	INACTIVE POPULATION	TOTAL	UNEMPLOYMENT
EU-27	38.8	12.4	31.3	19.5
IT	26.4	8.1	20.2	13.6

Source of data: Eurostat (AES); extracted on: 24-05-2011; last update: 13-04-2011.

Eurostat original label: trng\_aes\_103-Participation rate in education and training by labour status

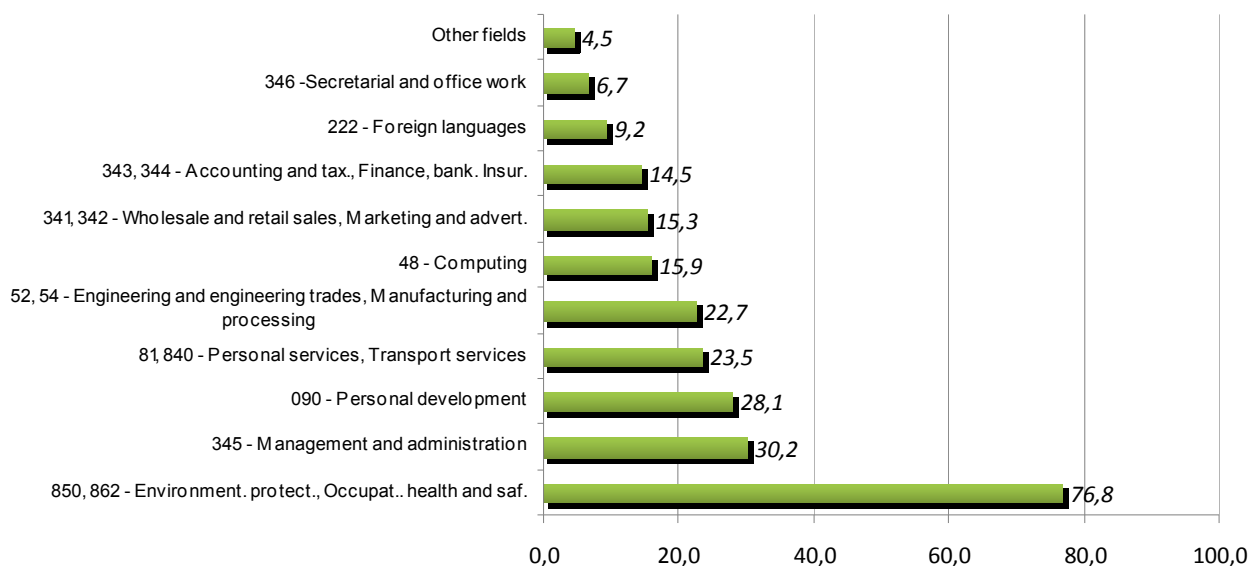
#### 6.4. LANGUAGE LEARNING IN CVET

According to the survey Isfol INDACO-Enterprises (Indagine sulla conoscenza - Knowledge Survey), only 9.2% of companies offered language courses to their own employees. On average, the foreign languages are among the less frequent field of training offered by the firms. The situation is better among larger companies (44% of them have, in fact, offered language learning) and the enterprises in the economic sectors of credit and manufacturing. However, the foreign language courses are of short duration. (Figure 3)

Therefore, employers offer just a few courses of language learning to their employees. In consequence of it, it is very popular the participation in language courses which are self-financed by the workers themselves and carried out extra working hours.

According to the recent survey Isfol INDACO-Adults (Indagine sulla conoscenza e sui comportamenti formativi degli adulti -Knowledge and Adult education Survey), completed in July 2011, is growing the share of employees who claim to know a foreign language. English language is the best known, followed by French and Spanish. However, most of them have only a basic knowledge of English which allows them to use and understand only the most common expressions, limited to familiar situations. Only 12.3% say they have a high degree of knowledge, by availing to understand texts from many different issues and express themselves correctly in contexts less common. Knowledge of languages is greater among women and young people and higher levels of education.

Fig. 3 - Percentage of all training enterprises, by field of training (Reference year 2009)



Source: Isfol, INDACO (Knowledge Survey). Reference year: 2009

## 6.5. TRAINING PROGRAMS TO HELP JOB-SEEKERS AND PEOPLE VULNERABLE TO EXCLUSION FROM THE LABOUR MARKET

The definition of vulnerable groups is coherent with the European statements. In particular it is referred to the definitions expressed within the EC Regulation n. 800/2008, that is a reference also for the recent laws concerning the policies adopted in 2009, aiming to tackle the crisis. New vulnerable groups appeared, constituted by individuals excluded from the labour market, while the conditions of traditional vulnerable groups (young people, women, older workers, immigrants, etc.) worsened.

The support measures for vulnerable groups are generally referred to specific target groups at risk of exclusion from the labour market, such as disabled, immigrants, young people, ageing workers, women, prisoners and ex-offenders.

In the last years, the Italian provisions, as well as in other European Countries, have been concentrated in measures to fight the economic crisis. In a labour market characterized by a weak growth, compared to other countries during the previous economic expansion phase, a consistent part of workers have lost their job. For this reason, specific measures have been introduced in order to reduce the social cost of the crisis and to allow their re-insertion into the labour market. It has been made in different ways and, in particular, through the adoption of training schemes and active policies managed by Regions. These measures have been integrated by the provision of income support. Among these measures, it is worth mentioning the following:

### STATE-REGIONS AGREEMENT

At the beginning of 2009 an agreement between State and Regions<sup>13</sup> has been signed (State-Regions Agreement), that constitutes the basis of a set of provisions of active policies promoted at local level, in order to face the crisis and to tackle the loss of employment. Another agreement (Intesa Stato Regioni 2011-2012 sugli ammortizzatori sociali in deroga e su politiche attive) was recently signed.

The agreements foresee:

- provisions aiming to support the incomes and to maintain the competences of workers with resources of ESF;
- the supply of funds for social support buffers for all salaried employees and other workers not included within support devices;

- the combined use of measures for income support and for active policies based on training, with the aim to allow to more vulnerable workers to receive a financial backing and to have access to re-qualification actions in order to facilitate their job re-insertion. This act is part of a set of devices that have enhanced and extended the tools for income protection, in case of job interruption or lay off, and offered to the enterprises the possibility to train or re-train workers having access to income support measures.

At local level, on the basis of State-Regions Agreement and other provisions allocated by the local bodies, several active policy measures have been realized with the aid of the Job centres, in particular the public ones. More in details, specific bilateral agreements have been signed between State and single Regions aimed at setting active and passive policies, on the one hand, and training and job insertion services, on the other.

#### FINANCIAL LAWS

The latest Financial Laws, approved from 2009 to 2011, have foreseen a set of measures for extending income support devices and appropriate policies aimed at supporting job-reinsertion for vulnerable groups.

Those interventions are:

- incentives for the relocation of elderly workers, through tax breaks for employers hiring more than 50 years old workers entitled to unemployment benefits and contributory benefits to workers with at least 35 years of contributions accepting a job offer with 20% less contributions, compared to the previous job;
- experimental measures aiming at facilitating the job reinsertion of disadvantaged people into the labour market, by means the recognition of a “bonus” for the Job centres that place workers for fixed term or indefinitely. The bonus extent is related to the type of insertion and increases in case of a disadvantaged worker;
- additional incentives for employers to recruit recipients of income support forms or for early return of workers on redundancy payment;
- the advance payment of subsidies for purposes of self-employment for all workers beneficiaries of income support measures that intend to constitute a cooperative or start a business.

The participation to the training process represents a basic requirement for obtaining the financial support. The Regions have defined different models and accompanying measures on the basis of existing systems or innovative models set up through social dialogue and consultation practices. The beneficiaries of training activities are different by target group (women, elderly workers, immigrants, etc.) and by job loss condition (temporary, definitive).

In general, training activities have followed some steps, in cooperation with Job centres, on the basis of this pattern:

- contacts with the users in order to identify training needs;
- set up of targeted action plans;
- guidance and analysis of competences and needs;
- realization of training pathways.
- The different types of intervention include:
- Vocational training and on-the-job training aimed at guidance;
- Integrated set of measures based on training and work;
- Updating of competences and qualifications;
- Qualification pathways and re-training courses;
- Counselling, information and training on new basic skills, transversal skills and technical skills.

## 7.1 TYPES OF TEACHER AND TRAINER OCCUPATIONS IN VET

### 7.1.1 TEACHING AND TRAINING OCCUPATIONS IN VET

According to the classification of occupations defined by ISTAT (National Statistics Institute/ Istituto nazionale di statistica), the professional profiles referring to VET system, as considered in a lifelong learning approach, are set into different groups and categories.

In the following table there is a description concerning work place and main field of activities (initial or continuous VET) of teachers and trainers.

Table 1: Main VAT teachers and trainers profiles in Italy

	PLACE OF WORK	
MAIN PROFILES	IVET	CVET
TEACHER	STATE VET SCHOOLS (Technical institutes and Vocational institutes) HIGHER TECHNICAL EDUCATION AND TRAINING/HIGHER TECHNICAL INSTITUTES	PERMANENT TERRITORIAL CENTRES FOR ADULT EDUCATION
TRAINER	VOCATIONAL TRAINING CENTRES HIGHER TECHNICAL EDUCATION AND TRAINING/HIGHER TECHNICAL INSTITUTES	VOCATIONAL TRAINING CENTRES ENTERPRISES
TRAINER-TUTOR	VOCATIONAL TRAINING CENTRES EMPLOYMENT SERVICES ENTERPRISES (APPRENTICESHIP JOB CONTEXT)	VOCATIONAL TRAINING CENTRES EMPLOYMENT SERVICES ENTERPRISES

There are many differences between teachers and trainers features and between the IVET and CVET system. The teacher profile (training, enrolment, tasks and skills) is much more clearly defined and regulated than the trainer one; moreover the IVET system is better regulated than the CVET one.

Concerning the didactic aspects, teachers can be considered mainly as content experts, while trainers are process experts as they can play different roles such as tutors, learning facilitators, group leaders, coaches, etc. In fact trainers' task is to link training and job, to strengthen and update the working skills of trainees.

As regards teacher profile, until the recent reform (Law n. 244/2007, Law n.133/2008), the minimum requirements for obtaining a teaching contract (open-ended or temporary job) were an academic degree and a teaching qualification that could be gained either through a competitive state exam or attending special courses (Specialised Schools for Teaching in Secondary Education / *Scuole di Specializzazione per l'Insegnamento Secondario*-SSIS). The available teaching places were assigned through the above mentioned competitive state exam or through special lists managed by the Provinces. These lists included all teachers with SSIS qualification.

The above mentioned recent reform will change completely the teachers pre-service training and recruitment procedures, with the aim of ensuring systematic enrolment on the basis of the actual vacant places and to avoid short-term employment or unemployment of teachers.

In particular, concerning pre-service training, all SISIS have been closed and the reform foresees, as a minimum requirement, a five years academic degree (with restricted entry) followed by an annual Active Training Internship (*Tirocinio Formativo Attivo*-TFA) in schools.



As regards enrolment procedures of teachers, they have not been completely defined; in fact according to the Law 133/2008 teachers must be enrolled within the above mentioned special lists till their point of exhaustion. This means that the lists will not run out easily as they include a great number of teachers and the recent reform (Law n. 133/2008) foresees a huge decrease of the teaching staff.

Concerning the training system, an important reform is taking place and is due to the revision of the “Accreditation of training and guidance structures system”. This new system highlights human resources as key factor to improve the quality of the training system.

Within the National accreditation system, each Region and Autonomous Province has defined its own innovative requirement and tools to ensure trainers receive high quality training, giving priority to trainers competences standards. Besides, some Regions have introduced procedures to certify competences and recognised training credits.

Regions and Autonomous Provinces have chosen to put the criteria of “professional competences” in relation to the training bodies and to the individuals. These competences are part of those necessary to obtain the accreditation of training institutes. In this context, the capability of a training structure is ensured by the presence of professionals with credentials for quality assurance that are necessary for leading the process and guaranteeing a high level of “management skills”.

## 7.2 TEACHERS AND TRAINERS IN IVET

### 7.2.1 TYPES OF TEACHERS, TRAINERS AND TRAINING FACILITATORS IN IVET

IVET teachers are employed by the Ministry of Education and work mainly in State vocational schools; there are also some teachers engaged in Higher technical education and training. Besides, there are teachers working in vocational training centres, but their profile features (types of recruitment, career progress and contractual position) is the same as the trainer ones.

IVET trainers work mainly in vocational training centres managed directly by regional/provincial/municipal authorities and in private vocational training centres accredited by the Regions; trainers can also work in Higher technical education and training.

There is also another professional profile working in IVET field: trainer-tutor. He works both in public and private vocational training centres and in enterprises, where he manages apprenticeship activities as a qualified worker with relevant experience.

IVET professional profiles have different types of recruitment, career progress and contractual position (see the table below).

Table 2: General characteristics of IVET teachers and trainers and other main learning facilitators

CHARACTERISTICS	TEACHERS	TRAINERS	OTHER MAIN LEARNING FACILITATORS
PLACE OF WORK	State vocational schools Higher technical education and training/Higher technical institutes	Public and private vocational training centres Higher technical education and training/Higher technical institutes	Public and private vocational training centres Enterprises Employment services



<b>ROLE</b>	<i>Docente (Teacher)</i> Provides face to face learning activities (languages, mathematical, historical-social scientific-technological areas) Support the development of high skills in specific sectors of industry and services and also key competences	<i>Formatore (Trainer)</i> Provides face to face learning activities (cultural, humanistic, scientific, technical and practical subjects) focused on professional practice Coordinates training projects for disadvantaged people (e.g. drops out) Organises projects in collaboration with employment services and enterprises	<i>Formatore-tutor (Trainer-tutor)</i> Provides vocational guidance and counselling Supports alternance training and apprenticeship system Promotes integrated networks among education/training, job-insertion and social assistance services
<b>TYPE OF EMPLOYMENT CONTRACT</b>	Mainly State employees with open-ended or fixed-term contracts	Mainly private Employees with open-ended, fixed-term and atypical contracts	Mainly private Employees with open-ended, fixed-term and atypical contracts
<b>TYPES OF RECRUITMENT</b>	State exam	Direct: recruitment and selection are without legal constraints	Direct: recruitment and selection are without legal constraints
<b>PROFESSIONAL REQUIREMENTS</b>	Specific subject degree	Degree or high school diploma and professional experience	Degree or high school diploma and professional experience
<b>PRE-SERVICE TRAINING</b>	Five years academic degree followed by an Active Training Internship within schools (see par. 7.1.3)	Not compulsory at the moment	Not compulsory at the moment
<b>IN-SERVICE TRAINING</b>	Not compulsory	Not compulsory	Not compulsory

## 7.2.2 PRE-SERVICE AND IN-SERVICE TRAINING OF IVET TEACHERS AND TRAINERS

### PRE-SERVICE TRAINING OF IVET TEACHERS

The management of teachers pre-service training is strictly regulated by the Ministry of Education. Universities provide the whole initial training of teacher on behalf of the Ministry, also in collaboration with schools.

In accordance with the above mentioned reform process, still ongoing, a university degree in a specific subject (literature, mathematics...) followed by an annual Active Training Internship will be required to teach in VET schools. At the end of this double learning pathway, the student will gain a teaching certificate.

This Internship foresees face to face learning, laboratory activities and practical work<sup>25</sup> in schools led by a teacher-tutor. The effort is to link strongly teaching contents with methodological and didactic aspects within a specific learning environment. During and at the end of this Internship, there are theoretical and practical tests.

The reform foresees that the pre-service training of teachers will be aimed at strengthening knowledge about mathematics, natural and physical sciences. Besides, the pre-service training must increase didactic, psycho-pedagogical, organisational and social competences and, last but not least, linguistic and digital skills, in accordance with European recommendations.

Teachers who intend to train disabled people attend a specific course of studies within formal education.

### IN-SERVICE TRAINING OF IVET TEACHERS

In-service training of IVET teachers is not compulsory and not regulated by law but it is considered an individual right by the national collective agreement. Teachers can attend training courses on a voluntary basis.

Some training activities for IVET teachers are provided by universities (Master courses) and by public or private vocational training centres (specialised courses).

The Ministry of Education, in collaboration with the National Agency for the development of School Autonomy (ANSAS<sup>26</sup>, formerly Indire), promotes and organises update or training courses for teachers also based on Information and Communication Technologies (ICT). Among these initiatives, the most relevant is FORTIC project<sup>27</sup> within the National Training Plan on ICT. Its aim is to train teachers about the effective use of ICT use in daily didactic activities. This project is based on classroom and distance-learning and promotes new forms of interaction and cooperation.

In 2008 ISFOL/Structural and Human Resources of training systems Area together with Ministry of Education, University and Research realised a pilot survey<sup>28</sup>, with the aim to analyse how teachers integrate ICT in didactics, after having attended some qualification experiences about ICT and didactics, realised by e-learning or blended learning.

The data show that these qualification experiences were widely appreciated by the involved teachers and led to innovative teaching models and to a greater awareness of the need to develop students strengths through an individualized mix of educational, cultural, organisational and technological factors. This foresees a new role of the teacher acting not only as contents expert but also as learning facilitator.

As a matter of fact, 73,7% of responding teachers<sup>29</sup> uses ICT to realise and to deliver teaching materials. In particular, teachers produce interactive multimedia objects (32%), concept maps (31%), power point presentations (25%), technical-scientific models and simulations (12%). Besides, 36.4% of teachers shares training units with other colleagues through web.

### PRE-SERVICE TRAINING OF IVET TRAINERS

The management of trainers training is not nationally regulated and there is no national recognised register of trainers. Also within the Vocational Training Centres, there are no formal procedures for recruiting trainers and other learning facilitators. Only in public VET centres there are some formal recruitment procedures (e.g. by public examination).

As regards entry requirements for trainers, the National Collective Contract of Trainers settles only minimum requirements of the trainer profile (a degree or high school diploma and professional experience).

The regional and provincial authorities can regulate this matter autonomously and some of them have established a list of authorized operators that provide training for trainers.

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<sup>25</sup> The practical work will last 475 hours, of these 75 will be dedicated to disability subject

<sup>26</sup> ANSAS was instituted by legislative decree on the 20th July 1999, following the reform of the Biblioteca di Documentazione Pedagogica. It is a public institution with administrative, financial and accounting autonomy, operating on a national level and regulated by the Italian Ministry of Education.

<sup>27</sup> See <http://puntoeduri.indire.it.fortic>

<sup>28</sup> The final report is on <http://dspace-isfol.cilea.it/handle/10448/178>

<sup>29</sup> 2307 teachers answered the questionnaire

Within the Accreditation of training and guidance structures processes<sup>30</sup>, these authorities define their own standards concerning training of trainers to assure high quality in public VET services. The private VET centres regulate autonomously the matter of training for trainers and have not to respect specific laws.

Even if, in the last years, a specific university study for trainers "Science of vocational training" has been set up, most of trainers have different academic degrees (such as sociology, psychology, economics, foreign languages...). In the trainers recruitment previous work experience is considered more relevant.

Participation to pre-service training (such as to in-service training) has formal recognition only if provided by universities or authorized consortia for higher education. In all the other cases, certificates of attendance are issued, recognised on the market and by the enterprises according to the 'prestige' of the providers.

In the last years (2009-2010) ISFOL/ Structural and Human Resources of training systems Area has realised a survey focused on trainers operating in IVET system and specifically in right/duty to education and training pathways.

This survey shows that around 50% of trainers operating in right/duty pathways has an university degree, whereas trainers with a high school diploma are around 40%. To better understand the meaning of these data, it is important to underline that in the years 2005-2006 trainers with a university degree were around 57%. This decrease can be due to the exit of the young trainers (that usually has got an university degree) from the training system because of the economic crisis. The young trainers are going out more often than the older colleagues from the system because they usually have got a temporary contract.

Besides, this survey shows that there is also a decrease in the number of trainers who have a teaching qualification; in the 2005 they were 28%, now they are less than 18%. These data seem to describe a system that is losing people with skills and competences.

#### IN-SERVICE TRAINING OF IVET TRAINERS

In-service training activities for IVET trainers are various and participation is on a voluntary basis. Activities are mainly promoted by regional authorities and are supported by funding from the European Social Fund (ESF).

However, in-service training is not widely diffused throughout Italy and varies according to Regions (e.g. there are more structured in-service training systems within Northern and Central Regions). There are mainly private providers who offer in-service training.

During the years 2008-2010, an important blended training initiative<sup>31</sup> has been implemented to update and develop the knowledge and competences of public vocational training centres trainers who have a qualification but not a university degree. This initiative has been promoted and implemented by ISFOL/ Structural and Human Resources of training systems Area together with Ministry of Labour, universities, social partners and accredited training institutions within some university courses in "Science of vocational training". The most significant aspect of this project is the recognition of prior working experience in order to provide training credits that can shorten the university training course, in line with European Qualifications Framework.

The above mentioned reform process highlights some aspects that will be relevant for the in-service training of the practitioners working in higher technical education and training system<sup>32</sup> and apprenticeship.

In particular, the trainers staff employed in this system will be composed by at least 50% of expert professional profiles in the following areas: energy efficiency, sustainable mobility, new technologies for life, new technologies for 'made in Italy', innovative technologies for arts and cultural activities, ICT. Consequently, the training of this staff will be focus in these areas.

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<sup>30</sup> Ministerial Decree n. 166/2001; New accreditation system implemented by the Ministry of Labour and approved in March 2008, by State-Regions Conference.

<sup>31</sup> See <http://elearning.isfol.it>

<sup>32</sup> The Decree of the President of the Council of Ministers of 25 January 2008 establishes guidelines for the new organisation of the Higher technical education and training system and the institution of the Higher technical institutes.

As regards the apprenticeship, in the student’s Individual Training Plan there must be a tutor with sufficient training and competences able to monitor the apprentice’s progress within the company. Therefore, the development of all these competences is crucial in the in-service training of the apprenticeship tutor (that sometimes can be the head of the firm) who is in charge of the supervision of the apprentices.

## TEACHERS AND TRAINERS IN CVET

### 7.3.1 TYPES OF TEACHERS, TRAINERS AND TRAINING FACILITATORS IN CVET

CVET Teachers work mostly in Permanent territorial centres for adult education and they are mainly employed by the Ministry of Education. There are also CVET teachers who work in public (managed directly by regional/provincial/municipal authorities) and private (accredited by Regions) vocational training centres, but their profile features (types of recruitment, career progress and contractual position) is the same as for trainers.

CVET trainers work mainly in enterprises but also in public (directly managed by regional/provincial/municipal authorities or accredited by Regions) and private Vocational Training Centres.

There are also many other professional profiles working in CVET field: tutor, coach, mentor, supervisor. They work in public and private vocational training centres, but also in enterprises and employment services.

CVET professional profiles have different types of recruitment, career progress and contractual position (see the table below).

Table 3: General characteristics of CVET teachers, trainers and other learning facilitators

CHARACTERISTICS	TEACHERS	TRAINERS	OTHER LEARNING FACILITATORS
PLACE OF WORK	Permanent territorial centres for adult education	Public and private Vocational training centres Enterprises	Public and private Vocational training centres Enterprises Employment services
ROLES	Docente (Teacher)  Provides face to face learning activities in order to develop basic skills (e.g. foreign languages, computer studies, Italian for foreigners) for adult literacy Supports the development of the key competences for citizenship and lifelong learning (learning to learn, planning, communicating, collaborating, acting autonomously, problem solving,	Formatore (Trainer)  Provides face to face and blended learning activities (e.g. corporate organisation and management, language, marketing, accounting, ICT, etc.) in order to develop high technical and organisational competences necessary to competitiveness of the productive system Is involved in innovation process of	Tutor, Coach, Mentor, Supervisor  Facilitates and motivates face to face and blended learning for individuals and groups Help people (also disadvantaged) to make choices, to strengthen individual professional identity Provides guidance and counselling for learning, career and employment also in cooperation with employment services and enterprises Supports work-based learning and the entrepreneurship

	creating relationships, acquiring and interpreting information)	enterprises Improves professional and employability level	
<b>TYPE OF EMPLOYMENT</b>	Mainly State employees with open-ended or fixed-term contracts	Mainly private employees with open-ended, fixed-term and atypical contracts	Mainly private Employees with open-ended, fixed-term and atypical contracts
<b>TYPES OF RECRUITMENT</b>	State exam	Direct: recruitment and selection are without legal constraints	Direct: recruitment and selection are without legal constraints
<b>PROFESSIONAL REQUIREMENTS</b>	Specific subject degree	Degree or high school diploma and professional experience	Degree or high school diploma and professional experience
<b>PRE-SERVICE TRAINING</b>	Five years academic degree followed by an Active Training Internship) within schools (see par. 7.1.3)	Not compulsory at the moment	Not compulsory at the moment
<b>IN-SERVICE TRAINING</b>	Not compulsory	Not compulsory	Not compulsory

### 7.3.2 PRE-SERVICE AND IN-SERVICE TRAINING OF CVET TEACHERS AND TRAINERS

#### PRE-SERVICE TRAINING OF CVET TEACHERS

For CVET teachers, working in the Permanent Regional Centres for Adult Education, pre-service training is regulated in a similar way as for IVET teachers.

They usually have a degree but in some cases (technical subjects) they can have only a high school diploma with a high teaching and working experience.

#### IN-SERVICE TRAINING OF CVET TEACHERS

In-service training for CVET teachers is completely on a voluntary basis as for IVET teachers. For more information see in-service training of IVET teachers (see par. 7.2.2).

#### PRE-SERVICE TRAINING OF CVET TRAINERS

In Italy there are no legal obligations and structured pathways<sup>33</sup> for pre-service training of CVET trainers and their participation is on a voluntary basis, because many CVET trainers have a professional status as freelance or occasional trainers, e.g. a professional or middle/top manager temporarily assigned to specialised technical or vocational training.

The training supply is governed by free market and the most important providers are public and private training bodies and their consortia, consultancy firms, professional associations, universities, social partners, Chambers of Commerce and some business schools.

<sup>33</sup> Only in some specific sectors (e.g. health and safety at work, health care) there are structured trainers training pathways with specific guidelines.

## IN-SERVICE TRAINING OF CVET TRAINERS

As the CVET Trainers pre-service training, in-service training activities for CVET trainers are various and the participation is on a voluntary basis because, as already said, many CVET trainers are freelance.

There is an important public funding to support continuing training of CVET trainers, mainly ESF but also the Joint Interprofessional Funds Supporting Continuing Training (Fondi interprofessionali)<sup>34</sup>. Training is mainly designed to: enhance high competences required by technological innovation and market globalization; facilitate the recognition of formal, non formal and informal learning and standardise validation procedures; match training interventions with local needs.

Some Regions offer individual training vouchers to trainers who want to attend specialised training courses.

Large enterprises or public administration departments with permanent internal training services usually take part in this form of funding or invest directly in the continuing training of trainers.

Special incentives to encourage continuing training are assigned to specific sectors (e.g. medical and nursing staff in the health-care sector).

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<sup>34</sup> These funds are managed by the social partners and supervised by the Ministry of Labour.



## 8.1 SYSTEMS AND MECHANISMS FOR THE ANTICIPATION OF SKILL NEEDS (IN SECTORS, OCCUPATIONS, EDUCATION LEVEL)

The first prototype of the information system was described in the last version of the report., Isfol rebuilt the whole structure of the information system basing it on a new occupations classification, the Nomenclatura e classificazione delle Unità Professionali - NUP35 (Nomenclature and classification of occupational units). Information and data produced in the information system refers to the NUP. This is an implementation of the Italian national statistical classification of occupations that extends the occupational groups to a further fifth digit . Each level of the classification, for the first time in Italy, is described.

The research lines I conducted by Isfol to add to the information system are:

1. a sample survey focussed on the 800 occupational units of the NUP. The first survey was conducted in 2007, while the second is going to start this year. These surveys are based on CAPI methodology and involve about 16.000 workers on a set of about 300 variables clustered in a questionnaire of 10 sections. Borrowed from the American survey O\*Net the survey measures the level of importance and complexity of each variable to perform the occupation/job;
2. The result of the previous (1.) survey will be also utilized as a benchmark for another survey: the occupational skill needs audit. Designed to be annual the first edition of this survey is going to start 2011. With a sample (size, sector, geo) of 35.000 enterprises the survey gathers qualitative information about skill and knowledge needs of the workforce. The need will be referred to the occupational units and to the same taxonomy utilized in the sample survey on occupations (1.);
3. diachronic to the previous survey (2.) is the anticipation of future needs (skills needs) in the medium term lead at sector level using scenarios methodologies. Also in this case, the qualitative results are referred to the occupational units prefiguring: new and renewed tasks; competencies relevant in the future; trend in a five year horizon for the 10 skills and knowledge most important to perform the occupation/job as gathered with the survey 1.; suggestions to the educational systems<sup>36</sup>;
4. A forth source (skills gap) for the information system is the one of occupational forecast in the mid term (five years) both at national and regional level realized using model derived by E3ME.

The short term forecast are assured by the survey Excelsior lead by Unioncamere that produced (annual base through a sample survey addressed to about 100.000 enterprises) enterprises and recruitment forecast (skills gap). These results are linked directly to Isfol system using the same occupational classification.

Not only Unioncamere but other bodies (ISTAT, INAIL, etc.) are linked to Isfol and among each other in a network system called Occupations Information System. NUP code is the communication protocol used to link a wide range of data and information on the side of labour market and education all related to each occupation.

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<sup>35</sup> NUP was realized in partnership by ISFOL and ISTAT

<sup>36</sup> A first foresight exercise was realized in the Tourism sector (2009-2010). A second foresight exercise is in progress: textile, garment and footwear. To see an example of the anticipation of skill needs in the tourism sector enter the site <http://professioni.occupazione.isfol.it>; select the section PROFESSIONI (Occupations), then select group 5. PROFESSIONI QUALIFICATE NELLE ATTIVITA' COMMERCIALI E NEI SERVIZI (qualified occupations in trade and services activities), then class 5.2.2 ESERCENTI E ADDETTI ALLA RISTORAZIONE E AI PUBBLICI ESERCIZI (catering and public service workers); lastly select the occupational unit 5.2.2.3.2 CAMERIERI DI RISTORANTE (waiters). Once you access the occupational unit of the waiter on the right banner click on ANTICIPAZIONI TURISMO (future skills need in tourism).



- Emerging and new skills at all levels (macro-level, sectoral and occupational trends).

Employment projections 2009-2014 indicate over 59% of the total occupational units should present a decrease in the number of employees. They are mostly medium-low skilled occupations related to agriculture, manufacturing industry and the textile and clothing sector to experience the largest decline, both in absolute terms and percentage terms. Instead grow the intellectual professions, scientific and highly specialized, as well as continued growth at sustainable levels for some units related to professional health services. For the latter the growth should be also attributable to the progressive aging of the population and the resultant increase in demand for medical services.

**Tab. 1 Occupational forecast 2009- 2014: Major Groups**

Code	Occupations	Employed 2009 <sup>37</sup>	Employed 2014	Change in employment 2009-2014	% Change in employment 2009-2014 <sup>38</sup>
1.	Legislators, Executives and entrepreneurs	1.024.456	970.628	-53.829	-5,3%
2.	Intellectual, scientific and highly specialized	2.582.708	2.678.224	95.516	3,7%
3	Technical occupations	4.718.017	4.764.772	46.755	1,0%
4	Clerks	2.588.680	2.555.145	-33.535	-1,3%
5	Skilled occupations in business and services	3.994.476	3.946822	-47.654	-1,2%
6	Craftsmen, skilled workers and farmers	4.553.512	4.430.743	-122.768	-2,7%
7	Plant and machine workers	1.868.348	1.730.275	-138.073	-7,4%
8	Unskilled occupations	3.271.570	3.484.764	213.194	6,5%
9	Armed forces	236.833	224.642	-12.191	-5,1%
Tot.		24.838.601	24.786.014	-52.586	-0,2%

Source: *Isfol-Irs on Istat Labour Force (years 2005-2009) and forecast Isfol-Ref*

In 2010 Isfol completed a first foresight exercise in the Tourism sector while a second exercise is still in progress in the textile, garment and footwear sector. Some factors have been identified to be relevant for conditioning the tourism sector: web 2.0; Ict; new mental maps of consumers; a new public-private governance; etc. The study produced, for 24 occupations, indications about new and renewed tasks, new competencies; trend to 2015 of a set of knowledges and skills detected with a survey on occupations in 2007. Knowledges and skills are ordered by level of importance to perform the job and for each of them is indicated the level of complexity.<sup>39</sup>

## 8.2 PRACTICES TO MATCH VET PROVISION (SKILLS) WITH SKILL NEEDS (JOBS)

The Single National Board for implementing the foreseen system of minimum professional standard for professions established by the article 52 of the Decree implementing Law 30/2003<sup>40</sup> has not produced new studies in the last year.

<sup>37</sup> Values scaled down to national accounts data

<sup>38</sup> Estimates obtained by weighting the projections forecast by fixed coefficients method and the method of variation

<sup>39</sup> Isfol, *Anticipazione dei fabbisogni nel settore turismo*, I Libri del Fondo Sociale Europeo, Roma, 2011

<sup>40</sup> The Single National Board involves Ministry of labour, Ministry of Education, University and Research, Regions, the Union of Provinces, the Association of Italian Municipalities and Social partners.

Nevertheless, the use of skills referential, occurred in 2009 for engineering sector, highlighted the potentialities of this tool as a device aimed at supporting the preparation of documents for registration of individual skills, job supply and demand matching, diagnosis of training needs of workers, design of targeted training pathways, recognition of learning outcomes at national level. The results achieved on 2009 showed that a skills referential can be used as an effective resource for supporting labour and lifelong learning policies and qualifications.

For this reason, on 2010 Isfol produced, on behalf the Ministry of Labour, the skills referential for three new sectors:

- textiles, clothing and fashion system
- chemistry
- food production.

The analysis has been realised by using a methodology based on the reconstruction of production cycles, instead of approaches, as the job description or the functional analysis, more centred on the professional figures and their organizational roles.

Information and data provided by the national assessment system of the labour market needs are the result of a series of surveys carried out at national level by a variety of actors belonging to the Bilateral Organisations (*Organismi Bilaterali*), such as:

- Organismo Bilaterale Nazionale per la Formazione (National Bilateral Organisation for Education) i.e. representatives of medium and large companies covering twenty manufacturing sectors;
- Ente Bilaterale Nazionale Artigianato, (National Bilateral Organisation for Handcraft) i.e. representatives of handcraft companies, covering eight traditional handicraft sectors;
- Coop-Form, i.e. representatives of the Cooperative system, covering three cooperative sectors;
- Agriform, representatives of the farming sector, covering seven traditional farming sectors;
- Ente Bilaterale Nazionale Turismo, (National Bilateral Organisation for Tourism) i.e. representatives of tourism companies;
- Mastermedia, i.e. representatives of information and communication companies;
- Chirone 2000, i.e. representatives of transportation companies and related services;
- Enfea, i.e. representative of small and medium enterprises, covering five manufacturing sectors;
- Encredito, i.e. representatives of banks.

For completeness, we can mention some practices for integrating the labour market needs within the qualification design in the framework of Higher technical Institutes (ITS)<sup>41</sup>. ITS foresee a two years path for allowing youngs and adults to acquire a higher technical diploma, with reference to technological areas, considered as priorities by the national guidelines of economic planning: energy efficiency, sustainable mobility, new technologies of life, new technologies for Made in Italy, innovative technologies for culture, information and communication technologies.

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<sup>41</sup> For further information on ITS, please see 5.7.

## 9.1 STRATEGY AND PROVISION

Career guidance is acquiring growing importance in Italy: it covers all phases of individuals' lives and functions as a strategic tool to combat the economic and occupational crisis which obliges people to constantly re-define their professional objectives<sup>42</sup>.

The revitalization of this theme by the Ministry of Education started up at the end of 2008, with the creation of a National Scientific Technical Group<sup>43</sup> aimed at elaborating guidelines for the realization of guidance pathways within the School system and at spreading a new concept of guidance as a strategy concerning the whole growing process.

The recent reform of the education system and the “National Plan for Guidance”, launched in 2009 and renewed in 2010, provide interesting challenges and opportunities for its further development. The education reform has involved a reorganisation and strengthening of lycées, technical and vocational institutes through a reduction of the study courses<sup>44</sup>. This has resulted in a general reshaping of guidance practices and in the establishment of special programmes designed to foster the development of problem solving and social skills in students to help them successfully continue education or enter the labour market. In addition, the new emphasis placed on school autonomy opens up new prospects for guidance development, as it expands choice opportunities among different territorial options. Lastly, financial resources provided by the “National Plan for Guidance” to Regional School Offices (Uffici Scolastici Regionali - USR) allow for the implementation of guidance plans at regional level, involving courses and conferences for good practice sharing.

In Italy guidance activities vary depending on the system in which they are embedded<sup>45</sup>. In lower and upper secondary education (both general, for instance lycées, and IVET, technical and vocational institutes), these are managed by the State administration, while guidance activities delivered in the framework of Regional Vocational Education and Training Courses are managed by the regions.

### PROVISION OF GUIDANCE IN LYCÉES, TECHNICAL INSTITUTIONS AND STATE VOCATIONAL INSTITUTIONS

In schools, guidance services are mainly provided at lower and upper secondary levels. In lower secondary schools, guidance activities are aimed at developing self-assessment skills, preventing early school leaving and preparing students for the transition to higher education. Guidance activities are carried out by ordinary teachers as a transversal task in different subject areas and by specialized professionals and guidance practitioners through working groups, individual interviews, accompanying actions, etc.

In upper secondary schools, career guidance is mainly aimed at helping students manage the transition to university through a range of activities for self-assessment development embedded in study curricula<sup>46</sup>.

<sup>42</sup> Rapporto Orientamento 2010. L'offerta e la domanda di orientamento in Italia. Isfol, I libri del Fondo Sociale Europeo, n. 150. Roma, 2011

<sup>43</sup> Decreto Dipartimentale n. 40 del 31.07.2008

<sup>44</sup> D.P.R. 15 marzo 2010, n. 89 Regolamento recante revisioni dell'assetto ordinamentale, organizzativo e didattico dei licei a norma dell'articolo 64, comma 4, del decreto-legge 25 giugno 2008, n. 112. Provisions included in the decree will be gradually implemented starting from the school year 2010/2011.

<sup>45</sup> D.Lgs. 14th January 2008, n. 22 “Definizione dei percorsi di orientamento finalizzati alle professioni e al lavoro, a norma dell'articolo 2, comma 1, della legge 11 gennaio 2007, n. 1.

<sup>46</sup> Decrees ns. 21 and 22, implementing the delegation specified in Law 1/07 “Disposizioni in materia di esami di Stato conclusivi dei corsi di studio di istruzione secondaria superiore e delega al Governo in materia di raccordo tra la scuola e le università” [Norms on State examination and delegation to the Government on links between schools and universities].

In addition, legislative decree n. 21<sup>47</sup> (14 January 2008) promotes the implementation of ad hoc guidance and self-assessment initiatives aimed at ensuring the connection between schools, universities and institutions of higher education in art, music and dance. These should be carried out jointly by upper secondary schools and universities and should take place during the last year of the second cycle of education.

Following Act n. 30 (14 February 2003), which entrusts universities with the task of supporting graduates in entering the labour market, universities are required to provide a placement service (public and free of charge) and a range of support services for on-the-job training managed by guidance professionals. Services are provided in cooperation with other organisations (both other universities and enterprises) to provide students with the best employment opportunities.<sup>48</sup> In accordance with the law, legislative decree n. 22<sup>49</sup> (14 January 2008) stated that guidance services should also be provided to support people in the transition from education to the labour market, in cooperation with local employment centres, accredited vocational training organisations, enterprises, cooperatives, public administrations, communities, voluntary organisations and all competent organisms for the disabled.

To encourage dialogue and make sure a single strategy is consistently adopted, Decree n. 43 by of Ministry of Education (26 October 2009) established a "National Forum for Lifelong Guidance"<sup>50</sup>. The Forum was entrusted, amongst other things, with developing a common platform to enhance the quality of guidance services through the collection and sharing of information, practices and methods. Activities carried out by the "National Forum for Lifelong Guidance" throughout 2010 were supervised by the ISFOL and Euroguidance Italy, in cooperation with the "European Lifelong Guidance Policy Network ". The organisations ensured full cooperation between all subjects responsible for delivering guidance services and that guidance practitioners were provided with training opportunities. On the Forum's website it is possible to compare experiences and best practices across various EU countries. The Forum was also responsible for organizing the "International Guidance Forum 2010. Heading Towards Life Design", held in Genoa from 18 to 19 November 2010.

The ISFOL has attempted to collect evidence on the outcomes of the educational pathways for guidance policy and provision with the "Longitudinal survey on school-to-work transition"<sup>51</sup>. The overall aim of the research was to provide a comprehensive overview of experiences, achievements and attitudes of young people during post-16 transitions and beyond. The research also aimed at identifying strengths, weaknesses and obstacles to further education, higher education, training, employment and independent living. The survey began in 2010, results are not yet known.

#### PROVISION OF GUIDANCE WITHIN REGIONAL VOCATIONAL EDUCATION AND TRAINING SYSTEM

Within the Regional Vocational Training system, guidance services are offered both to people enrolled in vocational training courses and users of other organisations.

The main organisations, both public and private, which provide guidance services in this context include:

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<sup>47</sup> Legislative decree n. 21 of 14 January 2008 "Norme per la definizione dei percorsi di orientamento all'istruzione universitaria e all'alta formazione artistica, musicale e coreutica, per il raccordo tra la scuola, le università e le istituzioni dell'alta formazione artistica, musicale e coreutica, nonché per la valorizzazione della qualità dei risultati scolastici degli studenti ai fini dell'ammissione ai corsi di laurea universitari ad accesso programmato di cui all'articolo 1 della legge 2 agosto 1999, n. 264, a norma dell'articolo 2, comma 1, lettere a), b) e c) della legge 11 gennaio 2007, n. 1" ("Norms for the definition of guidance initiatives regarding University Education and Advanced Schools of Fine Arts, Music and Choral Arts Education for the integration between Schools, Universities and Advanced Schools for Fine Arts, Music and Choral Arts Education and the promotion of the quality of school results for the enrolment in numerus clausus University courses, as provided for in Law no. 264 of 02/08/1999, in compliance with law no. 1 of 11/01/2007, Art. 2, par. 1 a), b) and c) ").

<sup>48</sup> An interesting example is SOUL - [www.jobsoul.it](http://www.jobsoul.it), provided by Rome universities.

<sup>49</sup> Legislative Decree No 22/08 "Definizione dei percorsi di orientamento finalizzati alle professioni e al lavoro a norma dell'art. 2, comma 1, della legge 11 gennaio 2007, n. 1" [Definition of guidance pathways aimed at job insertion, under Art. 2, paragraph 1 of Law 1/07].

<sup>50</sup> [www.forumorientamento.it](http://www.forumorientamento.it), created in 2009.

<sup>51</sup> [http://www.isfol.it/Rilevazione\\_Longitudinale\\_sulle\\_Transizioni\\_Scuola-Lavoro/index.scm](http://www.isfol.it/Rilevazione_Longitudinale_sulle_Transizioni_Scuola-Lavoro/index.scm).

- Job and guidance centres
- Vocational training institutes
- Schools
- Universities
- Enterprises

Over the last years, has been highlighted the need to integrate guidance within services provided by job centres (CPI - Centri per l'Impiego), with the aim to increase the supply of guidance services: information, accompanying actions for individual training pathways, counselling aimed at professional development, etc

Other organisations committed to providing guidance services in addition to employment services include:

- Municipal information offices for young people ("Informagiovani" network)
- Career guidance organisations at regional level
- Trade Unions (services for migrants and the unemployed)
- Employers' organisations
- Temporary employment agencies
- Recruitment agencies

#### COOPERATION BETWEEN EDUCATION AND EMPLOYMENT IN THE AREA OF LIFELONG GUIDANCE

The principles which inspire the government's policies on education, training and employment are set out in the "White Book" issued by the Ministry of Labour in 2009<sup>52</sup>. The document explicitly recommends that the gap between education and work should be bridged through all available instruments (vocational training courses, guidance services, apprenticeships and periods of study alternated with periods of employment).

Furthermore, in the "Guidelines on lifelong guidance"<sup>53</sup> issued in 2009, an integrated vision of guidance is provided, as this is no longer considered simply an instrument for delivering information, but as a holistic educational process which engages individuals throughout their personal growth, from primary school upwards and across the curricula.

On the grounds of these assumptions, a certain number of experiences, inspired by skill balance and computer-assisted methods, have been carried out in different contexts. Today, the experimental phase is turning into one consolidation and integrated and systemic guidance services are being set up. The ISFOL has responded to these changes by carrying out a number of research studies on guidance practices with a view to bringing together otherwise fragmented initiatives and experiences. Other research studies undertaken by the ISFOL have involved the design of models which should help enhance the quality of guidance services and the analysis of the dynamics which improve the performance of guidance practitioners. Both ISFOL's studies and those conducted by other institutions or academic organisations are usually taken into consideration by the government (see for instance the "Action Plan for Young People's Employability"<sup>54</sup>, in which the role of apprenticeships in helping young people make career choices and manage transition through different life stages is highlighted).

#### 9.2 TARGET GROUPS AND MODES OF DELIVERY

In line with the European Social Fund's directives on vocational training, the main target groups of guidance and counselling services include:

- Young people in compulsory education (until 16 years of age)
- Young people continuing their training within the initial vocational training system (until 18 years of age).

<sup>52</sup> Ministry of Labour (2009) *La buona vita nella società attiva. Libro bianco sul futuro del modello sociale*". [The good life in an active society. White book on the future of the social model"].

<sup>53</sup> Circolare ministeriale n. 43 of 15th April 2009.

<sup>54</sup> Ministry of Labour and Ministry of Education, *Italia 2020 - Piano di azione per l'occupabilità dei giovani, Roma, settembre 2009* (Italy 2002 - Action plan for young people's employability, Rome, September 2009).

Guidance services are also provided to other target groups, including vulnerable or disadvantaged people:

- Young people and adults not in education, employment or training
- Long term unemployed
- Laid-off workers
- Workers needing retraining or refreshing courses
- Unemployed women looking for new jobs
- Disabled people
- Migrants
- Prisoners
- People without good qualifications
- Ex drug-addicts

In particular, the “Master Plan for Employment Services” drawn up by the Ministry of Labour<sup>55</sup> states that guidance services must be provided first of all to the unemployed, the disabled and young people without qualifications.

Educational interventions for groups with special needs are customized and based on an individual approach. The guidance methods applied are holistic and lifelong based, to deal with the complexity of each single individual and his/her level of adaptability; customized counselling and skills audits often carried out on demand. Skills audits are most frequently requested in cases of laid-off workers and professional mobility; counselling is mainly used for educational guidance, vocational preparation and career management.

The guidance methods applied are related to each specific context. For unemployed people, guidance is embedded in job centres and is managed by the Regions that promote supply and demand matching and offer at least one initial guidance interview to all unemployed people. For some particular target groups (young people and women looking for re-insertion in the labour market), job centres must provide information on learning and labour market opportunities and career management within the first 4 months of their becoming unemployed. The individual interview is the most frequently used method (97% in Northern Regions)<sup>56</sup>.

#### QUALITY OF GUIDANCE SERVICE PROVISIONS

Despite the progress made in the last few years, the criteria and standards for the quality assurance of guidance services have not yet been defined. Nevertheless, in both job centres and training centres, the theme of quality is systematically taken into account. Guidance is part of the job centres service provisions. The handbooks concerning the procedures for quality management in guidance services and job insertion published by the ISFOL with ESF resources, offer an important support for the assessment and the improvement of models and operational tools in order to enhance the efficiency and efficacy of job centres.

An analysis of Guidance Services is published every year by the ISFOL in the “Annual Report on Guidance” (Rapporto Orientamento<sup>57</sup>), that shows the state of the art of Guidance in Italy. It is targeted at all public and private organisations offering guidance services. The survey is promoted by the ISFOL in cooperation with the Ministry of Labour. The purpose of the survey is to observe all public and private bodies in order to analyse the demand and supply guidance in Italy and enhance the specific features in different contexts. The survey includes different research activities - both qualitative and quantitative - carried out in all Italian regions and is based on the National Archives of Guidance Structures.

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<sup>55</sup> Ministry of Labour, General Directorate for Employment. “Masterplan” dei servizi per l’impiego: linee di organizzazione” [Masterplan of the employment services]

<sup>56</sup> Monitoraggio dei servizio per l’impiego, Roma, Isfol, I libri del Fondo Sociale Europeo, n. 134.

<sup>57</sup> <http://www.rapporto-orientamento.it/>



The main aims of the report on guidance supply are: reaching an accurate and analytical understanding of the guidance supply, highlighting the main characteristics, hallmarks, differences, overlapping and/or lacks in guidance activities and practices; carrying out a qualitative and quantitative monitoring of guidance services mapped at national, regional and local level; gathering, identifying, enhancing and spreading outstanding quality experiences on the ground; actively contributing to the organisation of longitudinal research activities able to develop effective and sustainable synergies among the different systems: education, training, universities, employment.

While the principle aim of the report on guidance demand is analyzing the main types and characteristics of the guidance demand (both expressed and tacit) from Italian young people (high school and university students), adults (employed and unemployed people, as well as people trying to enter the labor market for the first time) in order to map the different types of needs and contribute to the definition of future development strategies to supply services in line with the users needs

In recent years, new technologies have influenced counselling and guidance practices, optimizing time, resources and costs. Web-based guidance services, for instance, have been implemented in universities and training centres and account now for the most widespread means of delivery in these contexts. Through the internet, clients are able to easily contact teachers, tutors and other professionals and arrange meetings through virtual agendas. Other more traditional forms of delivery include group and individual face-to-face guidance sessions and informational initiatives such as front offices, showcases and guidance fairs.

### 9.3 GUIDANCE AND COUNSELLING PERSONNEL

Although the competences and training of guidance and counselling personnel in Italy are the subject of animated debate, the process of their professionalization is still lagging.

The Ministerial Decree n. 166/2001 (Accreditation of training and guidance facilities), defines procedures for the accreditation of training and guidance structures and establishes to define the minimum standards of competences for guidance professionals (art. 10) to be applied in both education and employment.

With the State-Regions Agreement of 2nd August 2002, it was decided to define and detect primarily the credentials of professionals at regional level and then to build a system for the harmonization of the job description and skills certification at national level.

Nevertheless, in 2007 only 8 Regions and Autonomous Provinces out of 20 had established criteria concerning professional profiles for guidance services. As a result, there are still great differences regarding the qualifications required for guidance professionals. Although a university degree is generally the prerequisite, in some cases a post-graduate qualification is necessary, while in others a High School Diploma and working experience in this field suffices.

In Employment centres, guidance activities - particularly those related to skills audit and counselling - are usually entrusted to qualified external personnel. Generally, these professionals have a high qualification and previous experience. External practitioners (hired through a service contract or job assignment) are often university graduates, sometimes post-graduates, with some years of experience in this field. However, the provincial administrations adopt different criteria and define different profiles for guidance operators in the recruitment and selection process.

Within the school system (general education and IVET), the minimum requirement for guidance professionals is a university degree. In particular, the teachers in charge of guidance receive specific training through external training programmes. The recognition of this professional profile is an on- going process, also thanks to the experimentations being carried out at regional and local level.



The updating and maintenance of guidance practitioners' competences is still discontinuous and does not guarantee the standards required will be achieved. As far as job centres are concerned, the Provinces that are responsible for providing guidance services, are investing in the training of external guidance counsellors and practitioners. For training centres there are no specific regulations regarding in-service training and/or continuing training for guidance counsellors and practitioners. In recent years, only some Regions have created specific registers and have introduced training activities aimed at updating the skills concerning welcoming, guidance, tutoring, etc. Similar measures have been adopted within the school system (general education and IVET) for guidance practitioners.

## 10.1 VET FINANCING POLICY

According to the Economic and Financial Document 2011 submitted by the Italian Government to the Parliament and adopted by the Cabinet on 13 April 2011, human capital, as fiscal capital, is an essential pillar of sustainable growth for the country<sup>58</sup>.

In the National Reform Programme eight policy areas have been identified along with accompanying measures of intervention: among them labour market and pensions and support for firms are the main action areas where the role of education and training policies represents a key factor for the strategic development of the country.

Actions implemented are mainly aimed at increasing the labour force participation rate, especially for young people and women and aligning wage development with productivity trends through the redefinition of new rules for collective bargaining between social partners.

Areas of intervention regard measures aimed at promoting and reinforcing innovation while at the same time re-qualifying the education system. A notable contribution in attaining the Europe 2020 Strategy objectives on research/innovation and on education will come from the National Strategic Framework 2007-2012 which provides for national and community resources in the amount of €25 billion (more than 62% of the resources earmarked for the Europe 2020 priorities). Cost savings are expected from the reorganisation of the school: 1) from the technical report to the law n. 244/2007, 2) from 2009 to 2011 savings for personnel are expected to equal more than €1,293 million in 2009, €2,809 million in 2010, €3,911 in 2011 and €4,561 million starting from 2012.

As for continuous training, measures implemented have been influenced by the occupational effects of the economic crisis, as clearly emerges from the analysis and outcomes of Isfol Report 2010 on continuous training<sup>59</sup>.

The Agreement State-Regions of 12 February 2009<sup>60</sup>, providing concrete implementation to rules against the crisis, has allowed a more strict connection between passive policies (income support) and active labor market policies (matching between job search and demand and training plans) and the possibility for the State and Regions to participate to the financing of continuous training plans. To this end, a remarkable amount of the resources of Regional Operational Plans financed by European Social Fund has been addressed to the strengthening of the guarantee and mobility fund on derogation (*Cassa Integrazione e mobilità in deroga*) provided by INPS with the national resources in favor of the participation of single workers for active labour policy intervention. As underlined by the report, first figures updated between June and September 2010, indicate a number of around 250 000 workers which have benefited from various types of intervention provided by employment services where training has a crucial role.

Interprofessional Joint Funds, on the other side, have developed their strategy against the crisis enlarging the number of workers beneficiaries, with a special focus on enterprises located in critical areas of the country. The total amount allocated by these funds - which are promoted by social partners, for financing training plans at company, sectoral and territorial level, individual training programs and system activities -for the period 2009-2010 was around €670 million, of which €135 million specifically devoted to enterprises most suffering from the crisis and to workers temporarily suspended from the labour market.

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<sup>58</sup> Ministry of Economic Affairs, 2011 Economic and Financial Document, Section three, National Reform Programme, available on line at: [www.mef.gov.it](http://www.mef.gov.it)

<sup>59</sup> ISFOL- Ministry of Labour, *Rapporto annuale formazione continua 2010* (Annual Report on continuous training 2010), Rome, 2011 ISFOL, p. 9.

<sup>60</sup> Agreement "*Income and competencies support measures*", signed by the Regions and the Autonomous Provinces on 12 February 2009.

The total investments devoted to education and training (approximately €4.3 bn) are to be used for strengthening skills and improving the quality of education and training systems, with a view toward increasing labour market participation (particularly by women) and the competitiveness of the productive systems. As such, some €3.8bn of the total amount provided for the planning period 2011-2012 will be used for 1)reform of education and training system and 2)measures aimed at reducing the rate of school dropouts and increasing the rate of school enrolment.

The initiatives promoted by the national programmes (European Regional Development Fund and European Social Fund) (€1,6 bn) are directing at: 1)upgrading technological equipment and multimedia labs in schools and 2)upgrading the process of learning science and technology<sup>61</sup>.

The regional programmes (€2,7 bn) are complementary to the actions carried out under the national programmes. The regions efforts are concentrated on: 1)supplying services to facilitate access to the schools and activities dedicated to integrating and improving the quality of education, training and labour systems with a focus on: raising skills levels and levels of learning, increasing participation in basic and advance educational opportunities with respect to an individual's lifetime, improving workers adaptation capacity. The regional programmes have already invested €1.3 bn and including initiatives already started (€558 million) concerning labs and tools for improving both basic and professional skills. In addition to the financing mentioned above, EU programmes have earmarked €374 million<sup>62</sup> for initiatives to improve the quality of education thanks to the development of information society within the education sector, with the amount thus counted as part of the investments in research and innovation. Finally, within the sphere of the reform of secondary education, it will be useful to develop instruments aimed at guaranteeing standardized links between the course programmes established by the regions, thereby providing further opportunities for young people to move back into different course programmes and this should automatically contribute to reducing the rate of school dropouts<sup>63</sup>.

he table below shows the institutions responsible for funding, according to IVET levels:

## 10.2 FUNDING FOR INITIAL VOCATIONAL EDUCATION AND TRAINING

The State is responsible for IVET school funding both for educational and administrative purposes. Regions have to provide directly, but more often under delegated power, services and assistance to students (canteens, transportation, textbooks for primary schools, aid to the less wealthy, social and health assistance) out of their own budget and they also have to finance plans for the building of schools. Provinces and Municipalities can be delegated by the Region to provide assistance and services and their function is that of providing for school heating, lighting and telephone connections, maintaining school buildings.

Vocational training is under the responsibility of Regions also through the proxy and the hand over of functions and duties to Provinces. Funds can be allocated by Regions, by Provinces or by the Ministry of labour and /or of education. Courses can be financed also through EU funds.

The State has the duty to determine the minimum levels of supply. This happens thanks to the framework law no. 845/78, to the greater context of reform of public administration, implemented with the so called Bassanini laws (law no. 59/9764, legislative decree no. 469/97, and no. 112/98), and to the reform of the 5th chapter of the Italian Constitution, which gives Regions exclusive legislative power on vocational training.

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<sup>61</sup> The initiatives already tackled by the programmes include the Quality and Merit project for improving teaching/learning in logic-mathematics which involves 320 schools in Calabria, Campania, Apulia and Sicily and 80 schools in the central and northern regions.

<sup>62</sup> A total of 238 euro million from the national programme entitled "Learning Environments" and the remainder from the Sardinia regional programme.

<sup>63</sup> A key element of this reform is the parallel presence of two core structures: the IFTS flexible vocational course programmes and the stable course programmes concentrated within the higher technical institutes, as institutes of excellence concentrating on the training of highly specialized professionals in areas considered strategic for the nation's development and innovation (*Industria 2015* programme). The experimental training path are supported by the regions and public administration, with the contribution of European Social Fund Operating Programmes.

<sup>64</sup> Article 21, sub-paragraph 5, of Law no. 59 of 15 March 1997, establishes that almost all financing for the administrative and educational management of schools comes from the State (divided into ordinary and equalising allotments).

The table below shows the institutions responsible for funding, according to IVET levels:

IVET levels	Institution responsible for funding
First level Initial Vocational training	- under the competences of regions : funds can be allocated by Regions, by Provinces or by the Ministry of labour axnd/or of Education. Courses can be financed also through EU funds (as example ESF)
Apprenticeship	- The State grants relief from social security contributions to firms offering apprenticeship contracts and to apprentices, who pay a reduced rate; - The regional authorities finance training courses outside the workplace introduced in 1997, partly using funds provided by the state and the European Social Fund. Recently Regions are starting to use also a part of their own funds. - The regional authorities are responsible for vocational training, which they finance from the following sources: the Common Regional Fund, the Fund for Vocational Training and Access to the European Social Fund, the European Social Fund, funds disbursed by the state for specific activities.

According to data provided by the Ministry of Education<sup>65</sup>, the expenditure for education in the IVET school system of public bodies in their complex has been of €54,60bn in 2009, with an incidence compared to the GNP of around 3,6% and of 6.8% compared to the total public expenditure (table 1) .

Compared to the previous year, there has been a drop of around €1,5 bn; among the reasons of this drop we also find the measures of reduction of public expenditure approved by financial law 2008 and with the legislative decree 112/2008 (converted into law 133/08).

**Table 1 - Public expenditure for education years 2007 - 2009**

YEARS	Total expenditure of public bodies for education				MIUR expenditure	
	Bn euros	As % of GDP	As % of public expenditure	of	€ Bn	As % of GDP
2007	52.118	3,37	6,97		43.238	2,80
2008	56.351	3,59	7,27		46.879	2,99
2009 <sup>(a)</sup>	54.648	3,59	6,84		45.162	2,97

*Source: MIUR Elaboration - DG SPSI on data of accountable sources. (Rendiconto Generale dello Stato, Conto del bilancio delle Regioni, Certificato di Conto - Consuntivo delle Province e Comuni) (ISTAT data)*

The State, substantially the Ministry of Education, University and Research, is the main source of funding for education (Table 2 below), with an investment of €45 bn which represents the 82,6% of the total public expenditure for education. Then, we find local bodies with over €7.7 bn (14,2 of expenditure for education) and the Regions, with around €1,7 bn (3,2% of the total expenditure).

Expenditure of local authorities is mainly formed by resources for education allocated by the Autonomous Provinces of Trento and Bolzano and Val D'Aosta Region, which have a direct competence for education in their territorial areas. In the last 3 years, the contribution of Regions has been adjusted around 0,2% of the total public expenditure.

<sup>65</sup> Thanks to Mrs Gianna Barbieri, General direction studies, Statistic and Information System of MIUR for availability of data.

Table 2 - Public expenditure for school education for funding sources and as % of total expenditure - Years 2007-2009 (in € million)

Years	Total	State	Regions	Local bodies
2007	52.118	43.238	1.636	7.244
2008	56.351	46.879	1.763	7.709
2009 (a)	54.648	45.162	1.766	7.721
In relation with the total public expenditure (in %)				
2007	6.97	5.78	0.22	0.97
2008	7.27	6.05	0.23	0.99
2009 (a)	6.84	5.65	0.22	0.97

Provisional data - Source: MIUR Elaboration - DG SPSI on data of accountable sources. (Rendiconto Generale dello Stato, Conto del bilancio delle Regioni, Certificato di Conto - Consuntivo delle Province e Comuni) (ISTAT data)

In the last three years, expenditure of local bodies has been adjusted around 1% of the total public expenditure. In 2009 local bodies have spent around 1.053 euro per student. Regional distribution, however, underlines a strong variability. North Regions and Lazio expenditure is above the average expenditure, with a peak for Autonomous Provinces of Trento and Bolzano, where expenditure per student is around 2000 euro. In Emilia Romagna, Friuli Venezia Giulia and Lombardia, local bodies have addressed to students fundings which are above the national average of around 34-46%, while in the southern regions (595 euros in Apulia and 602 in Campania) the total expenditure of local bodies is below the national average as showed in table 3.

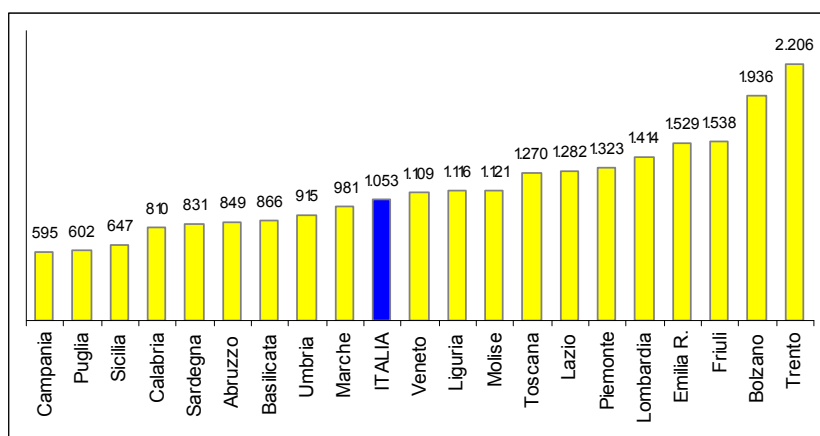


Table 3 - total expenditure for education of Italian regions - source MIUR, 2011

As far as the regional resources are concerned, the Regions have appropriated some €964 million for the 2007-2013 period (inclusive of the financing from the European Social Fund and the related co-financing), "for the purpose of planning and implementing reforms of educational and training systems so as to develop the potential of individuals to secure initial employment, maintain employment and obtain new employment, thereby making education and training more responsive to the labour market needs."

## 10.3 FUNDING FOR CONTINUING VOCATIONAL EDUCATION AND TRAINING, AND ADULT LEARNING

### 10.3.1 PUBLIC FUNDING SCHEMES AND MECHANISMS TO FINANCE CVET (EXCLUDING THOSE SPECIFICALLY TARGETED AT UNEMPLOYED)

The CVT Italian system is based on four legislative pillars:

- 1) Law 236/93 establishes that Ministry of Labour, with the support of Social partners and regions finance in-company training, teachers' training, system actions, sectoral and territorial plans promoted by social partners, training on individual choice;
- 2) Law 53/00, implementing parental leave directive, set training as an individual right and introduces training leave, while at article 5 forecast training for employees re-entering from parental leave, letting the implementation to collective bargaining;
- 3) Interprofessional joint funds ( IJF - *Fondi paritetici interprofessionali*), promoted by social partners, which finance training plans at company, sectoral and territorial level, individual training programs and system activities, such as training needs surveys, established by the 388/2000: companies may choose whether to join these new interprofessional funds or not. If so, they must request Inps to pass the levy of 0.3% onto the fund they have joined. If not, the payments remain at Inps: these latter resources are used by the Ministry of Labour in financing CVT under 1) and 2);
- 4) The European Social Fund (ESF), who played for a long time the major role.

Main actors are the Ministry of Labour, with the technical support of Isfol, who set the goals of CVT according to laws 236 and 53, plays a supervisory role with the technical support of Isfol. Regions have the general responsibility in managing most training activities, financing spending by selecting the appropriate local-level target and reporting to government. Ministry of Labour and Regions co-operate in goal setting with social partners, who promote IJFs at intersectoral level, bilateral bodies at sectoral level (national and regional or provincial level, according to national collective contracts). Social partners play an important role in promoting at company-level training plans (single companies or group of companies) to be financed by either regions or IBFs.

There are two parallel systems: one at regional level, with national level setting the main guidelines and playing a supervisory role, while IJFs constitute a sectoral system, managed at national level.

The support of fundings to training of workers is growing, both in terms of resources and in terms of development of the actors involved. The total amount of the 18 IJF can count on a yearly amount of €450 million, which is summed to the €150 million that the Ministry of Labour yearly allocates to Regions and Autonomous Provinces of Trento and Bolzano. Concerning European Social Fund, in the last years it has grown the synergy among Regions, State and Social Partners, thus underlining a concept of continuous training as crucial node between active and passive policies<sup>66</sup>. Nevertheless, it remains necessary a better coordination among the different actors involved, to effectively address funding also to small enterprises and autonomous workers, in the specific framework of the Italian context based on decentralization and subsidiarity

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<sup>66</sup> Isfol, Annual Report on continuous training 2010, p. 13.

### 10.3.2 PUBLIC-PRIVATE COST-SHARING <sup>(67)</sup>

The private companies contribute to the funding of CVT:

- by the 0.30% of their wage bill to contribute to fund training activities;
- by the contribution (20%) to the total costs (direct and not, as labour cost) for CVT co-financed by the ESF;
- by the organisation with own resources of training activities for their employees.

Current trend regarding the use of 0, 30%:

- joint inter-professional training funds: the main collector of 0,30% (around 300 Millions Euro)
- Residual funding national Law 236/93
- ESF co-financing: REGULATION No 1081/2006 on the ESF: *Article 11* - Eligibility of expenditure - "The ESF shall provide support towards eligible expenditure which (...) may include any financial resources collectively contributed by employers and workers".

### 10.3.3 COLLECTIVE (EMPLOYER, EMPLOYEE) INVESTMENT TO FINANCE CVET <sup>(68)</sup>

#### FONDI PARITETICI INTERPROFESSIONALI (JOINT INTERPROFESSIONAL FUNDS)

Fondi Paritetici Inteprofessionali (Joint Interprofessional Funds) for continuous training are managed by both sides of the industry and operate in favor of interested companies, by promoting the organisational development, with the aim of increasing companies' competitiveness.

The Funds finance corporate, sectoral, local, and individual training plans, in favour of participating companies. The plans are financed through financial resources coming for the yearly budget of the 0.30 % contribution of salaries, which is paid by companies to INPS (National Social Welfare Institution) as a contribution to compulsory insurance against unwilling unemployment. Every year companies can decide whether to adhere to one of the Funds, and, in this case, they will also benefit of that opportunities, or to continue paying the contribution to INPS.

These funds are entrusted to private actors who, in agreement with the Ministry and Regional Authorities, are called up to define a new system of rules regulating access to benefits in favour of the continuing training of employed workers. They are articulated in 18 funds with a rate of the 45% of private enterprises and 66% of workers adhering to these Funds. Recently, with decree of the Ministry of Labour of 27<sup>th</sup> may 2010, it has been established the new Fund Industrial Public Services. Despite the effect of the crisis, between 2009 and 2010 it has been registered a positive trend in the participation to these funds, with new 50 000 adhesions. In the period comprised between January 2009 and June 2010, Interprofessional Joint Funds have approved over 9800 training plans, for a total of 73 millions of training hours, addressed to around 1 288 000 participants belonging to more than 32 500 enterprises<sup>69</sup>. Total cost of plans approved has been of around 643 million euros, mostly absorbed by companies plans. The contribution of enterprises has been relevant, reaching globally the 39% of the total cost, with a peak of over 41% both for individual and business plans.

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<sup>67</sup> Where Government and employers and/or individuals share the costs, namely: vouchers/ILAs, grants, tax incentives, loans, saving schemes, human capital contracts (Government and individuals); tax incentives, grants and vouchers (Government and employers).

<sup>68</sup>Where the costs are covered by employers and employees , namely private cost-sharing among enterprises (training funds) and private cost-sharing between employers and employees (paid and unpaid training leave, payback clauses).

<sup>69</sup> Isfol Annual Report on Continuous Training 2010, p. 63.



Almost 43% of the approved plans has a cost comprised between 10 000 and 50 000 euros and it is also relevant the quota of training initiatives with a reduced dimension: over the 32% has a cost which does not exceed 10 000 euros<sup>70</sup>.

#### 10.3.4 REACHING THE GROUPS AT RISK THROUGH FUNDING SCHEMES AND MECHANISMS

Main actions towards the safeguard of group at risks are underlined in the Economic and Financial document already mentioned at the beginning of this chapter. In particular, the Italian Government has implemented measures addressed to young people, unemployed workers or workers temporarily excluded from the labour market. The following scheme gives an overview of the state of the art referred to these measures:

*Reforms for employment (target: young people and unemployment workers or workers temporary excluded from the labour market) according to the National Reform Programme, impact on their budget and functionality with respect to meeting EU objectives (Source - 2011 Economic and Financial Document, Section three, National Reform Programme, p. 145)*

Measure	Legal and regulatory information	Description of measure	Implementation Stage	Progress	Impact on public finance	Bottlenecks	Europe 2020 targets
Employment and pensions	Youth programme	Various measures: re-employment bonus, apprenticeship for the 15-18 age group to ensure compulsory school attendance, training, support for self-made entrepreneurs, third level apprenticeship (FIXO programme), monitoring youth skills (PISA and OECD PIIAC Programmes), 58 special technology schools, PHDs, school and university placement services, call for tender for opening 21 centres for business start-ups at universities	Implementation underway	Still in planning stage	Appropriation underfund of approximately €1.1 bn	Reducing regional disparities	Employment rate/getting the unemployed back to work
Employment and pensions/social buffers on derogation	Law 2/2009 (converted into Decree Law 185/2008) as later amended by Law 220/2010 (Budget 2011)	Funding for wage guarantee fund on derogation ( <i>Cassa integrazione in deroga</i> ), less stringent requirements for accessing unemployment benefits and measures to protect atypical workers	Implementation underway	operational	Overall in the 2009-2010 period government funds amounting €5,350 mil have been allocated. The agreement between the State and Regions for the 2009-2010 period also envisaged regional programmes	Competitiveness, wages and productivity	Employment rate, getting the unemployed back to work

<sup>70</sup> For a detailed overview of Interprofessional Joint Funds, please consult Isfol Annual Report on Continuous Training 2010, pp. 56-75

					mainly on training and active labour market policies (and partly providing funding for a residual part of wage guarantee fund on derogation); for 2011, law no.2/2009 has provided 304 euro million for lowering requirements for accessing unemployment benefits and the measures to protect atypical workers		
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### EUROPEAN SOCIAL FUND - ESF

Among the public policies of financing CVET, the European Social Fund (ESF) has represented, and it still represents, a very important tool for Italy, both in financial and in strategic terms.

The main goal of ESF is that of providing training opportunities for those employed in the private sector for supporting enterprises adaptability to new technologies and new markets, foreseeing also training activities for public workers. A second goal is the support offered to action systems, also through the training of those dealing with education, training, job employment centres and social partners.

In the current 2007-2013 planning, the priority "Adaptability" has absorbed three main goals: 1) the improvement of the competitiveness of the productive system (supporting SME and new enterprises); 2) development of continuous training systems and the improvement of work quality; 3) support geographical and professional mobility. The total amount allocated for the 2007-2013 planning is 2.411.633.779 euros.

Concerning the funding for continuous training, the expenditure for continuous training between 2000 and 2008 was 2.171 million euros of which 74,4% for continuous training for public and private sector employees and the remaining quota has been spent in the framework of action systems<sup>71</sup>. North-Centre Regions (Objective 3) have spent 1.441 millions euros, while Southern regions (Objective 1) have spent 730 millions euros (table 4)

**Table 4 - ESF planning 2007-2013. Total contribution of Axis I - Adaptability for area Objective ESF<sup>72</sup>**

<i>Objective</i>	<i>Contribution Axis I Adaptability (a)</i>	<i>Total contribution ESF (b)</i>	<i>a/b %</i>
Competitiveness	1.647.908.499,00	7.565.892.321,00	21,8
Convergence	650.350.883,00	5.679.302.494,00	11,5
<b>Total</b>	<b>2.298.259.382,00</b>	<b>13.245.194.815,00</b>	<b>17,4</b>

*Source: Isfol elaboration on regional data and data from Autonomous Provinces (RAE ESF 2009)*

<sup>71</sup> Isfol, *Il monitoraggio dei costi delle attività formative (cofinanziate FSE, L.236/93, L.53/00, Fondi Paritetici Interprofessionali)* Nota tecnica, 23 luglio 2009.

<sup>72</sup> Isfol, *Annual Report Continuous Training 2010*, p.43.

Concerning beneficiaries, globally between 2007 and 2009, beyond 306.000 employed workers have been involved in training actions.

### JOINT INTERPROFESSIONAL FUNDS

The legislative framework concerning Joint Interprofessional Funds has been object of several and important debates in the last years. The Decree 29 November 2008 n. 185, in the framework of urgent measures to redesign the strategic national framework for facing the crisis (converted into Law on the 28<sup>th</sup> of January 2009, n. 2) has foreseen that the "Funds can also aim at implementing actions, for temporary and extraordinary measures for income support, towards the safeguard of workers at job loss risk, also for those hired with apprenticeship or temporary contracts. Therefore, Joint Interprofessional Funds are requested to adopt measures to fight against the crisis, aiming at promoting workers participation to training activities, also during the suspension of the work contract. In an optic of coordination and integration of interventions and synergy between active and passive policies of work and training , these funds can finance sharing training plans addressed , among the others, to workers with apprenticeship or atypical contracts.

Anti-crisis measures include a budget of 8 billion Euros, of which €5.35 bn of national contribution and €2.65 bn granted by Regions, through the use of the resources coming from the European Social Fund. Repealing the current legislation, resources must be used for financing temporary and exceptional measures for supporting income. The object of intervention are temporarily laid off workers, workers in risk of being expelled by production processes, but who still have a work contract, and workers expelled by production processes. During the period of temporary lay off, workers must attend routes of re-training/competencies update, in line with the professional needs of the company they work for, while, for laid off workers, training activities will focus on routes of vocational redeployment. Among the anti crisis measures it is also worth of mentioning the Law 102/2009, which has promoted (in a provisional way) the participation of workers in redundancy fund (*CIG- Cassa Integrazione Guadagni*) to training and re-qualification courses in order to safeguard the human capital of enterprises.

### NATIONAL LAW 236/93

The implementation of Law 236/93 (national resources) represents an important development for continuous training<sup>73</sup>, with the possibility of financing several training activities: in company training, teacher training; system actions; corporate, sectoral and territorial plan promoted by social partner, individual training possible via training vouchers. .

In November 2009, the Ministry of Labour, Health and Social Policies has issued a new decree concerning the re-allocation of resources of Law 236/93<sup>74</sup> with the aim of supporting training initiatives towards workers of enterprises and aimed at developing competitiveness, thus allocating 150 million of euros, among Regions and Autonomous Provinces of Trento e Bolzano. The same amount has been re-allocated for 2010 and 30% of this amount should be addressed to actions and interventions for the re-qualification of workers in Cassa Integrazione Guadagni (CIG)

In detail, the resources, with a priority for workers of SME with less of 15 workers , will be focused at financing:

- Territorial, sectoral, business Training Plans
- Extraordinary intervention plans (Law n.2/2009)
- Individual Vouchers

Priority is given to:

- 1) workers over 45 of any private enterprise
- 2) workers of any private enterprise possessing a compulsory education degree or only elementary school degree

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<sup>73</sup> For a wider overview on Law 236/93 (especially for detailed allocation and regional choices concerning beneficiaries), please consult *Isfol Report on continuous Training 2010*, Rome, 2011, pp.49-55.

<sup>74</sup> *Directorial Decree n. 320/V/2009*

- 3) unemployed workers with job contracts not renewed for job reinsertion or income support.
- 4) Training actions addressed to the development of self-entrepreneurship
- 5) Women aged over 40
- 6) Workers enrolled to "mobility" lists
- 7) Workers extra EU or belonging to countries who recently joined the Eu

It remains, as for the previous decrees, the suggestion for the beneficiaries administration to promote the integration of the resources of Law 236/93 with the ESF and the Interprofessional Joint Funds for continuous training.

#### NATIONAL LAW 53/00

Law 53/2000 (national resources) on training leave allows the funding of CVT vouchers for workers, and thus finances training leaves connected to the regulation of working hours. It recognizes the right of workers to lifelong learning by granting specific leave for training. The type of training can be chosen independently by the worker or arranged by the company. The vouchers are delivered by the Regions according the State allocation of funding. In September 2010, Ministry of Labour and Social Policies, together with the Ministry of Economy issued the new decree<sup>75</sup> of allocation for resources ex law 53/2000, distributing among Regions and Autonomous Provinces around €30 million.

#### ILA

An interregional project for the experimentation of the Individual Learning Account (ILA) has recently been launched, following European actions aimed at facilitating demand policies (scaled around the individual and his/her learning needs), as well as the vouchers already experimented in a number of Regions and Provinces as a financial tool for continuing training on individual demand. The ILA experimentation (in the form of a prepaid credit card) conducted in some Italian Regions is part of what is known as "demand policies" (scaled around the individual and learning needs) in the awareness that this type of approach is efficient in relation to specific targets possibly disadvantaged. Those making use of the ILA prepaid credit card are either individual over 18 years of age in unemployment (diploma-holders, degree-holders, immigrants, with transversal priority for women) or workers with atypical work contracts. With the ILA card a fixed number of citizens, in particular conditions, is given a certain amount of money to be spent on participation in formal and informal learning activities chosen by the individuals themselves, with the assistance of guidance and tutoring services provided by Employment Centres.

#### 10.4 FUNDING FOR TRAINING FOR THE UNEMPLOYED

The main financial resources for funding training for unemployed people are:

- - the European Social fund, which in the period 2007-2013 allocates funds for all Regional Operational Programmes for training projects for unemployed and other groups excluded from the labour market;
- - State transfers to the Common Regional Fund for regions with ordinary charters of part of the revenue from social security contributions and regional taxes; these revenues are not destined exclusively for use in vocational training.
- Regions and Provinces organise calls for proposal direct to VET institutions to organise training courses for unemployed.

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<sup>75</sup> Directorial Decree 60/V/2010

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Telematic archive of training locations by ISFOL: <http://www.isfol.it/>, path: → ricerche e progetti → sistemi formativi → archivio telematico delle sedi formative

Statistical data on higher technical education and training by ISFOL:  
<http://www.isfol.it/>, path: → ricerche e progetti → sistemi formativi → sportello telematico → formazione superiore non universitaria

Eurydice, the information network on education in Europe: <http://www.eurydice.org/>  
<http://excelsior.unioncamere.net/> for consulting statistical data on VET, training needs and behaviours of enterprises regarding VET.

Website of ReferNet Project Italy:

[http://www.isfol.it/Istituto/Presidenza/Comunicazione\\_e\\_documentazione\\_istituzionale/II\\_progetto\\_ReferNet/index.scm](http://www.isfol.it/Istituto/Presidenza/Comunicazione_e_documentazione_istituzionale/II_progetto_ReferNet/index.scm)

## LIST OF ACRONYMS AND ABBREVIATIONS

AFAM - *Alta Formazione Artistica e Musicale* - High Artistic and Musical Education  
CEDEFOP - *Centro europeo per lo sviluppo della formazione professionale* - European center for the development of vocational training  
CENSIS - *Centro Studi Investimenti Sociali* - Centre for Social Studies and Policies  
CFPs - *Centri di Formazione professionale* - Vocational training centers  
CGIL - *Confederazione generale italiana del lavoro* - Italian General Workers' Confederation  
CGU - *Confederazione Gilda-Unams (Unione artisti)* - Gilda-Unams (Artists Union) Confederation  
CIG - *Cassa integrazione guadagni* (Redundancy Fund)  
CISL - *Confederazione Italiana Sindacati Lavoratori* - Italian Confederation of Trade Unions  
CNR - *Consiglio Nazionale delle Ricerche* - National Research Council  
CPIA - *Centri Provinciali per l'Istruzione degli Adulti* - Provincial centers for adult education  
CPI / JCs - *Centri per l'impiego* - Job centers  
CRUI - *Conferenza dei Rettori delle Università Italiane* - Conference of the Italian University Rectors  
CTP - *Centri permanenti territoriali* - Territorial permanent centers  
DM - *Decreto Ministeriale* - Ministerial decree  
D. Lgs - *Decreto Legislativo* - Legislative Decree  
EUROSTAT - *Ufficio Statistico delle Comunità europee* - Statistical Office of the European Communities.  
FSE /ESF - *Fondo Sociale Europeo* - European Social Fund  
ICT - *Tecnologie dell'informazione e della comunicazione* - Information and communication technologies  
IFTS - *Istruzione e formazione tecnica superiore* - Higher technical education and training  
ILA - *Carta di credito formativo* - Individual Learning Account  
INPS - *Istituto Nazionale per la Previdenza Sociale* - National Institute of Social Insurance  
INVALSI - *Istituto nazionale per la valutazione del sistema educativo di istruzione e di formazione* - National Institute for the Evaluation of the Education System  
ISFOL - *Istituto per lo Sviluppo della Formazione Professionale dei Lavoratori* - Institute for the Development of Vocational Training for Workers  
ISTAT - *Istituto nazionale di statistica* - National Statistical Institute  
ITS - *Istituti Tecnici Superiori* - Higher Technical Institutes  
MIUR - *Ministry of Public Education, Universities and Research*  
MLPS- used both for:  
· *Ministero del Lavoro* (Ministry of Labour);  
· *Ministero del Lavoro, Salute e Politiche Sociali* (Ministry of Labour, Health and social policies - at present)  
NAP - *Piano Nazionale per l'Occupazione* - National Action Plan for employment  
PA - *Amministrazione Pubblica* - Public Administration  
PIAAC - *Programma per la valutazione delle competenze degli Adulti* - Programme for the International Assessment of Adult Competencies  
PON - *Piano Operativo Nazionale* - National Operative Plan  
POR - *Piani Operativi Regionali* - Regional Operative Plan  
SPI / PEsS - *Servizi pubblici per l'impiego* - Public Employment services  
SPF on line - *Sistema permanente di formazione on line* - Permanent System for on line system  
UC - *Unità capitalizzabili* - Capitalisable Units  
UIL - *Unione Italiana del Lavoro* - Union of Italian Labour