



ITALY

VET in Europe - Country Report

2010

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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. Policy development - objectives, frameworks, mechanisms, priorities
3. VET in times of 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. Guidance and counselling for learning, career and employment
10. Financing:- investment in human resources
11. National VET statistics - allocation of programmes

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/

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

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 is a democratic Republic 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 and the setting of minimum service levels (Article 117 of the Constitution). 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. The Trentino-Alto Adige Region, moreover, has two autonomous provinces (*Trento* and *Bolzano*) which in turn have considerable autonomy over education and vocational training.

The Regions have 'exclusive' legislative powers over vocational education and training, apart from tasks connected with the European Union, and parallel legislative powers over general education, although the State is responsible for deciding the basic principles. In fact, Law no. 3 of 2001, reformed the Title V of the Constitution. In particular, art. 117 makes 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 guidance, including the management of employment services.

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 7.8% unemployment for 2009 in Italy. Most raw materials needed by industry and more than 75% of energy requirements are imported. Over the past decade, Italy has pursued a tight fiscal policy in order to meet the requirements of the Economic and Monetary Unions and has benefited from lower interest and inflation rates. Moreover, the current government has enacted numerous short-term reforms aimed at improving competitiveness and long-term growth. Italy has moved slowly, however, on implementing needed structural reforms, such as lightening the high tax burden and overhauling Italy's rigid labour market and over-generous pension system, because of the current economic slowdown and opposition from labour unions. But the leadership faces a severe economic constraint, following also the global trend of recession: the budget deficit still breaching the 3% EU ceiling.

The Italian economy contracted again in 2009. Italy's GDP shrank by 4.9 percent in 2009, a result which was slightly worse than the 4.8 percent contraction the Italian government had predicted.

The Italian government has struggled to limit government spending, but Italy's exceedingly high public debt remains above 115% of GDP, and its fiscal deficit - just 1.5% of GDP in 2007 - exceeded 5% in 2009. Unemployment remained at a high level (7,8%) in 2009 and anyway higher than in 2008 (+1,1%).

1.2 POPULATION AND DEMOGRAPHICS

According to Eurostat, Italian population in 2009 is over 60 millions registering an increase by 0,57% compared to 2008 (see table 1). This population increase is mainly due to the migratory flows occurred in Italy during the last years, thus balancing in a certain way birth decline and the ageing of population. In fact, as showed in table two, projections on the dependency ratio for aged people underline as the value of this indicator is slightly superior (30,99%) compared to the corresponding value for EU27 already in 2010, while progressively increasing during the years, maintaining always a positive gap compared to the European population in its complex, then rising to 50% in 2040.

The birth rate has reached 9,5‰ and the number of born (570.000) 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), that is 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 (FORECAST)
EU 27	486.647.831	493.226.936	499.723.520(p)	501.259.840
IT	57.321.070	58.751.711	60.045.068	60.397.353

Source of Data: Eurostat (Demographic Statistics); Date of extraction: 02 May 2010

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))

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

1.3 ECONOMY AND LABOUR MARKET INDICATORS.

Employment rate in 2009 was 57.5%, unemployment rate 7.8%, and activity rate fell to 62.4% from 63% in the previous year. Unemployment rate was lower than the European Union average (8.9%). Nevertheless, concerns arise from the gaps between figures referred to the North and the South side of the country and to special groups, such as women, young people, migrants. Unemployment rate in the South is on average in 2009 12.5% vs. the national average of 7.8%; the female unemployment rate is 15.3% and the 40.9% of young women (15-24) in the South of Italy are unemployed (28.7% national average).

Data for 2008 on employment by economic activity (*Table 3*) confirm the major manufacturing vocation of Italy compared to the EU average: 19, 3 of employed in the sector compared to the 16,1% of UE27. Nevertheless, this gap is going to decrease

The employment indicators in the distribution and transport sector (Italy: 27 %; UE27: 26,4%) and business and other services (Italy: 19, 8%; UE27: 17, 7%) is higher than the European average, while primary sector and utilities (5,2%) and the non marketed services (20,2%) have the lowest ratio for employed and for values under EU27 rates.

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	15192.8	7.0	35068.2	16.1	17290.9	7.9	57470.5	26.4	38557.9	17.7	53201.2	24.4
IT	1196	5.2	4448.0	19.3	1962.3	8.5	6207.5	27.0	4559.8	19.8	4651.4	20.2

Source: Eurostat (Labour Force Survey); Extracted on: 30-04-2010; Last update: 26-04-2010

As underlined 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 age groups examined. The difference with the European data is particularly high for age group 15-24 (21,7%) and worse than 2006 data. Among 50-64 age group, although a significant increase of the employment rate (from 42,6% in 2003 to 47, 8% of 2009), the difference with EU27 is by 8,7 percentage points.

In Italy, as in EU27, employment rates for adult population, proportionally increase with the education level; most of the criticalities concerning entrance into the job market, can be observed for under 25 age group possessing isced 5-6 (24.9%), especially if we compare this data with the 32.1% of employed age group 15-24 possessing isced 3-4.

GEO	TIME ISCE D / AGE	2003			2006			2009		
		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	22.8	64.1	43.3
	3-4	47.2 (i)	79.1 (i)	54.9 (i)	48.1	80.5	57.9	46.3	80.5	59.5
	5-6	62.0 (i)	88.0 (i)	72.4 (i)	60.5	88.5	74.2	58.4	88.2	74.5
	NO A.	14.9 (i)	72.6 (i)	39.1 (i)	5.1	76.0	5.6	5.5	75.6	63.9
	TOTAL	36.0 (i)	77.4 (i)	51.5 (i)	36.6	79.1	54.4	35.2	78.8	56.5
IT	0-2	19.2	64.7	33.3	16.7	66.2	34.3	13.4	63.3	35.6
	3-4	32.6	76.3	58.5	36.3	78.7	59.8	32.1	77.0	61.9
	5-6	53.0	83.6	76.0	28.5	81.8	76.8	24.9	80.5	75.3
	NO A.	:	:	:	:	:	:	:	:	:
	TOTAL	25.4	71.9	42.6	25.5	74.0	45.1	21.7	72.2	47.8

Source: Eurostat (Labour Force Survey); Extracted on 30-04-2010; Last update: 23-04-2010

Description: Employment rates represent the number of employed persons as percentage of the total population. Specific rates are calculated by age groups and educational level

No A.: No answer

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 6.3 in Italy as compared to 4.8 in the UE in 2008).

TABLE 5. UNEMPLOYMENT RATES BY AGE GROUPS AND HIGHEST LEVEL OF EDUCATION ATTAINED (%), 2003, 2006 AND 2009										
	TIME	2003			2006			2009		
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	20.2 (i)	11.6 (i)	7.2 (i)	21.2	11.2	7.5	25.9	14.8	9.1
	3-4	17.7 (i)	8.4 (i)	7.7 (i)	15.4	7.3	6.9	16.9	7.5	6.2
	5-6	12.0 (i)	4.8 (i)	3.7 (i)	13.4	4.3	3.6	15.4	4.8	3.4
	NO A.	13.9 (i)	7.8 (i)	7.4 (i)	20.1	:	:	22.0	7.5	:
	TOTAL	18.0 (i)	8.3 (i)	6.6 (i)	17.2	7.3	6.3	19.7	8.2	6.3
IT	0-2	28.9	10.0	5.9	24.1	7.9	4.5	27.3	9.5	5.6
	3-4	25.5	6.6	1.8	19.9	5.2	1.8	24.1	6.4	2.6
	5-6	15.2 (u)	6.9	0.8 (u)	24.6	6.0	0.9 (u)	29.6	6.3	1.3
	NO A.	:	:	:	:	:	:	:	:	:
	TOTAL	26.8	8.0	3.9	21.6	6.3	3.0	25.4	7.4	3.7

Source: Eurostat (LFS); Extracted on: 30-04-2010; Last update: 23-04-2010

Description: unemployment rates represent the number of unemployed persons as percentage of the active population (employed + unemployed)

As for total public expenditure (data 2006) for secondary and post secondary non tertiary level, the Italian indicator, is quite close to that of EU 25 (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), 2001-2006						
GEO	2001	2002	2003	2004	2005	2006
EU27	2.27 (s)	2.32 (s)	2.35 (s)	2.29 (s)	2.25 (s)	2.23 (s)
IT	2.42	2.18	2.30	2.17	2.12	2.24

Source: Eurostat (UOE); extracted on: 04-05-2010; Last update: 13-01-2010

Description: Total public expenditure on education, at ISCED level 2-3-4, by programme orientation (million PPS, % of GDP, % of public expenditure)

On the 1st of January 2009, foreign residents coming from European countries represented 53,6% (predominance of Rumanians with 20,5% and Albanians with 11,5%).

The number of students who are not Italian citizens and who attend Italian school system is increasing progressively. The immigrant students are 7% of the total number.

In school year 2008/09, the number of immigrant pupils increased by 9,6% (on average 629.000 foreigners enrolled, compared with 574.000 in 2007/2008). The major increasing has been registered in pre-primary school (12,7%). In lower secondary school, the increase has been 10,8% and in upper secondary school 9,3%. In primary school, the number of immigrant pupils has been only 7,6%. In the last two years, the number of immigrants enrolled has increased, but the increasing rate has generally slowed down (-5%) as compared to the years before.

Most pupil come from Romania (105.682 pupils, equal to 16,79% of all foreign students). After Romania has joined the EU, the number of Romanian pupils has strongly increased, now exceeding the number of pupils coming from Albania (91.829 pupils, equal to 14,59%), the most represented country over the last few years. Together with Morocco (83.608 pupils, equal to 13,28%), Romania and Albania cover the 44,66% of foreign students attending Italian schools.

1.4 EDUCATIONAL ATTAINMENT OF THE POPULATION

Although gradually diminishing from 2002 to 2007 (thanks to the education policies implemented in the 90s), Italian percentage of early school leavers, (19.7% in 2008), is definitively above to the European average and still far from reaching the Lisbon goals, as also expressed in *table 7*. For this reason, active policies, especially for young people, are strongly oriented to fight against dropout/early school leavers, trying to supply alternative training opportunities and tools for the exploitation of skills possessed. In the school system, school drop outs are particularly widespread, especially in the vocational training pathways, with the 45% of registered resulting at least 1 year behind of their own 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

TABLE 7: EARLY SCHOOL LEAVERS (%), 2002-2008							
GEO/TIME	2002	2003	2004	2005	2006	2007	2008
EU 27	17.0	16.6 (b)	16.1	15.8	15.5	15.1	14.9
IT	24.2	23.0	22.3	22.0	20.6	19.7	19.7

Source of data Eurostat (LFS); Extracted: 30-04-2010; Last update 26-04-2010

As underlined 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 of higher school attendance;
- The attainment of ISCED 3 and higher qualifications, has been influenced by the different reforms programmes of the education system, as for example 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 on their beginning had attracted a lots of +21 years old students, also thanks to the possibility of the recognition of previous studies or the working experience.

YEAR		2005						2007					
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	F	11066 7	7419 6	99291	:	:	25432	12831 3	6346 0	10376 0	:	:	14433
	M	62862	1148 03	10787 1	:	:	16260	70622	1053 30	11575 3	:	:	9227
	T	17352 9	1889 99	20716 2	:	:	41692	19893 5	1687 90	21951 3	:	:	23660
EU 27*	F	10151 69	1081 71	98482 3	2274 9	0	21543 5	12988 81	9875 7	11761 69	2538 6	0	21211 3
	M	74369 4	1579 51	11573 04	2243 2	0	18931 2	96560 0	1349 24	13748 44	2348 8	0	17765 7
	T	17588 63	2661 22	21421 28	4518 2	0	40474 7	22644 81	2336 81	25510 14	4887 4	0	38977 0

Source: Eurostat (UOE Data collection); Extracted: 01-05-2010; Last update: 13-01-2010

* Available total – calculated by Cedefop;

S= sex; M=males; F=females; T= total; GEN=general; PV=pre-vocational; VOC=vocational

The increase of 5 and 6 graduates number highlights a strong polarization between low levels and high levels of education, that 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.

YEAR		2005						2007					
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	F	16728 2	5082 6	3646	:	4965	22671 9	14727 8	8473 8	2988	:	5521	24052 5
	M	12356 2	2815 3	2653	:	4639	15900 7	10387 7	4970 8	2302	:	5057	16094 4
	T	29084 4	7897 9	6299	:	9604	38572 6	25115 5	1344 46	5290	:	1057 8	40146 9
EU 27*	F	11896 46	8752 6	40302 6	7709	3906 8	19938 99	11148 03	3974 31	33215 4	4448	4073 6	18918 03
	M	87611 3	6956 7	27099 4	3441	5096 3	14394 16	79238 1	2492 18	20711 7	3715	5070 0	13041 18
	T	21136 14	1570 93	67799 0	1115 0	9252 5	34944 81	19601 32	6544 80	54516 6	8163	9344 2	32646 01

Source: Eurostat (UOE Data collection); Extracted: 01-05-2010; Last update: 13-01-2010

* 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

The trend concerning the rise in the school attendance levels is however 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 76,5% in 2008. This aspect is particularly relevant for the percentage of females that in 2008 have acquired an upper secondary school diploma (79,7% compared to the EU27 81.3%).

TIME	2002			2005			2008		
GEO	T	F	M	T	F	M	T	F	M
EU 27	76.7	79.3	74.0	77.5	80.2	74.8	78.5	81.3	75.6
IT	69.6	74.3	64.8	73.6	78.1	69.2	76.5	79.7	73.5

Source: Eurostat (LFS); Extracted: 30-04-2010; Last update: 26-04-2010

An aspect still critical is represented by the low participation of adult population in lifelong learning activities, still below the European average. In particular, between 2002 and 2007, 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 6,3% in 2008), there is still a significant distance with the European average (7,2% in 2002 and 9,5% in 2008), as clearly emerging from table 10.

TIME	2002			2005			2008		
GEO	T	F	M	T	F	M	T	F	M
EU 27	7.2	7.8	6.6	9.8	10.5	9.0	9.5	10.4	8.7
IT	4.4	4.6	4.2	5.8	6.2	5.4	6.3	6.6	6.1

Source: Eurostat (LFS); Extracted on: 30-04-2010; Last update: 26-04-2010

Most recent policy strategies are mainly focused on the strengthening of 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 the access procedures to these funds; and a greater promotion among enterprises and workers.

1.5 DEFINITIONS

EDUCAZIONE GENERALISTA (GENERAL EDUCATION):

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.

EDUCAZIONE PRE-PROFESSIONALE (PRE-VOCATIONAL EDUCATION):

Education mainly designed to introduce participants to the world of work and to prepare them for entry into vocational or technical programmes. For the Italian specific case, Technical Institutes are comprised in this category

EDUCAZIONE TECNICO PROFESSIONALE (VOCATIONAL AND TECHNICAL EDUCATION):

Vocational education aims at providing a specific theoretical and practical preparation to carry out qualified functions in the trade, services, industry, artisanship, agriculture and navigation sector.

Vocational and technical education is referred to *Istituti Tecnici* (technical schools) and *Istituto professionale e Istituti d'arte* (respectively vocational and art schools)

ISTRUZIONE SUPERIORE (TERTIARY OR HIGHER EDUCATION)

Higher education promotes science progress and supplies the necessary scientific culture for the professional practice. Higher education system provides a system subdivided 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.

FORMAZIONE PROFESSIONALE SUPERIORE (POST - SECONDARY NON-TERTIARY EDUCATION)

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

FORMAZIONE (TRAINING)

The definition of training includes education, learning, education and practice.

ISTRUZIONE E FORMAZIONE PROFESSIONALE INIZIALE (INITIAL VOCATIONAL EDUCATION AND TRAINING)

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

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

Training pathways not immediately linked to the productive process, aimed at permanent training and at the improvement of professional and employability levels, involving individuals in a lifelong learning pathway.

PROGRAMMI SCOLASTICI (SCHOOL BASED PROGRAMMES)

A strict definition is not possible, as majority of vocational education programmes, apart from apprenticeship, are implemented partly in educational institutions.

ALTERNANZA SCUOLA LAVORO (ALTERNANCE TRAINING)

Alternance training is mainly intended in the framework of education and vocational training pathways, as an effective tool for guidance and assistance to enter the labor market.

APPRENDISTATO (APPRENTICESHIP)

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. There is also an apprenticeship (addressed to students between 18 and 29 years old) enabling the student to obtain a second level diploma or higher education qualifications.

QUALIFICA PROFESSIONALE (QUALIFICATION)

No significant differences with the given definition (source EQF). Qualification is intended as 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.

CURRICULO (CURRICULUM)

The term is frequently referred as “education programme”, which is a document indicating the goals to be achieved for the development of competences and learning objectives.

ABILITÀ (SKILLS)

The Italian definition for the term is similar to the international definition, i.e the ability to apply knowledge and use know-how to complete tasks and solve problems, also acquired through interactions with the training context.

COMPETENZE (COMPETENCE)

The national definition is similar to the given international one: an ability to use knowledge, skills and personal, social and/ or methodological abilities, in work or study situations and in professional and personal development.

2.1 OBJECTIVES AND PRIORITIES OF THE NATIONAL POLICY DEVELOPMENT AREAS OF VET

2.1.1 NATIONAL LLL STRATEGY

Making lifelong learning and mobility a reality was one of the key messages of the *Bordeaux communiqué*, and it is part of the updated strategic framework for European cooperation in education and training post-2010.

Italy has launched a strategy aimed at improving the quality of education and professional training, which at the same time should ensure a high degree of social cohesion. This strategy is clearly outlined in the programme documents, especially in the 2007-2013 QSN (*Quadro Nazionale Strategico* - National Strategic Framework) , where the priority of raising the level of qualifications is underlined with a view to the acquisition and certification of capabilities and contents, methods and timescales of training. It thus confirms the choice of the life-long learning model as an essential component of Italian flexicurity strategy.

In the 2007-2013 round, Italy's National Strategic Framework listed human capital as one of its key priorities, involving, more specifically the **integration of education/training/employment systems and lifelong learning.**

In the detail, among the main actions already undertaken, we can list:

1) **Development of key competences for lifelong learning** in the wider context of building up a framework for vocational qualifications, also according to the European guidelines (Recommendation of 23 April 2008 on the constitution of EQF and recommendation of 9 April 2008 on ECVET). In this sense, it can be placed the adhesion to **PIACC 2008-2013** (*Programme for the International Assessment of Adult Competencies*), an international survey managed by OECD to which ISFOL participates on behalf of the Ministry of Labour, aimed at evaluating and assessing adult population competencies.

2) **Adoption of professional, training, recognition and certification standards for skills consistent with the European Qualifications Framework (EQF)**, constitutes a priority axis in the National Operative Plan (Piano Operativo Nazionale - PON) drawn up by the Italian Ministry of Labour and financed by the European Social Fund for the 2007-2013 period. In order to strengthen this strategy, the government has approved a draft law containing measures to promote lifelong learning. The most important priorities include:

- a) identification and validation of learning in formal and informal contexts:
- b) certification of skills, however they may have been acquired:
- c) accreditation of structures providing non-formal training, as an instrument for ensuring quality of services:
- d) measures to support learning of workers:
- e) reorganization of existing institutes (e.g. regulations governing leave for training purposes):
- f) development of a register of professions instituted at the Ministry of Labour, as a tool for providing a national framework of reference to identify (unregulated) professional figures and related professional, training and certification standards for skills.

3) **Education reforms:** The reorganization of the non academic higher education and training (*Decree of the President of Council Ministers of the 25/1/2008*) marks the willingness to institute an alternative channel to the academic one, primary aimed at providing users with high technical skills, with the objective of **enhancing the links between VET and the labour market.**

In this sense, also the **reform of higher secondary education**, with the reorganization of technical education, vocational education and lycée, answers to the need of focusing on the **quality of teaching** than the number of lessons and the excessive number of subjects, with also the objective of **giving more space to laboratory didactic** improving the attractiveness of these paths and **supporting technological innovations in schools.** Vocational education, in this reference framework, must be intended as a public service addressing local, territorial and companies needs.

In this direction goes also the strengthening of the role of **apprenticeship contracts** (as defined by Law 276/2003) as a link between education and the business world, underscoring the role of firms and trainers and considering apprenticeship a “high level training”, giving employers the possibility of implementing agreements with universities.

4) **Integration between apprenticeship and work underlined in the document *ITALIA 2020. Piano di azione per l’occupabilità dei giovani attraverso l’integrazione tra apprendimento e lavoro*, (Italy 2020. Action plan for the employability of young people through the integration between job and learning),** presented jointly by the Ministry of Education, University and Research and by the Ministry of Labour, Health and Social Policies. The main priorities are to fill in the gap between education, training and work, and strengthen the transition processes through measures for the relaunch of the apprenticeship and technical and vocational education. The aim is to remove, for each citizen, all possible barriers to access education and training and to give the possibility of combining qualifications obtained from different institutions. As well, the plan aims to ensure that young people are able to move freely within the European labour market, enjoy lifelong learning opportunities that cut across all levels of education and training and use formal, non-formal and informal learning methods.

In this framework, **the acquisition of key competences** related to the work context is **essential**, in order to answer the training needs of enterprises and provide them with a qualified work force.

2.1.2 POLICY DEVELOPMENT IN THE MAIN VET POLICY AREAS

ROLE OF SOCIAL PARTNERS

The role of the social partners in VET governance is becoming more important as both decision makers and advisory counterparts. On 18 February 2010 an important agreement was signed between the Ministry of Labour, Regions and the Social Partners in relation to the general training policies to be jointly implemented through the current year. This agreement called “*Guidelines for Training in 2010*” envisages the national qualification system in an European perspective as the fundamental element for efficacy and transferability of the learning outcomes wherever acquired by students and workers. The social partners contribute to the identification of the resources for continuous training (within Interprofessional Joint Funds), the analysis of training needs and to the set up of an accreditation system based on “competence assessors”. Recognition of non formal and informal learning has been mentioned within these Guidelines as a strategic point to work on in the perspective of human capital competitiveness and lifelong learning

GUIDANCE AND COUNSELLING

In order to allow for a better activation of integrated guidance services, ISFOL - on behalf of the Ministry of Labour - is setting up a number of guidance initiatives focused mainly on the southern regions (Convergence Objective) in order to promote the development of a national guidance system, considering regional disparities but, at the same time, ensuring effectiveness and efficiency of services (*please, for a wider framework for guidance and counselling, refer to theme 9*).

TEACHERS AND TRAINERS

Reform law 53/2003 and the following Decree 227/2005 had provided for new procedures for initial training of teachers and their recruitment. However, law 244/2007 (financial law 2008) repealed dispositions of law 53/2003 and of the Decree and established that new procedures for the initial training of teachers and for their recruitment should be adopted through a specific Decree of the Ministry of Education. Therefore, up to school year 2007/2008 the legislation prior to law 53/2003 has been applied. In school year 2008/2009, access to SSIS (Schools qualifying for teaching at secondary level) has been suspended (law 133/2008).

The Decree of the Ministry of education including the new dispositions for initial teacher training has been approved and published in September 2010. In general, the Decree establishes that to teach at all levels of education a five-year university certification (*laurea magistrale*) will be required: teachers at pre-primary and primary levels are required a *laurea magistrale* obtained at completion of a five-year course of study; teachers at secondary levels are required a *laurea magistrale* obtained at completion of a two-year course of study (following a three-year university certification) and one year of practical training.

Strategies for the professional development and vocational retraining of teachers and trainers operating in the Vocational Education and Training and adult education systems have been financed mainly under the ESF National Operational Programs (NOPs) and Regional Operational Programs (ROPs). Training initiatives addressed to trainers are mainly intended to provide an essential contribution towards strengthening skills and competences with respect to: new learning methodologies and new expertise related to training credit and competence certification; use of new technologies for the development of educational settings; e-learning; accreditation of guidance/Vocational Training bodies; and design of tailored-made training pathways.

To update and improve teachers and trainers' skills, a project based on a 'blended' methodology has been set up in collaboration with the Italian MLPS, Regions, Universities, Isfol and Social Partners. The aim is to foster the updating and retraining of teaching staff in VET by creating and experimenting a vocational training course within the three-year degree course in education sciences¹.

CURRICULUM DEVELOPMENT

As regards curricula, general/academic education is based on programmes set out by the Ministry of Education.

The initial vocational training for young people under 18 years, which leads to a first level qualification, has been traditionally based on approaches focused on competences.

Vocational training, practised on the regional level, didn't allow (at least, up to 2004) formal connections among the several areas of the Country. Therefore, there were qualifications and curricula which could be also very different from Region to Region,

¹ For teachers and trainers training, please refer to chapter 6.

unlike the curricula in general education stream which were much more easy to renew and to up date.

With regard to the general and vocational education, the reform law 53/2003 and the following Decree 59/2004, had replaced the school programmes with the National Guidelines (*Indicazioni Nazionali*) applied on an temporary basis to all school levels, the pre-primary included. The National Guidelines for the upper secondary level were not applied, while those relevant to the other levels were applied until 2007, when they have been replaced by the Guidelines for the Curriculum (*Indicazioni per il curricolo*)

VALIDATION OF NON-FORMAL AND INFORMAL LEARNING

Validation of non formal and informal learning is at the core of the socio-institutional debate and to this regard there have been implemented several validation experiences acquired in regional local and sectoral context in the framework of specific pathways. Some Regions (Basilicata, Emilia Romagna, Piemonte, Provincia Autonoma di Trento, Veneto, and Valle d'Aosta) have defined policies and strategies towards the validation of non-formal and informal learning for the recognition of training credits inside specific formal learning pathways or for the acquisition of official qualifications².

2.1.3 CURRENT DEBATES

As also underlined by the recent “*White Book on Welfare*”, realized by the Ministry of Labour in May 2009 and by the “*Three year plan for work*” (*Piano triennale per il lavoro*), implemented by the Ministry of Labour in July 2010, the VET system in Italy should adapt to individual needs, strengthen the integration with the labour market, make transparent and clear qualifications, improve the recognition of informal and non-formal learning. It should be more connected with labour market. For this reason, one of the major current debates concerns the necessity to place training needs of the productive system at the centre of governmental agenda. A decisive factor is the planning of training based on the analysis of the needs for professional profiles and skills³.

Academic and VET systems are actually undertaking a phase of reform debate, addressing the entire regulatory, legal, organizational and operational framework; main current debates concern teachers' initial training, with the reorganisation of the whole teachers' recruitment system and the reform of higher education in the general purpose of reducing public expenditure, fixing objectives of quality standards and modifying the governance of Universities and training structures.

2.2 THE LATEST DEVELOPMENTS IN THE FIELD OF EUROPEAN TOOLS

NATIONAL QUALIFICATIONS FRAMEWORK

During 2009-2010 Italy, guided by ISFOL - as the Italian EQF Coordination Point (NCP) - has continued the process of referencing its National Qualification System (NQS) to the EQF. In particular, in order to complete the National Referencing Report, a Technical Group, made up of experts from the Ministry of Labour, the Ministry of Education and University and ISFOL-NCP, undertook a series of technical actions (researches, testing,

² Main tools and strategies for the validation of non-formal and informal learning (for example the *National Board*

for the construction of a National System of Standards and the “*Citizen Training Booklet*”) are explained in chapter 5.

³ ISFOL is running a project co-financed by the ESF about the analysis of short and medium professional needs.

analysis of national descriptors, etc.), exploring the issues involved in the referencing process and establishing a baseline referencing as the basis of a consultation process; a key issue identified concerns the relationship of the EQF to the Directive 2005/36/EC on the recognition of qualifications related to regulated professions. On this issue the Department of Community Policies has been recently involved in the process.

A first draft of the Referencing Report has been elaborated and it will be the basis for the extensive consultation process which is going to start in a short time and it will involve primarily regional representatives and international experts and all the other national stakeholders at a later stage. The Referencing process will have its first agreed output with the publication of the Report, scheduled for early 2011.

QUALITY ASSURANCE

In 2009, the Italian National Reference Point for quality assurance in VET, set up within ISFOL, has provided effort for the implementation of the EQARF Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Quality Assurance Framework for Vocational Education and Training. In particular, between 2009 and 2010 the Italian NRP worked with the aim to support the quality approach of VET system by supporting VET providers with the transfer and dissemination of quality assurance tools, as Peer Review methodology and self evaluation. Moreover, within seminars and technical working sessions with VET institutions, it has furthermore shared and promoted the EQARF framework as well its objective.

The Italian NRP has widespread the added value, in terms of knowledge, tools and methodological addresses, provided at the European level, in particular by the EQARF, former ENQAVET network, in coherence with the rationale of the EQARF Recommendation.

LEARNING OUTCOMES

Concerning the transfer and accumulation of Learning Outcomes (LO) and the initiatives for implementing a unit-based credit system, a greater adherence to the LO approach is becoming gradually acknowledged in different areas of the Italian System of Qualifications. Within the HE academic education system there is already an effective coherence with LO approach following the Bologna Process (EQF Level 6 7 8).

A wide coherence with the LO approach can be observed in the IFTS-post diploma Technical Vocational pathways (see 5.1) based on national standards of competences, and recently involved in a re-organization process (DPCM January 25, 2008).

Within the general education sub-system, the process of approaching the logic of LO has started and new curricula have been developed with LO descriptors.

Several regional VET qualification systems (e.g. Emilia Romagna, Piemonte and Toscana) are based on LO and offer best practices in credit transfer.

GEOGRAPHICAL MOBILITY

The implementation of community programmes aimed at improving geographical mobility determined the development and a wider dissemination of those tools, such as the Europass portfolio, whose primary task is to improve transparency of VET certificates throughout Europe.

In 2009 the Italian National Europass Centre strengthened the dissemination activity of the whole Europass Portfolio towards final users (students, workers, unemployed people and specific target groups) and also towards national authorities and VET providers; by means of new instruments supported by IT innovation (such as e-seminar) NEC focused to raise awareness among institutional stakeholders on the existence of such tools and their valorisation within formal and non formal pathways.

As concerns Europass Mobility tool, the Statistical Report for 2009 shows that Italy is, once again, the first country per volume of documents issued. During 2009, 5429

Europass Mobility documents have been issued in Italy in relation either to European programmes or to national initiatives.

Leonardo da Vinci was not subject to particular changes, where, on the contrary, the Erasmus programme experienced a significant contraction mainly due to the several difficulties the students have when proceeding with the recognition of credits and exams at the end of the mobility experience.

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 CV have been completed on line by Italian citizens; therefore Italy is among those countries with the highest number of ECV downloaded.

As concerns Europass Language Passport (ELP), the NEC focused its attention on this tool as foreseen in the Grant Agreement for 2009. A total number of 3.285 ELP template in 2009 have been downloaded by final users from our national site 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.).

3.1 OVERVIEW

In the last quarter of 2008, the Italian GDP has decreased by 1.9% compared to the previous quarter. It is the most important diminution since 1974-75 due to a strong scaling of exports and investments. In particular, export has been reduced by 7.4%, while the investments in machinery, equipment and vehicles decreased by 8,9%. Also household consumption fell by about 1%. One of the sectors which suffered most from the crisis is the automobile. In November 2008, there was a decrease in production of 35.4% over the same month last year. In 2009 the car industry in Italy has been a further decline in sales. The governmental measures consist especially in providing incentives for consumption of durable goods and tax benefits for companies. The groups hit most are young people and women.

In order to tackle the crisis, the Government has identified three main lines of action:

- stability (of public finance and credit intermediaries)
- liquidity (banks, businesses and households)
- employability (of people)

Among the national priorities relevant for 2008-2010 period, there is the strengthening of education and training of human capital. The Decree n. 78 of 1/7/2009 establishes that, on an experimental basis for the years 2009 and 2010 and in order to encourage the preservation and enhancement of human capital in enterprises, the workers entitled to income support can participate to training and re-training courses.

3.2 EFFECTS OF THE CRISIS ON VET AND CORRESPONDING MEASURES

3.2.1 TRENDS IN LEARNERS' BEHAVIOUR

Thanks to the measures aimed at encouraging continuous training, the participation of adult workers to formal and non formal training provided by enterprises and public institutions is in growth but 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, workers with temporary jobs, self-employed, women, elderly workers and employees of small firms, workers employed in 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.

3.2.2. TRENDS IN ENTERPRISES' BEHAVIOUR

In 2009, contrary to expectations, it has been noted a growth of 6%, compared to the previous year, in enterprises training offer, through investments on workers competencies increasing. This fact is probably due to the need, for the enterprises, to reinforce or update (as it is for 3 over 4 cases) the internal competencies during production interruptions. For sure, it is a novelty that breaks a negative cycle of fifteen years characterized by low growth of the participation in training activities.

Indeed, the trend in the last years highlighted a national scenario characterized by a very slow evolution, with yearly slight improvements, that has not allowed Italy to climb the international rankings of continuous training offer (cfr. CVTS) from the last positions in Europe.

The trend registered in 2009 seems to be confirmed by different sources and appears in different sized enterprises (very small, small and especially medium sized) as well as in different sectors (industry and services). The growth is found even in the manufacturing sector, although with a still insufficient growth in critical sectors such as textiles and clothing or industry of wood and furniture, and in catering and tourism.

The Italian apprenticeship system does not foresee minimum structural (and infrastructural) requisites to hire apprentices. However, the law foresees a numeric limit for the recruitment of apprentices, that cannot be more than the 100% of the total of employed people and cannot be more than three, if the company has no qualified employees or it has less than three. For art crafts enterprises, limits in the hiring of apprenticeship can vary according to the kind of activity of the enterprise (mass production or not, production in arts, traditional and clothing sectors) and to the numbers of qualified employees. Apprentices employed in 2009 have been 591.000, with a decrease of the 8,4% compared to the previous year. The decrease has mainly concerned manufacturing and building sector, while a slight increase has been recorded for tertiary, credit and professional studies sector.

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

The need to intervene effectively on categories of workers affected by the economic crisis that do not benefit from traditional income support, has led Regions to sign an agreement with Government (12th February 2009) that enables them to better integrate passive policies (income supports) and active policies (demand and supply work, training services). 2.1 billion Euros of the resources of Regional Operational Programmes financed by the European Social Fund have been committed to consolidate the revenues from the social security contributions and regional taxes to finance active policy interventions for people who benefit of income support.

Many Regions have organized “anti-crisis boards”, with the purpose to ensuring a regular and systematic comparison between local authorities, directions and services (employment, training and productive activities). The boards are composed by stakeholders representative of Regions, Provinces and Social Partners.

The most important result from the implementation of measures to contrast the employment crisis is the integration of employment services and training services, and between passive and active policies, under a regional direction.

The different stakeholders involved in planning and implementation of passive and active policies (Regions, Provinces, Social Partners, Job services, accredited bodies, National Institute of Social Security, etc.) work in close synergy. Regions play an important role in programming, coordinating and controlling the process. The implementation of the actions is often entrusted to the Provinces.

The integration between passive and active policies is applied on a local level through relevant (public and private) job services entrusted to insert people into vocational guidance and training programs organized by the Regions. The social partners play an important role for the governance of this process, by means of territorial and enterprise agreements.

For the active workers, the participation in active policy initiatives is a prerequisite for obtaining economic support. The prevailing attitude put the recipient in the middle of the public intervention articulated on his needs. The analysis of the Regional measures

shows an enlargement of target groups that can be beneficiaries of “shock absorbers” (or social safety nets) to an audience of traditionally excluded persons as well as a priority to people over 40, especially women. The range of recipients of intervention has profoundly changed both in terms of quantity (the crisis has also affected growth areas) and qualitative (such as atypical workers) and face of this changing some regions were able to draw up new strategies in capitalizing on the positive results obtained in recent years.

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.

From a procedural point of view, there is a multitude of approaches, that often are implemented together within a regional context. The provision of vocational guidance services is related to the training offer made available through: regional and provincial catalogues (pre-existing or created ad hoc), vouchers and public notice of calling for training proposals.

The target groups of the active policies are involved in the analysis of professional competences and in the definition of IAPs (Individual Action Plans). Then, the pathways 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.

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 (max duration 10 months) are offered.

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.

3.3 LONGER TERM CONSEQUENCES AND FUTURE RESPONSES

At regional and central level, methods and criteria are being developed to measure the effects of the crisis on target groups affected.

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 formative 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 level⁴ 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 acquirement 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 comprising 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, anyway, 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 before.

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 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 17th October 2005: Definition of general rules and essential levels of performance concerning upper secondary school, following the law 28th March 2003, N° 53).

4.2 LEGISLATIVE FRAMEWORK FOR IVET

EDUCATIONAL LEVEL	MAIN LAWS	MAIN SCOPE AND OBJECTIVE OF THE LAW
<p>LOWER AND UPPER SECONDARY LEVEL</p>	<p>Law no.53/2003</p> <p>Financial law 2007 (Law no.296/2006)</p> <p>Law no.40/2007</p> <p>Law no.1/2007</p> <p>Law no.133 of 6 August 2008</p> <p>Law no.169 of 20 October 2008</p>	<p>Reform law of the education and training system;</p> <p>It foresees mainly what follows: extension of compulsory education to ten years, starting from school year 2007/2008, and extension to 16 years of age for access to the labour market;</p> <p>It provides for the postponement of the reform of the second cycle in school year 2009/2010;</p> <p>It reforms the state exam at the end of the upper secondary education (former <i>esame di maturità</i>);</p> <p>It contains measures to reduce public costs also in the field of education. A range of interventions are aimed at revising the organization and the didactic of the school system; in particular, the reform of upper secondary schools is foreseen starting from school year 2010/2011;</p> <p>It introduces new criteria for the assessment and progression of students at primary and secondary levels.</p>
<p>FIRST-LEVEL INITIAL VOCATIONAL TRAINING</p>	<p>Italian Constitution (see also Constitutional reform law no.3/2001)</p> <p>Framework law no.845/1978</p>	<p>It assigns exclusive competences to the Regions on vocational education and training;</p> <p>While waiting for the implementation decrees of 2001 Constitutional reform</p>

	<p>Law no.196/1997</p> <p>Law no.53/2003</p> <p>Law no.30/2003 (Reform law ‘Biagi’) and Legislative decree no.276/2003</p> <p>Financial law 2007 (Law no.296/2006)</p> <p>Ministerial decree no.139/2007</p> <p>Law no.133 of 6 August 2008</p>	<p>law, this framework law represents the legislative reference for the vocational education and training system;</p> <p>It reorganizes the vocational training system;</p> <p>It foresees the fulfillment of the 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> <p>They foresee the introduction of three types of apprenticeship;</p> <p>It raises the work access age from 15 to 16 years of age, and it foresees the length of compulsory education up to 10 years (16 years of age), to be fulfilled at school or in the three years vocational education and training pathways. The right/duty to education and training is still valid;</p> <p>It provides for the raising of the length of compulsory education up to 10 years;</p> <p>It establishes that compulsory education can be accomplished also in the three-year vocational training courses, falling under the competences of the Regions.</p>
<p>POST-SECONDARY NON-TERTIARY EDUCATION AND TRAINING: HIGHER TECHNICAL EDUCATION AND</p>	<p>Law no.144/1999</p>	<p>It institutes the Higher technical education and</p>

<p>TRAINING SYSTEM (<i>IFTS</i> AND <i>ITS</i> COURSES)</p>	<p>Interministerial decree no.436/2000</p> <p>Agreement of the Unified Conference - 19 November 2002</p> <p>Agreement of the Unified Conference - 29 April 2004</p> <p>Agreement of the Unified Conference - 25 November 2004</p> <p>Agreement of the Unified Conference - 16 March 2006</p> <p>Financial law 2007 (Law no.296/2006)</p> <p>Decree of the President of the Council of Ministers of 25 January 2008</p>	<p>training (<i>Istruzione e Formazione Tecnica Superiore - IFTS</i>) courses;</p> <p>It regulates the Higher technical education and training system (<i>IFTS</i>) courses;</p> <p>It approves the minimum standards for basic and cross-curricular competences;</p> <p>It establishes the minimum 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> <p>It establishes Formative centres of Higher technical education and training system (<i>IFTS</i>);</p> <p>It defines the minimum standards of the technical-professional competences related to new professional profiles with regard to transport services;</p> <p>It foresees the re-organization 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;</p> <p>It establishes guidelines for the new organization of the Higher technical education and training system and the institution of the Higher technical institutes (<i>Istituti Tecnici Superiori ITS</i>).</p>
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4.3 INSTITUTIONAL FRAMEWORK FOR IVET AND ORGANIGRAM

Compulsory education in Italy has a duration of ten years (from six till 16 years old) 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 decided 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 the 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 till the acquisition of 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 have competences in the field of planning education and training, planning the school networks on the basis of provincial plans, implementation of the school calendar, financial contribution to non State (private) schools. As for school autonomy, schools have didactic, organizational 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 the vocational training ones) must comply, and to maintain relationships with the European Union. The field of VET. Education is co-administered by State and Regions, while 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 fulfill the requisites set by the State and 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 define 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.

INSTITUTIONAL FRAMEWORK FOR EDUCATION AND VOCATIONAL TRAINING	
MINISTRY OF EDUCATION, UNIVERSITY AND RESEARCH	Definition of the general principles of the educational system Definition of university and research policies.
MINISTRY OF LABOUR	Definition and guarantee of the “essential levels of services” for the vocational training system.
REGIONS AND AUTONOMOUS PROVINCES	Exclusive jurisdiction for VT (definition and implementation of strategies).
OTHER LOCAL AUTHORITIES (PROVINCES AND MUNICIPALITIES):	Definition of plans for the implementation of VT strategies when delegated by the Regions.
SOCIAL PARTNERS	Management and programming of active employment policies, especially in the CVET and vocational training field. VT providers.

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

- 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 realized by Regions according the Agreements on Qualifications, Standards and certifications defined by State and Regions;
- Apprenticeship for the three different typologies: accomplishment for the right/duty to education and training (16-18 years old); professional apprenticeship (young people over 18 years old); higher apprenticeship for the acquisition of a diploma or for high training pathways. Institutions involved are Regions, Ministry of Labour and Education (for the first typology) and Social partners (please, 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 job and universities. Also for this pathway, standard and professional profiles - together with the qualification - are defined in the framework of the agreement with 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

Generally, legislation measures in 2009 have mainly been adopted to face the effects of the occupational crisis, promoting active and passive labour market policies. This action has also re-defined the role of the Interprofessional Joint Funds (please see 6.2.1 and 10.2 for more information) following the different conditions in the job market and to counteract the effects of the economic crisis.

The legislation has intervened to favour income support and to valorise human resources by promoting, for some beneficiaries, the participation to training courses, binding for the users. In fact, the measure of income support through the provision of job seeker's allowance, has been subjected to a declaration from the workers on their availability to accept a job or to follow a requalification path.

With the law 2/2009, the Government has established, together with the financial planning for the Fund for Employment and Training⁵, that defines a national strategy to tackle the crisis, the temporary intervention of Interprofessional Joint Funds for financial contributions aimed at income support (more in detail see also 10.3).

Always in the framework of the anti-crisis measures, Law 102/2009, 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. The insertion of workers can be negotiated or ruled by agreements set by the Ministry of Labour and by Social partners and the enterprise will be in charge of paying the worker the difference between the economic support and the retribution. With this law, it is also foreseen for the period 2009-2010 the payoff of the redundancy fund in a single payment for those workers who want to start a business or a cooperative society.

Decree 320/2009 implementation law 236/93 allocates among Regions ESF and Rotation Fund resources (see 10.2), for initiatives aimed at supporting "priority" workers if belonging from SME and in particular: low qualifications, over 45, unemployed young people, in order to improve their employability and for improving the competitiveness of small enterprises. For these targets in particular, it is also encouraged training in enterprises. This decree deals with an issue of the Italian training system which has showed, especially in this phase of economic crisis, some criticalities in terms of governance, consisting in the pluralism of the bodies entitled of the management and planning of the training offer demand and supply. The system runs in fact along four main guiding principles:

- Regions, having competences on vocational training aimed at the qualification and update of workers and citizens' competences, financed through ESF and the Rotation Fund;
- Interprofessional Joint funds, promoted by Social Partners financing Training/Individuals/Sectorals/Territorial Plans, according to the training needs;
- Permanent Territorial Centres (EDA) that, through Territorial permanent centres, deal with formal (promoted by school and vocational training) and non formal (cultural, social, health education initiatives) training opportunities addressed to adult citizens;

⁵ DECRETO-LEGGE 29 novembre 2008 , n. 185 - Misure urgenti per il sostegno a famiglie, lavoro, occupazione e impresa e per ridisegnare in funzione anti-crisi il quadro strategico nazionale. (GU n. 280 del 29-11-2008 - Suppl. Ordinario n.263) - Decree 29th November N° 185 - Urgent measures aimed at supporting families, work and enterprises for defining a National strategic plan in order to tackle the crisis. (O.J. n. 280 of 29-11-2008 - Ordinary Suppl. n. 263)

- Universities, which through the offer of Masters, propose the update and training of higher and innovative professions.

Considered the several numbers of channels for continuous training and in order to reach an effective integration of resources, the Decree 320/09 establishes an integration of the territorial and multi-annual planning of the interventions for which Regions and Autonomous Provinces are competent.

On 18 February 2010 it has been signed an important agreement between the Ministry of Labour, Regions and Social Partners in relation to the training general policies to be jointly implemented through the current year. This agreement called “*Guidelines for Training in 2010*” envisages the national qualification system in an European perspective as the fundamental element for efficacy and transferability of the learning outcomes wherever acquired by students and workers. Also the issue of recognition of non formal and informal learning has been mentioned within these Guidelines as a strategic point to work on in the perspective of human capital competitiveness and lifelong learning. The involved parts engage themselves to promote the synergy of the financial resources to support employability, also with a more flexible use of ESF and with the re-modulation of the resources of Interprofessional Joint Funds for Training.

The Guidelines also stress the need to support those workers who are at job loss risk, favouring investments that can allow the workforce to remain in the productive cycle, with a more strict link to enterprise and job market needs.

Starting from 2007, some Regions have promoted some initiatives of integrated planning with the Interprofessional Joint Funds. At the present moment there cannot be evidence of significant results.

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 coherent 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 coherent 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 yet a national law on CVET.

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.).

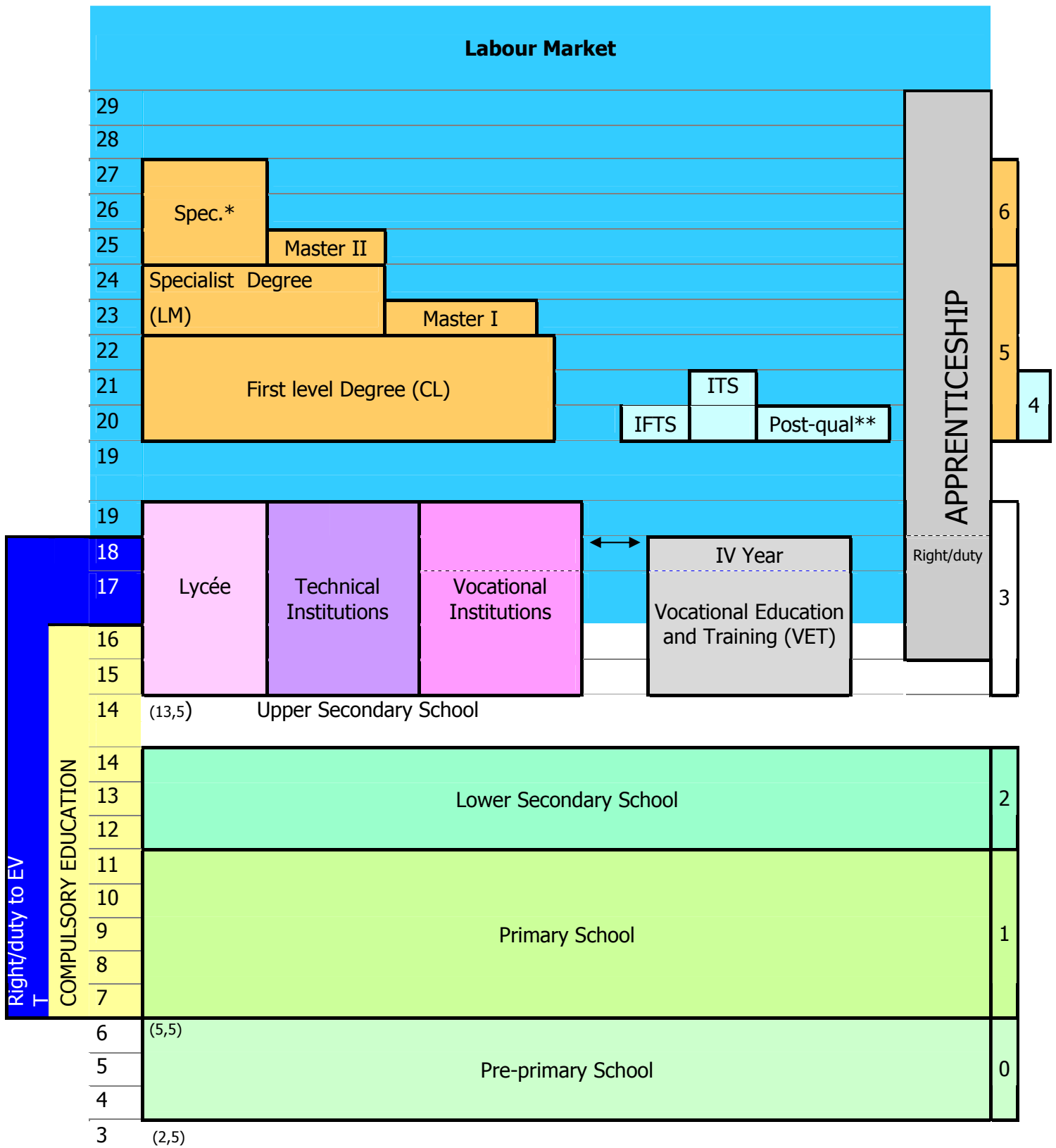
Amongst the measures adopted with the aim of acquiring basic, general and pre-vocationally-oriented skills, we need to mention the regulation programme on the re-definition of the teaching organisational structure of Permanent Territorial Centres, and their evening courses (June 2009). This regulation programme introduces vital changes, since it turns such Centres into self-governing school institutions, which are organised 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 the 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 recent reform of upper secondary education (*licei*, and technical and vocational institutes), which is foreseen to be gradually implemented starting from school year 2010/2011. Some other issues are still under debate, such as the reorganization of the whole teacher recruitment system.

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 the 1st September 2009 for primary school and 1st September 2010 for upper secondary school.

Education is compulsory from 6 up to 16 years of age⁶. However, students have the right/duty (*diritto/dovere*) 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 initial vocational training system providing education and training pathways (*Istruzione e Formazione Professionale - leFP*) before reaching 18 years of age.⁷

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

⁶ 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.

⁷ 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.

Up to school year 2009/2010, the second cycle of education (*secondo ciclo di istruzione*) was composed by 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)

They were attended by pupils aged 14-19, and the *Liceo artistico* (artistic upper secondary school) attended by pupils aged 14-18. 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 the 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;
- vocational education, i.e. *istituto professionale* (State vocational schools) pupils aged 14-19.

Technical education aims at preparing to carry out technical and administrative functions as well as some professions in the trade, services, industry, building, agriculture. Vocational education aims at providing a specific theoretical and practical preparation to carry out qualified functions in production fields of national interest.

As for technical and vocational institutes is 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)

The vocational institutes (managed by the State) are now divided in 2 macro-sectors with 6 branches:

- Services (4 branches: agriculture; health and social care; food and wine and hospitality; trade)

- Industry and handcraft (2 branches: industrial and handcraft productions; maintenance and technical assistance).

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

Both in the lycées and in the technical institutes, the overall length of study is 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.

The certificate mentions the branch and duration of their studies, the final mark, the total mark obtained in the written tests, the mark obtained in the oral test, the points assigned with the 'school credit', the points assigned with the formative credit and the additional points assigned 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 *licei* is concerned, National guidelines have been issued in June 2010; they will be implemented starting from school year 2010/2011; guidelines on the organisation of the curriculum for technical and vocational institutes are still under discussion.

INITIAL VOCATIONAL TRAINING (MANAGED BY THE REGIONS)

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

- First-level (or basic) training pathways, 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 the 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;
- Apprenticeship (see 5.4).

The apprenticeship is 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.
- an "high apprenticeship" (*alto apprendistato*), for qualified students. Depending on the type of qualification to be obtained, the collective contracts define the duration 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 apprenticeship 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

The Higher technical education and training (IFTS) courses have been instituted through Law of 17 May 1999, no. 144, and are regulated through Inter-ministerial decree of 31 October 2000, no. 436.

Based on the above mentioned provisions, Regions plan the institution of IFTS courses in order to assure integration among educational systems, on the basis of guidelines defined by a National Committee and approved by the Unified Conference.

In 2008, the guidelines for the reorganisation of the whole higher technical education and training system have been issued. This reorganisation is meant at spreading the higher technical and scientific culture and at supporting the development and competitiveness of the economic and productive Italian system. One of the main goals is to make both young people and adults obtain a higher level technical specialisation, together with specific cultural knowledge coming from both the private and public labour market, and referred in particular to small and medium enterprises and to those sectors that are more interested by technological innovations and internationalization of markets.

According to this recent reorganisation, there are two types of offer within the higher technical educational and training system:

- the formative offer and the programmes organised by the Higher Technical Institutes (Istituti Tecnici Superiori, ITS) leading to a higher level technical diploma in one of the following areas: energy efficiency, sustainable mobility, new technologies in life, new technologies for the 'made in Italy', innovative technologies for arts and cultural activities, ICT. Courses last 4 semesters for a total of 1800/2000 hours and, for specific subjects, up to a maximum of 6 semesters;
- the formative offer of the IFTS courses organised by the Regions. Courses last 2 semesters, for a total of 800/1000 hours, and lead to a higher technical specialisation certificate.

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. The 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 labor market.

5.2 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. The curricula include above all general subjects and have not 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' organizational 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	22283865	21716207	97.5	291250	1.3	276408	1.2
IT	1761461	1761461	100.0	: (-)	:	: (-)	:

Source: Eurostat (UOE); Extracted on: 30-04-2010; Last update: 19-02-2010

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

During 2010 the rulemaking process concerning the reform of the second cycle of the education and training system has been completed. This process has been initiated, among other legislation, by Law 53/2003 and Legislative Decree 226/2005.

With this reform, since scholar year 2009-2010, the 14 years old pupils that have completed the lower secondary school (3 years after primary school) have access to Lycées, Technical Schools, Vocational Schools. They also have access to the three years pathways of Education and Vocational Training (IFP), managed by the Regions and are important for the for the fulfilment of compulsory education and right-duty to education and training.

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 and three years IFP are aimed to train technical profiles.

The duration of Technical Schools is five years. The curriculum is based on a scientific and technological subjects with the aim to acquire knowledge and competencies for managing productive processes related to technical professions.

The Vocational Schools provide five years courses. The curriculum is based on a general and technical education that enables pupils to develop knowledge and competencies for operating within a specific technical sector. Compared to

Technical School, the competencies are more directly usable in a working environment.

Similarly, the IFP pathways are aimed at acquiring technical competencies directly usable in a working environment, with a specific focus on specificities of the local market, through the attainment of a qualification in the third year. Pupils have also the possibility to acquire a vocational qualification after one more 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.

In addition to the immediate usability of this type of qualification, the aim of IFP pathways is to include young people who have difficulty in entering profitably within the schooling. Thanks to the short duration and to the strong focus on vocational aspects of those pathways, IFP allow to insert young people into the job market in a short time. Furthermore, the use of active didactical methods (work on concrete projects), as well as the participative approach and supporting measures for pupils and their families, allow to motivate and encourage pupils (including those who have experienced previous school failure) to participate, facilitating their rehabilitation. Finally, the introduction of such programs into the second cycle system and the establishment of 21 profiles related to the three-years qualification, as well as the 21 profiles related to the fourth year vocational qualification (Agreement State-Regions 29/4/2010, including occupational standards) award a national relevance to this qualification, although it remains under the responsibility of the Regions.

Concerning the participation of students in upper secondary education, the table 12 shows 1.135.713 students enrolled in general programs, 749.219 in vocational programs and 938.200 in pre-vocational, that in fact take into account the data concerning students of Technical Schools.

Table 12: Students enrolled in upper secondary education by programme orientation (values and share of the total), 2007

GEO	TOTAL ISCED3	ISCED3GEN (NUM)	ISCE3 GEN (%)	ISCED3PV (NUM)	ISCE3PV (%)	ISCED3VOC (NUM)	ISCED3 VOC (%)
IT	2.823.132	1.135.713	40.2	938.200	33.2	749.219	26.5

The following comparative table on the numbers of second cycle students highlights the evolution of the number of students enrolled into the various programs in the last three years (2006-2009), distinguished by type of school/vocational training. The table shows that, compared in the years, , the number of students enrolled into the Vocational Schools, Technical Schools and Lycées, has experienced a decrease, , while there has been an increase in the number of students enrolled in IFP three-year courses.

Students enrolled to second cycle programmes

	2006-07	2007-08	2008-09
LYCÉES	912.580	931.749	928.247
TECHNICAL SCHOOLS	938.200	930.578	917.200
VOCATIONAL SCHOOLS	557.612	557.251	551.117
IFP THREE-YEAR COURSES	116.468	130.431	152.885

The following table shows the features of the 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. The school boards define the level at which the person who moves can be placed
Vocational Schools	Services Industry and handcraft	3	50% general subject - 50% vocational subjects	Depends on schools and alternance projects set up	5 years (1.056 hours per year)	
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 are realized through training on the job	3 years + 1 (on average 1.100 hours per year)	

In Italy, alternance training is not structured in a precise programme or course, but is a didactical methodology (Legislative Decree 77/2005), that can be used in all pathways of second cycle of VET system (including Lycées) for at least 16 years old

students. The aim is to acquire competencies usable in the labour market. The schools are responsible for designing pathways, keeping contacts with enterprises, organizing and realizing courses. In year 2008/09 have been registered⁸ the activities of 1.088 upper secondary schools, corresponding to about 1/3 of the institutes. In the last few years, there has been an increase of time spent by pupils within the enterprises, although in a non homogeneous way. The alternance training is mostly used on the North and Centre (35-37% of schools) compared to the South (26%) and the Islands (20%). The methods of alternance training were chosen mainly in technical schools (46%) and vocational schools (35%), although the Lycées register a significant presence (14%).

5.4 APPRENTICESHIP TRAINING

Apprenticeship contract is a “mixed” work contract, foreseeing a training aim. Therefore, the apprentice is considered a worker.

Law 30/2003 and the Legislative Decree 276/2003 have introduced some reforms in the apprenticeships system, now organized as follows and divided into three typologies:

TYPE OF EDUCATIONAL PROGRAMME	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
Apprenticeship for right/duty to education and training	On adjustment phase	3	On adjustment phase	On adjustment phase	3 years	On the basis of credits recognized
High Apprenticeship	Engineering	4-5	Variable	Variable	2-4 years	On the basis of credits recognized
Profession-Oriented apprenticeship	Building/Engineering/Manufacturing/Trade	3-4-5	100% vocational training	90% on the job training 10% formal training	Up to six years	On the basis of credits recognized

1. An apprenticeship aimed at the fulfillment of the right-duty (diritto/dovere) to education and training: young people between 15 and 18 years old can be enrolled for all the fields of activity. The apprenticeship contract for those aged less than 18 years is the one designed by the previous Law No. 196/1997, foreseeing a duration of the contract for five years and the

⁸ Dati Ansas (ex-Indire)

participation in a training path of 240 hours to obtain a professional qualification. At the current moment this kind of apprenticeship needs to be implemented by the regional administration. This apprenticeship is not yet available for businesses and young people, as the Regions and Autonomous Provinces have not yet issued the specific regulations through an agreement with the Ministry of Education.

2. A profession-oriented apprenticeship: students aged between 18 and 29 years can be enrolled⁹. Depending on the type of qualification to be obtained, the collective contracts define the duration 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 of formal worker training (internal and external); This apprenticeship although the contract is not yet available for all companies over the whole national territory, is being gradually implemented both through regulations and collective agreements. External training activities are mainly provided by accredited training bodies; activities are financed by public institutions (Regions or Ministry of Labour), while the expenditure for internal training is financed by the enterprise.
3. An apprenticeship (High apprenticeship) enabling the student to obtain a second or third level diploma or a PHD, through a job contract. This kind of apprenticeship has started to be tested in some experiences at regional level, which have mainly involved Universities for the obtainment of a Master.

The apprenticeship contract establishes the services required from the apprentice, the kind of training and the final qualification; the salary is established in the contract, on the basis of what it has been agreed in the collective bargaining. Enterprises assuming apprentices benefit of a reduction of social security contributions for all the length of the contract. Nevertheless, the enterprises are scarcely interested in providing apprenticeship places for young people between 15 and 18 years, due to the larger amount of compulsory hours of courses (240) and to the difficulties in managing young resources.

In 2009 employed apprentices have been 591.00, l'8,4% less compared to the previous year. This decrease has been mainly due to the economic crisis which has involved the labour market, especially for the manufacturing and building sector.

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, first-level three-year and four-year pathways leading to the obtainment of a regional qualification certificate or to the qualification diploma), are available training pathways specifically addressed to disadvantaged people (physical and mental disabled, youngsters with family hardships, young people that have not completed the first cycle of education, etc.). Those pathways cannot be included within the framework of education and training, but have different length (one or

⁹ For further details, please see: ISFOL, *L'apprendistato fra regolamentazioni regionali e discipline contrattuali. Monitoraggio sul 2005-2006*, Roma, Isfol, 2006.

two years) and use different pedagogical methodologies and support measures. The training courses are led by regional administrations and have different features responding to the regional strategies of intervention concerning 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"> - ICT - Energy efficiency - Sustainable mobility - New technologies in life - New technologies for the 'made in Italy' - Innovative technologies for arts and cultural activities 	ISCED 4	Not applicable	30% of the activities are dedicated to work-based training	1800-2000 hours	Work Public competitions
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	1800-2000 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 the Higher Technical Institutes (*Istituti Tecnici Superiori - ITS*), and those offered by the Higher Technical Education and Training (*Istruzione e Formazione Tecnica Superiore - IFTS*).

The above mentioned pathways have been recently reformed through Decree of the President of the Council of Ministers of 25 January 2008. At present, the definition of the curricula specific for each pathway is under discussion.

ADMISSION REQUIREMENTS

The possession of an upper secondary school leaving certificate is required to access the courses organized both by the *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, working experiences, etc.), acquired after the fulfillment of compulsory education.

MINIMUM AND MAXIMUM AGE OF STUDENTS

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

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 the Higher Technical Institutes aim at meeting the formative needs referred to the following 6 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 third year by the State/Regions Unified Conference.

DISTANCE LEARNING PROGRAMMES AND CORRESPONDING LEVELS OF STUDY

The body 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*) can be set up by: a technical or vocational state or non-state upper secondary school, located in the province where the training is organised; a training institute accredited by the Region for the organisation of this kind of training, located in the province which organises the training; a firm/enterprise of the professional sector related to the Higher Technical Institute; a university department or other body in the scientific and technological research area, and a local authority (province, commune, town, consortium of communes in mountain areas).

IFTS courses are planned and provided by minimum four types of educational providers: school, vocational training provider, university, enterprise or another public or private subject, formally associated in the form of a consortium.

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

The higher technical education and training system offers courses aiming mainly to develop professional specialisations at post-secondary level which meet the requirements of the labour market, both in the public and private sectors. In particular attention is given to the organization of services, and productive sectors undergoing deep technological innovations and/or changes triggered by the market's internationalization and according to the priorities indicated by the economic planning at regional level.

ASSESSMENT

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

According to the reorganization of this sector, courses offered by Higher Technical Institutes (*ITS*) lead to the attainment of a Diploma of high level technician, while *IFTS* courses, organized by the Regions, lead to the attainment of a Certificate of high level technical specialization. Both of them give access to 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).

According to the European prospect, the reform of the Italian higher education system provides a system subdivided into three separate sectors:

- University education (ISCED5A)
- non-university higher education offered by the Higher level Arts and Music Education system¹⁰ (AFAM- ISCED5A)
- higher technical education and training at ISCED4 level (IFTS, see chapter 5.6 for details).

In Italy, vocational tertiary education is defined with reference to post-graduate studies; in this sense, please check 5.6 for higher technical education and training (IFTS)

¹⁰ 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. Such educational institutions are the principal seats of high level education, specialization and research in the art and music sector and they carry out correlated activities. They have legal status and statutory, teaching, scientific, administrative, financial and accounting autonomy.

6.1 FORMAL EDUCATION

6.1.1 GENERAL BACKGROUND (ADMINISTRATIVE STRUCTURE AND FINANCING)

Adult Education or Continuing Vocational Training includes a complex set of educational solutions and learning forms ranging from initial to adult training, both vocational or addressed to workers, as underlined below. If we focus attention on adults, two types of activities may be identified:

1. Adult education addressed to all citizens, which implies the acquisition of basic and general skills, but also refers to pre-vocational job-related skills. This type of adult education is provided in Permanent Territorial Centres (Centri Territoriali Permanenti) for adult education and training, located inside the public schools. The objectives and priorities of these centres are established by the regional training plan and coordinated by the local authorities and the social partners. Inside these centres the adult education and training is delivered on the basis of needs, planning, consultation and the management of training courses (more information under 6.1.2 and 10.2).
2. Continuing Vocational Training, including both vocational retraining and updating workers' skills. Continuing Vocational Training has undergone a phase of significant settling and development over the last few years after a first 'construction' phase which started only half way through the 90s, but still does not adequately answer the requirements of the productive and work world.

The matching between labour demand and supply is often difficult due to the mismatch between the features required and those held by individuals. The difficulty of enterprises in finding specialized workers is often a consequence of inadequate training curricula and profiles.

Social partners are involved in the development of training opportunities for workers, especially through the management of joint multi-sectoral funds for continuous training.

The social partners play a relevant role to promote participation in formal CVET. In fact they participate to a joint committee (either at national, regional or local level) on which there are representatives of the MPI (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 (the 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 the 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.

ROLES AND RESPONSIBILITIES OF SOCIAL PARTNERS		
	RESPONSIBILITIES OF SOCIAL PARTNERS	TYPE OF ROLE (ADVISORY/DECISION- MAKING, DIRECT/INDIRECT)
NATIONAL LEVEL	Definition of the institutional framework <i>Fondi interprofessionali</i> (joint multi-sectoral funds)	ADVISORY DIRECT
REGIONAL LEVEL	Definition of the institutional framework <i>Fondi interprofessionali</i> (joint multi-sectoral funds) Provision of learning opportunities	ADVISORY DIRECT INDIRECT
ENTERPRISE LEVEL	Definition of training activities Elaboration of training plans	ADVISORY DIRECT

6.1.2 MAJOR CHARACTERISTICS OF FORMAL CVET

CONTINUING VOCATIONAL TRAINING

CVET is funded by Central and local administration and Social Partners. Courses can either be provided by the enterprises or chosen by workers. Most of courses provided by the enterprises are funded by the joint multi-sectoral funds, set up on 2004, promoted by representatives of enterprises and workers. The curricula are established by the enterprises.

The providers of CVET are:

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

In the last few years have had particular relevance the initiatives of continuous 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.

ADULT EDUCATION

The Ministry of Education Order No. 455 of 29 July 1997, *Educazione in età adulta - Istruzione e Formazione* set up the "Permanent Territorial Centres (*Centri Territoriali Permanenti - CTP*), defined as "places for interpreting needs, designing, co-ordinating, activating and governing education and training initiatives [...], as well as for the collection and dissemination of documentation" aimed at establishing agreements, understandings and conventions with all the organisations, bodies and/or agencies providing adult-education initiatives, in order to favour their local affirmation. Under Article 5 of the Order, the activities of the Permanent Territorial Centres 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. In June 2009 has been approved the regulation programme on the re-definition of the teaching organisational structure of Permanent Territorial Centres, and their evening courses (see 4.5). Such Centres provide training 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 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.

QUALITY ASSURANCE

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 and it aims at guaranteeing a homogeneous qualitative level of the training offer 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.

DISTANCE LEARNING PROGRAMS

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.

Participation of adults in formal education and training

As for 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.

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	2.5	5.7	12.2	6.3
IT	0.6	6.1	13.8	4.4

Source of data: Eurostat (AES); Extracted on: 03-05-2010; Last update: 13-01-2010

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

WSTATUS / GEO	EMPLOYMENT	INACTIVE POPULATION	TOTAL	UNEMPLOYMENT
EU 27	6,2	6,4	6,3	6,3
IT	3,6	5,3	4,4	8

Source of data: Eurostat (AES); Extracted on: 03-05-2010; Last update: 13-01-2010

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 (please refer to 10.2 for more details), 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 (please, refer also to chapter 3), 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 (please see 10.2 for more information). 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. (*for IFTS, please refer to theme 5.6*).

6.2 NON-FORMAL EDUCATION

6.2.1 GENERAL BACKGROUND (ADMINISTRATIVE STRUCTURE AND FINANCING)

Continuing Vocational Training (CVT) has undergone a phase of significant settling and development over the last few years, above all by setting up the “Fondi Paritetici Interprofessionali per la Formazione Continua” (Joint Inter-professional Funds for CVT), a sort of sectoral training funds (*please, see theme 10 for funding mechanism*), directly managed by the social partners, for the benefits of the companies and of the employees. The CVT system is now mainly focused on mutual funds. 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.

6.2.2 MAJOR CHARACTERISTICS OF NON-FORMAL CVET

GENERAL INFORMATION

Initial Vocational Training (IVT) in Italy mainly takes place in formalized contexts aimed at obtaining qualifications rather than competences. More specifically, the enormous 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 training has also observed a substantial growth, 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. Moreover, there is a contribute by the third-sector associations (non-governmental organizations, voluntary associations, etc.). 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 many cases, the training opportunities are similar in contents and methods to those offered by the Permanent Territorial Centers (Centri Territoriali Permanenti), 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).

VALIDATION OF NON-FORMAL AND INFORMAL LEARNING

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 Libretto Reserved Area) 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 c/s operators and 600 beneficiaries (including young people, immigrants, the unemployed, apprenticeship trainees and workers) and it is still in operation in the Veneto Region for the unemployed and in the Lazio Region for a group of voluntary military workers who are leaving the army. 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. As an example of a regional approach to validation, the Emilia Romagna Certification System is described in more detail in the box below.

THE EMILIA ROMAGNA CERTIFICATION SYSTEM

The Qualification and Certification System of Emilia Romagna¹¹, is based on the principle that “*everyone is entitled to obtain formal recognition and certification, however the skills were acquired.*” Certification can be awarded to qualifications and competences acquired by people both in formal contexts (education and vocational training) and non-formal/informal contexts (workplace, social and private life).

The system involves validation and certification of informal and non-formally gained skills.

The certification and validation process is technically based on the presence of “professional standards of reference” (adopted in the Regional Qualification System) organised into Qualification profiles and Units of Competence.

The Certification System of Emilia Romagna is currently in a phase of implementation. More information can be found at the following website: http://www.regione.emilia-romagna.it/wcm/ERMES/Canali/istruzione/certificazione_delle_competenze.htm.

Some other regional administrations (Basilicata, Piemonte, Provincia Autonoma di Trento, Veneto, Valle d’Aosta) are directly defining and implementing policies and

¹¹ [Delibera della Giunta Regionale del 12/09/2005 n° 1434 \(MS-Word, 122 KB\)](#)

Orientamenti, metodologia e struttura per la definizione del sistema regionale di formalizzazione e certificazione delle competenze,

[Delibera della Giunta Regionale del 19/04/2006 n° 530 \(MS-Word, 803 KB\)](#)

il sistema regionale di formalizzazione e certificazione delle competenze

operational strategies towards the validation of non formal and informal learning and for the recognition of training credits within specific formal lifelong learning pathways or for the acquisition of titles and official certificates.

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 2007¹², 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 (CAP) which are academic centres operating at regional and national level also in partnerships with enterprises and public administrations.

One of the main purposes of CAP 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

For example:

- Impact, Integration Fund Community Action 2007, Euroqualità Torino. The project was aimed at validation of the experiences and competences of immigrants. Further information can be found on the project website: <http://www.euroqualita.it/sviluppo.html>
- Talenti di cura (Care Talents), Leonardo Programme, Consorzio Anziani e Non Solo società cooperative. This project focuses on the recognition and validation of non formal and informal learning of caregivers. Further information can be found on the project website: <http://www.caretalents.it/homepage>
- Maieuta, Leonardo Programme, UPTER UNIEDA. This project aims to promote validation practices for over 40 beneficiaries in order to facilitate access to training and lifelong learning opportunities. Further information can be found on the project website: <http://www.progettomaieuta.it/en.com>
- Investing in People, Equal Project, Province of Macerata. This project, which was identified in the previous European Inventory update for Italy, worked on a model of validation for the over 40s and disabled employees. <http://web.equalmacerata.it/index.aspx?area=menu&id=0>

¹² http://www.programmallp.it/lkmw_file/LLP///erasmus/MIUR_Linee_Indirizzo.pdf

Participation of adults in non formal education and training

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 16.3% average in EU). Those who have reached higher education level (isced 5_6) participate more in non-formal training pathways (46.7% compared to 52.8%). However, the Italian average is lower than the European (20,2% compared to 32,7).

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	16.3	33.3	52.8	32.7
IT	7.9	27	46.7	20.2

Source of data: Eurostat (AES); Extracted on: 03-05-2010; Last update: 13-01-2010

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 16 b: Participation rate in non formal education and training by labour status (%), 2007				
WSTATUS / GEO	EMPLOYMENT	INACTIVE POPULATION	TOTAL	UNEMPLOYMENT
EU 27	40.5	13.2	32.7	20.4
IT	26.4	8.1	20.2	13.6

Source of data: Eurostat (AES); Extracted on: 03-05-2010; Last update: 13-01-2010

6.3 MEASURES 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 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. On the other hand, 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.

During 2009, 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 Regions¹³ 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.

The agreement foresees:

- Provisions aiming to support the incomes and to maintain the competences of workers with resources of ESF;
- the supply of funds (8 billion Euro for 2009 and 2010) 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 LAW OF 2009

The last “financial Law” approved at the end of year 2009, has 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

¹³ Accordo Stato - Regioni del 12 febbraio 2009

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 Italy VET teachers work mainly in State VET Schools (Technical institutes/Istituti Tecnici and Vocational institutes/Istituti Professionali) and secondly in Permanent territorial centres for adult education (Centri Territoriali Permanenti-CTP¹⁴).

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 VET 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 IVET and CVET system. The teacher profile (training, enrolment, tasks and skills) is much more clearly defined and regulated than the trainer one; moreover IVET system is better regulated than the CVET one. Main differences between teachers and trainers concern the following aspects: entry requirements, contract and training.

Concerning teachers, all the above mentioned aspects are strictly regulated by the Ministry of Education at a national level (pre-service training, enrolment procedures). At this moment, an important reform process is taking place and will change deeply roles, pre-service training and enrolment procedures of teachers (see paragraph 7.1.3). The reform key words are: teaching methodologies, English, new technologies and integration of disabled people.

Instead, within the Vocational Training Centres/Centri di Formazione Professionale, there are no formal procedures for recruiting trainers and other learning facilitators.

Recruitment takes place through informal channels. Only in public VET centres there are

¹⁴ CTP will be reformed and renamed Provincial centres or adult education/Centri Provinciali per l'Istruzione degli Adulti - CPIA (Law n. 133/2008)

some formal recruitment procedures (e.g. by public examination). As regards entry requirements for trainers, a degree or high school diploma are required, but previous work experience is considered more relevant.

Concerning the didactical aspects, trainers and teachers act differently as regards the training methodology and content. Teachers can be considered mainly as content experts (e.g. mathematics, literature, language, marketing, accounting, ICT, etc.), 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.

7.1.2 RESPONSIBLE BODIES AND ORGANIGRAM

TEACHERS

The management of teachers pre-service training is strictly regulated and centralised. In fact the Ministry of Education manages (also by laws) all the teachers training arrangements, in particular the requirements and procedures for its implementation. Universities provide the whole initial training of teacher on behalf of the Ministry, also in collaboration with schools.

Instead, in-service training is not regulated institutionally: the Ministry of Education defines guidelines and training pathways for teachers (with the collaboration of a specific agency: National Agency for the development of the autonomy of schools / Agenzia per lo sviluppo dell'autonomia scolastica - ANSAS¹⁵).

TRAINERS

The management of trainers training is not nationally regulated and there is no national recognised register of trainers. Nevertheless, the National Collective Contract of Trainers settles the minimum requirements of the trainer profile (a degree or high school diploma and professional experience), enrolment procedures and in service training objectives and features.

The regional and provincial authorities can regulate this matter autonomously and some of them have established a list of authorities operators that provide training for trainers. Within the Accreditation of training and guidance structures processes¹⁶, the Regions and Autonomous Provinces have to 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.

7.1.3 RECENT REFORMS TO VET TEACHER/TRAINER TRAINING

TEACHERS

As regards teacher profile, until the recent reform, the minimum requirements for obtaining a teaching contract (open-ended or temporary job) were an academic degree and a teaching qualification (Abilitazione all'insegnamento) 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

¹⁵ This agency replaced INDIRE National Documentation Institute for Innovation and Educational Research (Law n. 296/2007)

¹⁶ Ministerial Decree n. 166/2001; New accreditation system implemented by the Ministry of Labour and approved in March 2008, by State-Regions Conference.

mentioned competitive state exam or through special lists managed by Provinces. These lists included all teachers with SSIS qualification.

A recent reform process (Law n. 244/2007, Law n.133/2008), still in progress, will change completely the teachers pre-service training and recruitment procedures, with the aim to ensure systematic enrolment on the basis of the actual vacant places and to avoid short-term employment or unemployment of teachers.

In particular, concerning the pre-service training, all the Specialised Schools for Teaching in Secondary Education/SSIS 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*) within schools.

As regards the teachers enrolment procedures, 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.

TRAINERS

An important reform in the VET system 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 quality of the trainers 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 the 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”.

Some Regions have identified and set up prerequisites in order to support and facilitate the transparency of curricula of professionals operating within the structure asking for accreditation, through the definition of a “minimum documentary standard” that can be defined as “the ensemble of basic descriptors that allows an adequate personal and professional characterisation of human resources”. These standards pay attention to competences related to training key processes management, in particular the ones concerning the recognition and validation of relevant learning outcomes.

7.2 TYPES OF 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 (*istituti tecnici* and *istituti professionali*); there are also some teachers engaged in Higher technical education and training/Higher technical institutes. Besides, there are teachers working in vocational training centre, but their profile features (types of recruitment, career progress and contractual position) is the same as the trainer ones. Teachers impart to the students achieve theoretical and practical knowledge and vocational competences necessary to carry out technical and administrative functions (e.g. trade, services, industry sectors) and key competences for their adult life (e.g. learning to learn, planning, problem solving, interpreting information).

IVET Trainers work mainly in vocational training centres managed directly by regional/provincial/municipal authorities and in private vocational training centres accredited by Regions; trainers can work also in Higher technical education and training/Higher technical institutes, where they develop learning activities concerning theoretical, technical and managerial contents linked with productive process also through practical work, stages in enterprises and relations with other local stakeholders.

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. In particular, within enterprises, the apprenticeship activities are managed by a trainer-tutor, who is usually a qualified worker with relevant work 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 (istituti tecnici and istituti professionali) 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
ROLE	<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

TYPE OF EMPLOYMENT CONTRACT	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
TYPES OF RECRUITMENT	State exam	Direct: recruitment and selection are without legal constraints	Direct: recruitment and selection are without legal constraints
PROFESSIONAL REQUIREMENTS	Specific subject degree	Degree or high school diploma and professional experience	Degree or high school diploma and professional experience
PRE-SERVICE TRAINING	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
IN-SERVICE TRAINING	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

In accordance with the reform process which is still ongoing (see par. 7.1.3), an university degree in a specific subject (literature, mathematics, foreign languages...) 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 achieve a teaching certificate (abilitazione all'insegnamento).

This Active Training Internship foresees face to face learning, laboratory activities and practical work¹⁷ within school led by a teacher-tutor. The Internship main feature is the effort to link strongly teaching contents with methodological and didactical 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 the teachers will be aimed to strengthen knowledge about mathematical, natural and physical sciences. Besides, the pre-service training must increase didactic, psycho-pedagogical, organizational and social competences and, last but not least, linguistic and digital skills, in accordance with the 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. The Ministry of Education, in collaboration with the National Agency for the development of School Autonomy (ANSAS, formerly Indire¹⁸),

¹⁷ The practical work will last 475 hours, of these 75 will be dedicated to disability subject

¹⁸ ANSAS stands for the National Agency for the Support of School Autonomy. It was instituted by legislative decree on the 20th July 1999, following the reform of the

promotes and organises update or training courses for teachers also based on Information and Communication Technologies (ICT).

An important training initiative for teachers is the FORTIC project¹⁹ within the National Training Plan on ICT. The aim is to train teachers about the effective use of ICT use in daily didactical activities. This project is based on classroom and distance-learning and promotes new forms of interaction and cooperation.

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

PRE-SERVICE TRAINING OF IVET TRAINERS

As previously said, for trainers profile university degree is not compulsory, but it is preferable. The national collective agreement for vocational training sets as trainer minimum requirement a high school diploma coherent to the teaching subject. 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 authorised consortia for higher education. In all the other cases, certificates of attendance (certificati di frequenza) are issued, recognised on the market and by the enterprises according to the ‘prestige’ of the providers.

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) in compliance with guidelines set forth in the Regional Operational Programmes (2007-2013). 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 academic year 2008-2009, an important blended training initiative²⁰ 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, the 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 reform process foreseen in Laws 244/2007 and 133/2008 (see par. 7.1.3) highlights some aspects that will be relevant for the in-service training of the practitioners working in Higher technical education and training (Istruzione e

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.

¹⁹ See the official web site <http://puntoeduri.indire.it/fortic>

²⁰ See the official web site: <http://elearning.isfol.it>

Formazione Tecnica Superiore / IFTS), Higher technical institutes - (Istituti tecnici superiori / ITS)²¹ and apprenticeship.

In particular, the trainers staff employed in this IFTS/ITS 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 the above mentioned areas and in training methods able to develop scientific know-how, professional practises and key competences (ICT, languages, management etc.) that are necessary to act in complex contexts.

As regards the apprenticeship, in the student's Individual Training Plan²² 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.

7.3 TYPES OF TEACHERS AND TRAINERS 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. These professionals use personalized training methods based on a close relationship with trainees in order to empower them. Besides, they guide and motivate trainees to learn, to define their professional project and let them enter into the labour market.

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

²¹ 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 (ITS)

²² This is a training programme that the apprentice have to follow during the contractual period within enterprises

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, creating relationships, acquiring and interpreting information)	Formatore (Trainer) Provides face to face and blended learning activities (e.g. corporate organization 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 enterprises Improves professional and employability level	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
TYPE OF EMPLOYMENT	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
TYPES OF RECRUITMENT	State exam	Direct: recruitment and selection are without legal constraints	Direct: recruitment and selection are without legal constraints
PROFESSIONAL REQUIREMENTS	Specific subject degree	Degree or high school diploma and professional experience	Degree or high school diploma and professional experience
PRE-SERVICE TRAINING	Five years academic degree followed by an Active Training Internship) within schools (see par.	Not compulsory at the moment	Not compulsory at the moment

	7.1.3)		
IN-SERVICE TRAINING	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 pathways²³ 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 trainer, 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.

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)²⁴. These training is mainly addressed to: enhance high competences required by technological innovations and market globalization; facilitate the recognitions of formal, non formal and informal learning and standardise the validation procedures; to match training actions with local needs.

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

²³ Only in some specific sectors (e.g. health and safety at work, health care) there are structured trainers training pathways with specific guidelines.

²⁴ These funds are managed by the social partners and supervise by the Ministry of Labour

Large enterprises or public administration departments with permanent internal training services usually take part to 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).

THEME 8: MATCHING VET PROVISION (SKILLS) WITH LABOUR MARKET NEEDS (JOBS)

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

In the framework of the ESF Fund 2000-2006 Isfol, on behalf of the Ministry of Labour, developed a national system for the on-going observation of employment needs). This system was built up and it is implemented by ISFOL, on behalf of the Ministry of Labour, as part of the ESF 2000-2006 programme. It brings together labour market information from different sources, including surveys by the social partners, outcomes of econometric modelling and the EXCELSIOR survey, on short term trends as regards employment by sector, educational / training level and profession, at national and regional level.

The above system is hosted on an Internet platform²⁵. and gives information:

- On the quantitative side: short term trends as regards occupational needs utilising the dataset of Excelsior; medium term forecast of occupation detailed at the class level (3° digit) of the national classification of occupations for the national level forecast and at the group level (2° digit) for the regional forecast. The range of forecast in five years.
- On the qualitative side: occupational skill needs are derived by the results of national surveys lead by social partners. From 1996 until 2003 the Ministry of Labour financed a series of surveys on skill needs. The surveys were carried out by the social partners organised in Organismi Bilaterali (bilateral bodies).

In 2004, the Ministry of Labour created a Steering Committee, established with a ministerial decree, to enhance the system. This body is composed of representatives of the Ministry of Labour, Regional Authorities, Social Partners, Unioncamere²⁶ and ISFOL²⁷.

One of the main actions undertaken to improve the system was to develop a new occupational classification system - i.e. the Occupational Unit - derived from the official statistical one. Some 800 Occupational were covered in a survey, in which about 16.000 employees took part workers²⁸. The result is a comprehensive description of each Occupational Unit, in terms of knowledge, skills, attitudes, activities, etc. (indicated by level of importance and complexity) regarded necessary to be able to carry out a job²⁹. In the national system for the on-going observation of employment needs, the new occupational classification system represents a benchmark for the better assessment of required individual skills.

To improve the system on the qualitative side two activities have been developed:

²⁵ <http://www.professioniooccupazione.it>

²⁶ *Unione italiana delle Camere di Commercio, Industrie Artigianato e Agricoltura* (Italian Union of Chambers of Commerce, Industry, Crafts and Agriculture).

²⁷ *Istituto per lo Sviluppo della Formazione dei Lavoratori* (Institute for the Development of Vocational Training for Workers, the research body under the Ministry of Labour).

²⁸ The methodology utilised is derived from the one used in USA for the O*Net System

²⁹ See not n. 1

- a permanent audit system to point out skill needs in a short time (one year) for the overall national economy;
- using scenarios methodologies to anticipate skill need in a medium term (5 years) with a sectoral approach. A first scenario (2009) anticipate skills need in the tourism sector. Next studies are starting now in the textile-garments and chemical sectors.

NATIONAL SURVEYS ON SKILL NEEDS

Traditionally, in needs analysis activities, national and local institutions manage labour-market and training policies through promotion, financing and implementation; Social Partners often play an active role in policymaking by conducting surveys. To date, the national-level surveys have been conducted by joint bodies using a variety of methods. Each body publishes the results of their national needs surveys on its own website and on the website of the National system for the ongoing observation of employment needs Joint bodies use the results of these surveys to programme continuing training supply within the Joint Multi-Sectoral Funds. As suggested above, the results of surveys performed by various bodies, once processed by Isfol, can be retrieved from the dedicated website, to which one can access through the ISFOL and Ministry of Labour web portals.

The Most important national sectoral surveys are the following carried out by:

- Organismo Bilaterale Nazionale per la Formazione, i.e. representatives of medium and large companies, covering twenty manufacturing sectors;
- Ente Bilaterale Nazionale Artigianato, i.e. representatives of handicraft companies, covering eight traditional handicraft sectors;
- Coop-Form, i.e. representatives of the cooperatives, covering three cooperative sectors;
- Agriform, representatives of the farming sector, covering seven traditional farming sectors
- Ente Bilaterale Nazionale Turismo, i.e. representatives of tourism companies
- Mastermedia, i.e. representatives of the information and communication industries
- Chirone 2000, i.e. representatives of the transportation and related services;
- Enfea, i.e. representative of small and medium enterprises, covering five manufacturing sectors
- Enbicredito, i.e. representatives of banks

A lot of sectoral surveys are lead at regional level to check the skills need of local economies.

EXAMPLE OF RECENT STUDIES

In the current economic crisis, it is more urgent to promote the match of job/demand in the labour market. To face this issue, the Ministry of labour, together with Regions, Autonomous Provinces and Social partners, has promoted in 2010 the implementation of a survey of short-term skill needs, both at sectoral and territorial level, aimed at providing interested actors with clear and precise information concerning competences and skills necessary at promoting a qualified employment for workers.

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

Involvement of stakeholders in the building of a national framework strategy for matching VET provision with skill needs has been articulated guaranteeing equal dignity to the institutional actors, through a constant dialogue among Institutions and Social Partners. This process has been assured starting from 2007 with the Single National Board for implementing a system of minimum professional standard for professions (*Tavolo Unico nazionale*) set with article 52 of the Decree implementing Law 30/2003, involving Ministry of labour, Ministry of Education, University and Research, Regions, The Union of Provinces, The Association of Italian Municipalities and Social partners at co- federal level, with the establishment of different work venues according the function: method, implementation, dialogue.

Concerning the methodology the Single Board has set up a Technical Assistance, charging research structure at national and regional level; as for the implementation, there have been activated two experts groups of social partners, regarding Economic-professional areas involved in the experimentation, with the coordination of the technical assistances. The pilot period has started in 2008: to this goal, there have been set two experts groups belonging to different unions representation categories of engineering and tourism industry, that have implemented from 2009 “functional skills” to face the employment crisis. In this optic, Isfol - on behalf of the Ministry of labour - has defined, together with Social partners, the relevant competences as support to active labour market policies. Starting from March 2010, Ministry of labour, with the technical support of Isfol, has defined competences in the area of Economic-Professional, Food-production, Textile-Clothing- Footwear and Chemical Industry.

Studies conducted till now by the experts of the board mainly concern the Economic Professional Areas (AEP³⁰) of Engineering, Tourism, Textile-Clothing, Chemical and Food Industry. These studies have been integrated with the NUP survey (Professional Unit Nomenclature - Isfol/Istat classification) updated to the V digit, which underlines the general aspects of the duties and activities for every profession included and analyzed, also facilitating the comparison with already existing descriptions and classifications. The results of these studies have a direct impact on occupational standards, as they directly describe the labour market and provide a direct link with a classification of national level and, above all, involve all the institutional actors at national level. In fact, the Single Board involves Ministry of labour, Ministry of Education, University and Research, Regions and Regions Coordination, the Union of Provinces, the National Association of Italian Municipalities and Social partners, so that to have a direct and important impact for the setting of the necessary skills for accessing the job market in the framework of the building of vocational education and training systems.

³⁰ It has been implemented within the Single National Board a complete thematic map of the Economic Professional areas (AEP), validated by social partners, according to the specific sectors. The Map counts on more of 23 AEP.

9.1 STRATEGY AND PROVISION

In Italy, the guidance actions depend on the different systems in which they are embedded. In Lower and Upper Secondary School (both general education and IVET: Lycées, Technical Institutions and State Vocational Institutions), it is managed by the State administration; whilst the functions concerning the vocational guidance (Regional Vocational Education and Training courses) are led by the Regions.

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

The guidance services within the school are provided mainly in Lower Secondary School and Upper Secondary School. In Lower Secondary School, guidance is especially aimed to develop self-assessment competencies, prevent early school leave and prepare to the transition to Upper Secondary School. Guidance activities are realized by all teachers, as a transversal activity within the different branches. Their tasks are completed by other specialized teachers (teachers in charge of guidance) and guidance practitioners, that organize working groups, individual interviews, accompanying actions, etc.

The Upper Secondary Institutes manage the transition towards University by providing guidance and self-assessment pathways embedded in the curricula³¹. The Legislative decree no. 21³² of 14 January 2008 promotes *ad hoc* guidance and self-assessment initiatives carried out by upper secondary schools in cooperation with the Universities. These initiatives should be implemented during the last year of the upper secondary school.

Following the Law 14 February 2003, n. 30, that commit the University the task to support graduates in entering into the labour market, the guidance within the University is intended as a placement service (public and free of charge) and as a service aimed at managing training-on-the job, entrusted to guidance

³¹ Decrees n. 21 and 22, actuating the delegation 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 school and university].

³² Legislative decree no. 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 towards University Education and Advanced Schools for Arts, Music and Choirs Education for the integration between Schools, Universities and Advanced Schools for Arts, Music and Choirs Education and the promotion of the quality of school results for the enrolment in numerus clausus University courses, as stated by 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)”).

professionals. The services are offered in connection with other bodies (universities and enterprises) in order to offer best opportunities for job insertion.³³

The realization of guidance actions is foreseen also for the transition from the education system to the labour market³⁴, in cooperation with the local Job centres, the accredited vocational training bodies, the enterprises, the cooperatives, the public administrations, communities, voluntary bodies and all the competent bodies for job insertion of disabled.

With the Moratti³⁵ School reform, specific funds have been allocated for guidance actions for both IVET and general education in order to fight early school leaving and to ensure the right-duty to education and training.

PROVISION OF GUIDANCE WITHIN REGIONAL VOCATIONAL EDUCATION AND TRAINING SYSTEM

Within Regional Vocational Training system, guidance services are offered both to the direct users of Vocational Training pathways and to the users of other structures (schools, employment services, etc.).

In the last years, the need is felt to integrate guidance within services provided by Job centres (CPI - Centri per l'Impiego), that have increased the offer of guidance service, featured as introductory and/or subsidiary to the guidance process: accompanying actions for individual training pathways, counselling aimed to professional development, etc.

Other bodies providing guidance services within the Labour market, in addition to the Employment services, are:

- Municipal information offices for young people (Informagiovani)
- Provincial guidance structures
- Trade Unions (services for migrants and unemployed)
- Employers' organizations
- Temporary employment agencies
- Recruitment agencies

COOPERATION BETWEEN EDUCATION AND EMPLOYMENT IN THE AREA OF LIFELONG GUIDANCE

Since 2009, the interest for guidance has increased. The guidelines for education, training and employment policies adopted by the Government are stated within the White Book of the Ministry of Labour³⁶, in which is foreseen to anticipate the contacts with the labour market by promoting all the devices (vocational training

³³ An interesting example is SOUL - www.jobsoul.it - realized by the universities of Rome

³⁴ 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, following art. 2, paragraph 1 of Law 1/07].

³⁵ Law 53/03, *Delega al Governo per la definizione delle norme generali sull’istruzione e dei livelli essenziali delle prestazioni in materia di istruzione e di istruzione e formazione professionale* [Delegation to the Government to draw up general standards for education and minimum service levels in education and in vocational education and training].

³⁶ Ministry of Labour (2009) *La buona vita nella società attiva. Libro bianco sul futuro del modello sociale*. [The good life in active society. White book on the future of social model].

and guidance, apprenticeship, alternance training, etc.) in order to integrate study and work experiences.

Furthermore, in 2009 the “Guidelines on lifelong guidance³⁷” have been defined in which there is an integrated vision of guidance. It is not anymore considered as an information tool, but a holistic and educational process, involving the whole personal growth process lifelong learning, starting from primary school, across all disciplines.

In the past years, several experimentations, inspired by skill balance and computer-assisted methods, have been realized in different contexts. Nowadays the experimental phase is turning into a consolidation phase aiming to set up integrated and systemic guidance services. Consequently, within Isfol a research strand on guidance practices has been developed in order to stimulate the unification of the fragmented actions, practices and services

Models have been designed in order to enhance the development and the quality of guidance service. The researches realized by Isfol have stimulated also the studies over the dynamics that can improve the performances of guidance practitioners.

The Government documents, as the “Action plan for young people’s employability”³⁸, that highlights the importance of apprenticeship as a tool for guiding the choices and facilitate transitions, generally take into consideration Isfol researches and other studies realized in institutional and academic field.

The “Annual Report on Guidance” (Rapporto Orientamento³⁹) is the first National Report on the state of the art of Guidance in Italy. It is targeted to all public and private organizations offering guidance services. The survey has been promoted by ISFOL - Institute for the Development of Vocational Training of workers - in cooperation with the Ministry of Labour. It is aimed to observe all public and private bodies in order to analyze the guidance offer in Italy and enhance the specific features in different contexts. The survey includes different research activities - both qualitative and quantitative - realized in all Italian regions.

Furthermore, during 2009 has been set up the National Forum for Lifelong Guidance⁴⁰, led by Isfol and Euroguidance Italy, linked to the European Policy Network on Lifelong Guidance, with the aim to ensure the cooperation and the coordination between all subject responsible for the delivering of guidance services and to offer training pathways to guidance practitioners. The Forum website allow to compare experiences and best practices with other countries in the EU.

9.2 TARGET GROUPS AND MODES OF DELIVERY

Main target groups of guidance and counselling services

In line with the European Social Fund directions concerning vocational training, the main target groups of guidance and counselling services are:

- young people in compulsory education (until 16 years of age)

³⁷ Circolare ministeriale n. 43 of 15th April 2009.

³⁸ 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)

³⁹ <http://www.rapporto-orientamento.it/>

⁴⁰ www.forumorientamento.it, istituito con decreto Dipartimentale n. 54 del 26 ottobre 2009.

- young people continuing their training within the initial vocational training system (until 18 years of age).

Guidance services are also open to other target groups of vocational training:

- young people and adults not in education, employment or training
- long term unemployed
- lay-off workers
- workers needing retraining or refreshing courses
- unemployed women looking for a new job
- disabled people
- migrants
- prisoners
- people without good qualifications
- ex drug-addicted

In particular, the “Masterplan for Employment services”, realized by the Ministry of Labour⁴¹, stated that the guidance services must be provided first of all to unemployed people, disabled people and young people without qualifications.

The educational interventions for groups with special needs are customized and are based on a individual centred approach. The guidance methods applied are holistic and lifelong based, in order to deal with the complexity of the individuals and their adaptability faculties; customized counselling and skills audit are often applied on demand. Skills audit is demanded mostly on case of lay off and professional mobility; counselling is mostly used for educational guidance, vocational preparation and career management.

The guidance methods supply are linked to the specific context. For unemployed people, guidance is embedded into the Job centres and it is managed by Regions, that promote the supply and demand matching, offering at least a guidance interview to all unemployed people at the first stage. For some particular targets (young people, women looking for re-insertion into the labour market), the Job centres must provide information on learning and labour market opportunities and career management within the 4 first months from the unemployment status. The individual interview is the most used method (97% in Northern Regions)⁴².

QUALITY OF GUIDANCE SERVICE PROVISIONS

Despite the progresses reached in the last years, the criteria and standards for quality assurance of guidance services have not yet been defined. Nevertheless, within 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 within guidance services and job insertion, realized by Isfol with the resources of ESF, offer an important support for the assessment and the improvement of models and operational tools in order to enhance the efficiency and efficacy of the job centres.

⁴¹ Ministry of Labour, General Directorate for Employment. “*Masterplan*” dei servizi per l’impiego: linee di organizzazione” [Masterplan of the employment services]

⁴² Monitoraggio dei servizio per l’impiego, Roma, Isfol, I libri del Fondo Sociale Europeo, n. 134.

An interesting experience has been realized by CESOS⁴³, within METIDE project - an integrated model for the quality management of guidance services for employment - financed by the Equal initiative in order to contribute to the implementation of a “culture of assessment” among the stakeholders of guidance system⁴⁴.

Within Regional Initial Vocational Education and Training system the Ministerial Decree n. 166/2001 (Accreditation of training and guidance facilities) defines the concept of “guidance service” and specifies the meaning of “quality” in relation to the organizational and management model. On the basis of those directions, the Regions are invited to apply quality homogeneous quality standards within their vocational training and guidance system. The Regions verify each year the requirements, following procedures previously established.

Although the increasing attention devoted to guidance services, within general (Lycées) technical/vocational institutions (managed by the State) and academic education have not established procedures for quality assessment and monitoring of guidance activities.

9.3 GUIDANCE AND COUNSELLING PERSONNEL

The competences and training of guidance and counselling personnel in Italy are subject of an animated debate.

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, has been decided to define and detect primarily the credentials of professionals at regional level and then to build a system for the description and skills certification harmonized at national level.

Nevertheless, on 2007 only 8 Regions and Autonomous Provinces out of 20 had established criteria concerning professional profiles for guidance services. There are still strong differences concerning the title required to guidance professionals. Although a degree is generally requested, in some cases is required a post graduation, in other cases suffices a High School Diploma and working experience in this field.

Within Job centres, guidance activities - with particular reference to skills audit and counselling - are usually entrusted to qualified external personnel. Generally, professionals have a high qualification and previous experience. External practitioners (charged through a service contract or job assignment) are often graduated, sometimes post-graduated, with some years of experience in this field. However, the provincial administrations adopt different criteria and define different profiles of guidance operators within the selection procedures.

⁴³ Centro Studi Economici e Sindacali

⁴⁴ <http://www.cesos.org/metide/index.asp>

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

The updating and maintenance of guidance practitioners competences is still discontinuous and doesn't guarantees to reach the standards required. Within Job centres, the Provinces, that are responsible for providing guidance services, are investing on training of external guidance counsellors and practitioners. For training centres there are non specific regulations concerning in-service training and/or continuing training for guidance counsellors and practitioners. In the last years, only some Regions have created specific registers and have realized training activities aimed to update 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 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. 59/9745, 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.

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

⁴⁵ 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).

According to data provided by the Ministry of Education, the expenditure for education in the IVET school system of public bodies in their complex, has been of 54,86bn of euros in 2008 (please, see table one).

The greatest amount of the expenditure for IVET school education comes from the State, with an allocation of 45,96bn of euros in 2008; regional expenditure has counted for 1,64bn euros, mainly due to the interventions of Valle D'Aosta and Autonomous Provinces of Trento and Bolzano, which have exclusive competence in the field of education for their territory. Local Bodies have allocated to the Regions 7,26bn of euros, even if this amount does not include the expenditure for other initiatives financed in the framework of social and cultural policies.

In the complex, in line with a trend already stressed in the past, public expenditure for education has represented 3,49 of the GNP, while together with the public expenditure has been 7,08, one of the lowest value of the last years.

Table 1: Public Expenditure for Education : Sources

STATE	REGIONS	LOCAL BODIES	TOTAL	(EXPENDITURE AS % OF GDP)	(EXP. AS% OF TOTAL PUBLIC EXPENDITURE)
45.964	1.640	7.260	54.864	3,49	7,08

Provisional data - the expenditure of Regions and Local Bodies is estimated according to the expenditure per student of the previous year.

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)

The level of central government funding is fairly homogenous across schools in the IVET system, reflecting relatively uniform rates of teacher compensation. There are quite large differences in the local funds transferred to schools from provinces and communes (local funding per student being more than as twice as much in Emilia Romagna than in Puglia, for example), although the share of local funding is typically less than one fifth of the total at the moment⁴⁶.

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."

Reducing regional disparities in terms of employment is a priority for public policy with a view to overall growth in Southern Italy and a specific attention has been

⁴⁶ For a wider overview of expenditure for education in detail, please consult Isfol Report 2009, Isfol, Rome, pp.77-79.

devoted to the issue of education allocations. For the 2007-2013 period⁴⁷ Southern Italy should benefit from additional EU and National funding and a special programme devoted to education, with an increase of approximately four times in funds as compared to the previous seven-year period (partly due to the positive results in school dispersion highlighted in assessments for the previous seven years carried out as part of the EU programme) . Under the National Strategic Framework (Quadro Strategico Nazionale), IVET in the regions of Southern Italy has been assigned a funding of around 5 percent of the total addition funds planned for 2007-2013. approx 3.6bn has been earmarked for the National Education Programme for the eight regions of Southern Italy, and a further 600million euros flows in to the PORs. Compared to previous intervention from growth policies for schools, the 2007-2013 National Education Programme assigned to the Ministry for Education is more ambitious (increasing skills and capabilities and extending skills and capabilities as part of lifelong learning, to reduction in numbers of pupils leaving school early, improve the quality of schools service and education in general up to full capacity (assessment, certification, etc.).

10.2 FUNDING FOR CONTINUING VOCATIONAL EDUCATION AND TRAINING, AND ADULT LEARNING

Continuous training represents the majority of training initiatives for adults. The central and local authorities and the bodies related to the social partners, provide financial support to the continuous training initiatives, including those organised by the enterprises for their own employees and those based on independent choices of individual workers. Among the training organised by the enterprises, there has been sizeable progress in the training initiatives supported by the “Fondi Paritetici Interprofessionali” (Interprofessional Joint Funds) that started in 2004, promoted and established by organisations representing the enterprises and the workers. They provide financial support to the Training Plans presented by joined enterprises, utilising contributions paid on a voluntary basis.

Moreover there has been a particular focus on the continuous training initiatives supported financially by the Regions through the granting of individual vouchers to individual workers, independently from the involvement of their own enterprises.

The recent measures to face the crisis adopted by the Government, besides extending the possibilities for the intervention of the Interprofessional Joint Funds, enabling them to finance extraordinary training plans (please, see also 10.3), add to the various forms of income support (for workers suspended or expelled from employment) the compulsory participation in short-term and medium-term training initiatives for the recovery of basic and transversal competences (as well as language and computer skills), through an integration strategy of the different stakeholders in charging of the planning and managing of the interventions.

⁴⁷ *Lisbon Strategy - National Reform Programme, Second implementation report, October 2007*, Report prepared by the technical Committee of the Ministerial Committee for EU Affairs (“CIACE”) under the co-ordination of the Department for EU Policies, Presidency of the Council of Ministers.

Continuous training is financially supported with resources granted by the State, by Regions and by public and private bodies. A great part of training initiatives are actually initiated by economic and social stakeholders (mainly companies and workers), through their own fundings. In particular, with regard to the private sectors, public policies only cover a percentage, which does not reach 15 % of the whole expenses for continuous training. Some of the funding mechanisms are presented below.

MAIN FUNDING MECHANISM FOR CONTINUOUS VOCATIONAL EDUCATION AND TRAINING CURRENTLY IMPLEMENTED IN ITALY ARE:

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 strategical 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 systems⁴⁸. North-Centre Regions (Objective 3) have spent 1.441 millions euros, while Southern regions (Objective 1) have spent 730 millions euros (table 2)

Table 2 - ESF Expenditure for continuous training for typology of action and geographical area, years 2000-2008 (v.a. migliaia di euro)

<i>TPOLOGY OF ACTION</i>	<i>OBJECTIVE 3</i>	<i>OBJECTIVE 1</i>	<i>TOTAL</i>
Training for employed	1.091.974	523.511	1.615.485
Training for action systems	349.621	206.534	556.155
Total	1.441.595	730.046	2.171.641

Source: Isfol elaboration - Area Evaluation Policies Human resources

⁴⁸ Isfol, *Il monitoraggio dei costi delle attività formative (cofinanziate FSE, L.236/93, L.53/00, Fondi Paritetici Interprofessionali)* Nota tecnica, 23 luglio 2009.

It must be stressed as in the regions of the North-Centre, training for employed people has mainly concerned workers of the private sector (86,6% of the resources) compared to the workers of the public administration sector (9,1%). As for the Southern Italy regions, data available do not allow a detailed framework. However, it is possible to estimate that in Objective 1 regions, training activities for workers of the public sector are more widespread: if we look back at the training funded in Axes 3, the percentage of expenditure for public administration is around 35%. Moreover, also the expenditure for training in action system has a relevant weight (28,2% compared to 2,4% for the North-Centre). This is coherent with the governmental strategy for the Communitarian strategic framework of Objective 1 regions supporting action.

Concerning beneficiaries, globally between 2000 and 2008, beyond 1,7 millions workers (1,4 million in the North-centre and 364.000 in the South) have been involved in training actions.

National Law 236/93

The implementation of Law 236/93 (national resources) represents an important development for continuous training⁴⁹, 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 236/93⁵⁰ 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.

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

- Territorial, sectoral, business Training Plans
- Extraordinary intervention plans (Law n.2/2009)
- Individual Vouchers with priority for:
 - 1) workers over 45 of any private enterprise
 - 2) workers of any private enterprise possessing a compulsory education degree or only elementary school degree
 - 3) unemployed workers with job contracts not renewed (on the 31/12/2008) for job reinsertion or income support.

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.

Concerning the previous decrees, in 2009 it has been distributed by the Ministry of Labour to the Regions around the 70% of available resources of Decree 107/06 (€.100.398.502,32) and the 60% of the decree 40/07 (€. 122.948.442,28).

It can be noticed a speed up of the process, also in correlation with the impact of economic crisis; the availability of resources for training is considered of primary importance for activating active policy interventions aimed at increasing workers

⁴⁹ For a wider overview on Law 236/93 (detailed regional allocation, monitoring and evaluation), please consult *Report on continuous Training 2009*, Rome, 2009, pp.96-100.

⁵⁰ *Directorial Decree n. 320/V/2009*

skills and enterprises competitiveness. Compared to the last year (2008), there has been an increase of actions towards workers in Cassa Integrazione Guadagni (CIG) - both ordinary and extraordinary - and, at the same time, there is the inclusion of atypical and temporary workers, together with apprenticeship contracts.

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. Resources are addressed to Regions and Autonomous Provinces for the funding of training projects for employed workers, through two kind of actions:

- Workers training projects which, on the basis of contract agreements, envisage partial reduction of working hour
- Training projects submitted by the workers themselves

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 organizational development, with the aim of increasing companies' competitiveness.

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 42% of private enterprises and 56% of workers adhering to these Funds.

The Funds finance corporate, sectoral, local, and individual training plans (check also 6.1.2) , 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. Actually, the 42% of private italian enterprises and the 59% of workers, adhere to a Joint Interprofessional Fund.

National financial support to CVT through Joint Professional Funds is exclusively addressed to permanent workers.

CTPs - PERMANENT TERRITORIAL CENTRES

The Permanent Territorial Centres (CTPs) have been set up, with Ordinance of the Ministry of Education no. 455 of 29 July 1997, for adult education and training. They have been instituted to guarantee a wider educational and training offer, to better meet the different social requirements at national level. The system of Adult Education is currently under reform. The reform process started with the Ministerial Decree of 25th October 2007 that has established the Provincial centres for adult education (Centri Provinciali per l'Istruzione degli Adulti - CPIA).

The reform involves both courses run by CTP, and evening courses. A recent note from the Ministry (Note prot. 1033 of 22nd April 2009) confirms that the structure and the teaching as well as the management of the Provincial centres for adult education, is an integral part of the whole structure of the upper secondary education level. The same document establishes that the revision and reorganisation of the system will start from the school year 2010/2011.

Expenses for functioning of CTP and evening classes are met through:

- budget funds of the Ministry of education, university and scientific research;
- contributions allocated by the government in accordance with Law 440 of 18 December 1997 on the 'Fund for enrichment and widening of the educational offer and for equalizing interventions', destined to the 'full achievement of school autonomy (...) and development of recurrent and permanent education and training'. In addition: CIPE (Inter-ministerial Committee for Prices) funds; Contributions from the Regions and local authorities.

10.2.2 FUNDING FOR CVT IN ENTERPRISES

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".

According to the data from the third continuing vocational training survey, CVTS3 - *Continuing Vocational Training Survey* on the volume, content, cost and management of training in companies, Italy holds one of the last position in the european ranking: while the european average of companies offering training to their employees is around 60%, the Italian ones are the 32%, less than half of the eu average.

However, there is evidence of a growing trend compared to the previous CVTS2, carried out in 1999, when the percentage for Italy was 24%, while the European average was 62%. Moreover, other indicators harmonised at EU level for the same CVTS3 survey, reveal how Italian companies are closer to the European average data (even still far from the benchmarks of the *competitor* countries, like France, Germany and UK) as for example:

- 29% of workers (2,5 millions) has participated to internal or external training courses, against an European average of the 33%;
- on average, length of courses was 26 hours for Italy, against 27 hours in Europe;
- in 2005, the expenditure per employee on continuing training was 1.492 PPS (Power Purchasing Parities), while the cost per hour of training was 58 PPS, on an European average of respectively 1.413 e 52 PPS.

Cost of CVT courses for all enterprises fell from 2,2% in 1999 to 1,6% of total labour costs in EU-27 in 2005. The expenditure decreased particularly in Italy; expenditure of total labour cost decreased from 1,7 in 1999 till 1,2% in 2005.

Figures for expenditure on continuing training as a percentage of total labour costs show that it is strongly influenced by company size. The larger the company is, the more it spends on continuing training. In 2005, in EU-27, small companies invested 1,1% of total labour costs, compared to 1,4% in medium-sized companies and 1,9% in large companies ((table 17)). The same trend can be observed for Italian companies: for the same period, small companies invested 0,6%, medium ones the 1% and large companies 1,7%.

Table 17: Cost of CVT courses as % of total labour cost (all enterprises), 1999 and 2005

STAFF	10-49	10-49	50 - 249	50 - 249	250 +	250 +	TOTAL	TOTAL
TIME	2005	1999	2005	1999	2005	1999	2005	1999
EU 27	1.1		1.4		1.9		1.6	
EU 25	1.1	1.5	1.4	2.4	1.9	2.4	1.6	2.2
IT	0.6	1.2	1	1.5	1.7	2.2	1.2	1.7

Source: Eurostat (CVTS2 and CVTS3); Extracted on: 30-04-2010; Last update: 19-03-2010

Description: The indicator represents the Cost of CVT courses as % of total labour cost. Calculations are related to all enterprises participating in the survey (staff 10+) regardless of having carried out CVT courses or not.

10.3 FUNDING FOR TRAINING FOR UNEMPLOYED PEOPLE AND OTHER GROUPS EXCLUDED FROM THE LABOUR MARKET

The main financial resources for funding training for unemployed people and other groups excluded from the labour market 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.

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 28th 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.

In 2009, as a response to the economic crisis, some legislative measures were issued (Legislative Decree of the 29th of November 2008, no. 185, changed and converted into law of the 28 of January 2009, Anti-crises measures), which affected the development of training policies. Such measures were followed by State and Regions Agreements, and by agreements between each Region and the regional representatives of both sides of the industry. These agreements had the aim of contrasting the effects of the crisis on unemployment.

Anti-crisis measures include a budget of 8 billion Euros, of which 5.35 of national contribution and 2.65 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.

10.4 GENERAL FUNDING ARRANGEMENTS AND MECHANISMS

The training initiatives for employed workers (continuous training) represent a fundamental part of the Italian lifelong-learning strategy. As for general funding arrangements, we can mention:

- The joint interprofessional funds (see item 10.2) manage resources of an estimated €360-€400 million per year dedicated to supporting the training programmes proposed by businesses participating in the funds.
- Law 236/93 (see 10.2) represents an important development for continuous training because it makes application for individual training possible via

training vouchers. The preference for the issuance of the vouchers goes to the following categories of workers: those involved in mobility processes, those drawing extraordinary unemployment compensation, those with atypical contracts, those over 45 years old, and those in possession only of the middle school diploma. The resources appropriated and transferred to the Regions amount to €207.5 million (for each of the years of 2006 and 2007).

- Law 53/2000 (see 10.2) on training leave allows the funding of CVT vouchers for workers. 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 with the State financing (15 million/year).

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.

11.1 CLASSIFICATION OF NATIONAL VET PROGRAMS

11.1.1 MAIN CRITERIA USED TO ALLOCATE VET PROGRAMS

Classification of Italian qualifications, updated till 2003, has been implemented by the National Institute of Statistics (Istat), the main supplier of official statistical information in Italy. The classification has been implemented after consulting ISTAT, MIUR and INVALSI (National Institute for the Evaluation of the Education and training System) surveys till the academic year 2003/2004. The classification is coherent with the last version of the International Standard Classification of Education (ISCED97) used by OCSE, UNESCO e EUROSTAT in the provision of statistic indicators for the International comparison⁵¹.

Classification of vocational education programmes is described in section 5.1.

11.1.2 VET LEVELS IN THE NATIONAL EDUCATIONAL SYSTEM

LEVEL	EQUIVALENT IN ISCED	MINIMUM DURATION	MAXIMUM DURATION	AVERAGE DURATION	TYPICAL STARTING AGE OF PUPILS
LOWER SECONDARY	2	3 year	3 years	3 years	11
UPPER SECONDARY	3	3 years	5 years	4 years	14
POST SECONDARY	4	1800 hours (ITS courses) 1200 hours (IFTS courses)	2000 hours (ITS courses) 2400 hours (IFTS courses)	2 years (4 semesters)	Courses are not organised according to age levels
HIGHER EDUCATION					
FIRST DEGREE	5A	3 years		3 years	-
FIRST LEVEL MASTER DEGREE	5A	3 years	3 years	3 years	-
SECOND SPECIALIST DEGREE/MASTER DEGREE (LAUREA MAGISTRALE EX LAUREA SPECIALISTICA)	5A	2 years	2 years	2 years	-
SECOND LEVEL MASTER DEGREE	5A	1	1	1	-
POSTGRADUATE/RESEARCH DOCTORATE	6	3 years	4 years		-

⁵¹ For a wider framework of Istat classification, please consult: http://www.istat.it/strumenti/definizioni/titoli_di_studio/

POSTGRADUATE/ GRADUATE SCHOOL (SCUOLA DI SPECIALIZZAZIONE)	6	2 years	6 years	3 years	-
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11.2 FIELDS OF EDUCATION AND TRAINING

LEVEL	FIELDS OF EDUCATION/STUDY
<i>EXAMPLES:</i>	
UPPER SECONDARY LEVEL: UPPER SECONDARY SCHOOL(LYCÉE SYSTEM)	Classical studies, human sciences Scientific studies economics and commercial geometers artistic social-psycho-pedagogical studies
VOCATIONAL UPPER SECONDARY EDUCATION- TECHNICAL INSTITUTES	Aeronautical sector: air navigation, assistance to air navigation specialisations; Agricultural sector: agricultural and food, agro-industrial, agro-territorial, viticulture and winemaking, breeding, zootechnic specialisations; Commerce: legal-financial-business, business technical expert, qualified accountable specialisations, etc. ; Industry: mechanics, electrical engineering, electronics, data processing, chemicals, textiles specialisations, etc; Surveying: building, territorial specialisations Nautical sector: captain, machinery operator, shipbuilder specialisations; Business technical expert and foreign languages correspondent; Tourism; Social studies (the former technical institutes for girls): artistic, chemistry and biology, dietist, Community manager specialisations.
VOCATIONAL INSTITUTES: THE FOLLOWING THREE-YEAR SECTORS AND BRANCHES OF STUDY ARE OFFERED:	Agricultural sector Industry and crafts sector clothing and fashion chemical-biological industry mechanical industry energy systems Service sector Medical assistance sector non-conventional branches of study :bakery, furnishings industry, marble industry, ceramics, graphics industry, nautical-shipping industry audio-visual industry Photography
INITIAL VOCATIONAL TRAINING	Catering wellness tourist promotion and reception installation, maintenance of electric installations Mechanic
POST SECONDARY NON-TERTIARY EDUCATION AND TRAINING (ITS)	Training pathways concerning: energy efficiency sustainable mobility Technologies of life (domotics) New technologies for Made in Italy

	Innovative technologies for cultural heritage and cultural activities Technologies of information and communication
IFTS	<p>Agriculture</p> <p>Industry and handicraft:</p> <p>I - Manufacturing</p> <p>II - TIC</p> <p>III - Building</p> <p>Trade and tourism, transports</p> <p>I - Transports</p> <p>II - Tourism</p> <p>Public and private social services</p> <p>I - Environment</p> <p>II - Insurance and financial services</p>
HIGHER EDUCATION	<p>Non-university higher education institutes</p> <p>restoration</p> <p>cinematography</p> <p>regulation for the</p> <p>arrangement and keeping of archives</p> <p>to training of army officers and public safety force</p> <p>interpreters and translators training</p> <p>Afam institutes:</p> <p>art, with specialisations in painting, sculpture, decoration and set designing;</p> <p>dramatic arts with courses for actors and directors present in the National Academy of Drama;</p> <p>dance, with the specialisations for soloist dancer, choreographer and teacher;</p> <p>Music Conservatoires, now Higher Institutes for Music and Dance.</p> <p>University tertiary education:</p> <p>Courses and classes are organised in study areas: sanitary, scientific, social and classical areas. A complete list of laurea (L) and laurea magistrale classes is accessible on the national data base, regularly updated, on the website http://off.miur.it</p>

Source : Istat classification of italian qualifications, 2003

Among the most relevant legislative changes approved this year, a fundamental role is played by the reform of secondary education. The reform of *Licei* (Lycées - secondary education schools with a focus on classical subjects, science, music, art or languages) was approved on 4 February 2010 by the Council of Ministers. The reform will entry into force from school year 2010-2011 and is a crucial step towards the modernization of the Italian education system. The impact of the reform on the education system is important for all future education and training pathways.

Schools are urged to suggest new organizational models and to reform their curricula, as well as re-organize guidance activities and the use of new didactic methodologies.

As to their structure, *Licei* and technical schools will be based on two 2-year cycles, followed by a fifth year and a final examination. Vocational schools will have a total duration of five years, without the traditional third-year qualification, and will be based on two 2-year cycles; the second cycle will consist in 2 different annual cycles. The second cycle is divided into two single years in order to facilitate the transfer to education and training three-year courses.

Licei will be reorganized as follows:

- 2 mono-thematic areas (classic, linguistic);
- 4 options available in the area of science and human sciences (scientific-technological, human sciences, economic and social);
- 2 options available in the area of music and choir (a few schools will be activated for the first time in Italy);
- 3 options available in the artistic area.

Technical and vocational schools will not be based on options, but on areas and specializations (though less than in the past, in order to enhance the consistency of pathways).

From the second cycle, students will have the opportunity to participate in school-work alternance schemes and internships, in cooperation with advanced training institutions (Universities, technical institutes, conservatories, academies).

For all three types of secondary schools, new organizational models will be introduced (Departments, technical and scientific committees, Technical Offices) aimed at enhancing school autonomy and flexibility. These indications are contained in regulation schemes, inviting operators and institutional actors to discuss about a new system, irrespectively of consensus around specific proposals and consistently with vocational training.

11.3 LINKS BETWEEN NATIONAL QUALIFICATIONS AND INTERNATIONAL QUALIFICATIONS OR CLASSIFICATIONS

The links between Italian qualification and international classification by the moment are still connected to the ISCED Levels as in the previous Refernet Report was outlined.

Meanwhile the different system (school, university and vocational training) are providing their own reform actions following the EQF direction (learning outcomes, quality assurance) and referencing their qualification to EQF levels.

In 2008 ISFOL has been designated as national coordination point (NCP) by the Ministry of Labour and the Ministry of Education in order to pilot and support the referencing process of Italy to EQF. A technical group is currently working in order to plan actions aimed at referencing the Italian qualifications systems to the EQF by 2011 and to maintain a networking with other European countries in order to guarantee the transparency and consistency of the correlation between our system and the EQF levels. In next months a draft of the Referencing Report will be submitted to a public consultation process in order to achieve the maximum of dissemination and expectantly agreement.

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Website of ReferNet Project Italy:

http://www.isfol.it/Istituto/Presidenza/Comunicazione_e_documentazione_istituzionale/Il_progetto_ReferNet/index.scm

12.3 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

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