



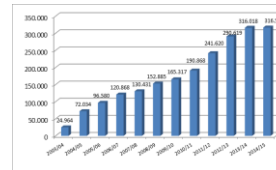
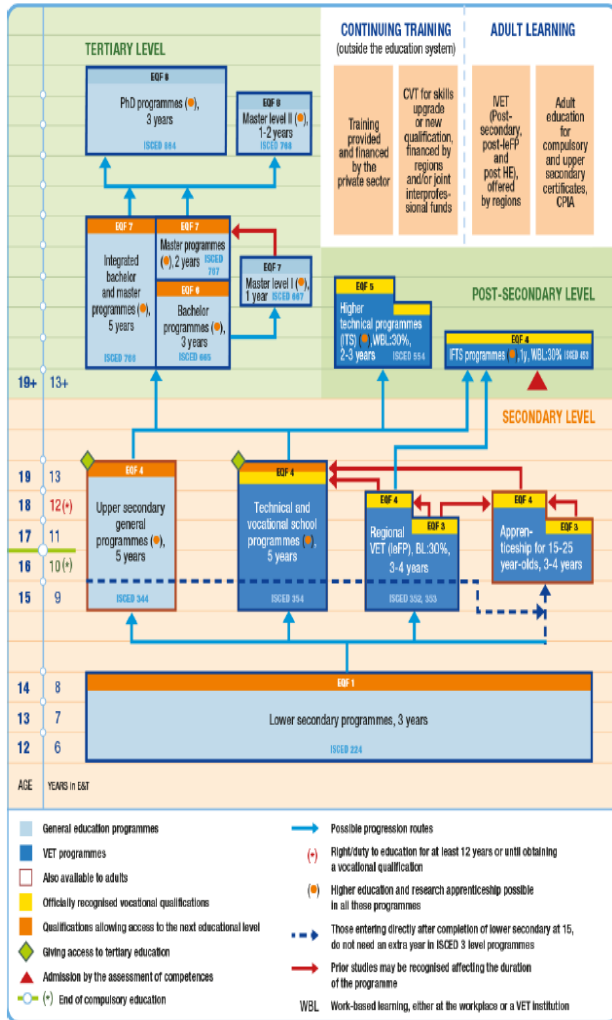
Rome, 5 December, 2017

ETF, Turkish Qualifications Authority and INAPP meeting

Vocational training system and lifelong learning in Italy

Alessandra Pedone
INAPP

KEY ELEMENTS OF THE ITALIAN VET SYSTEM

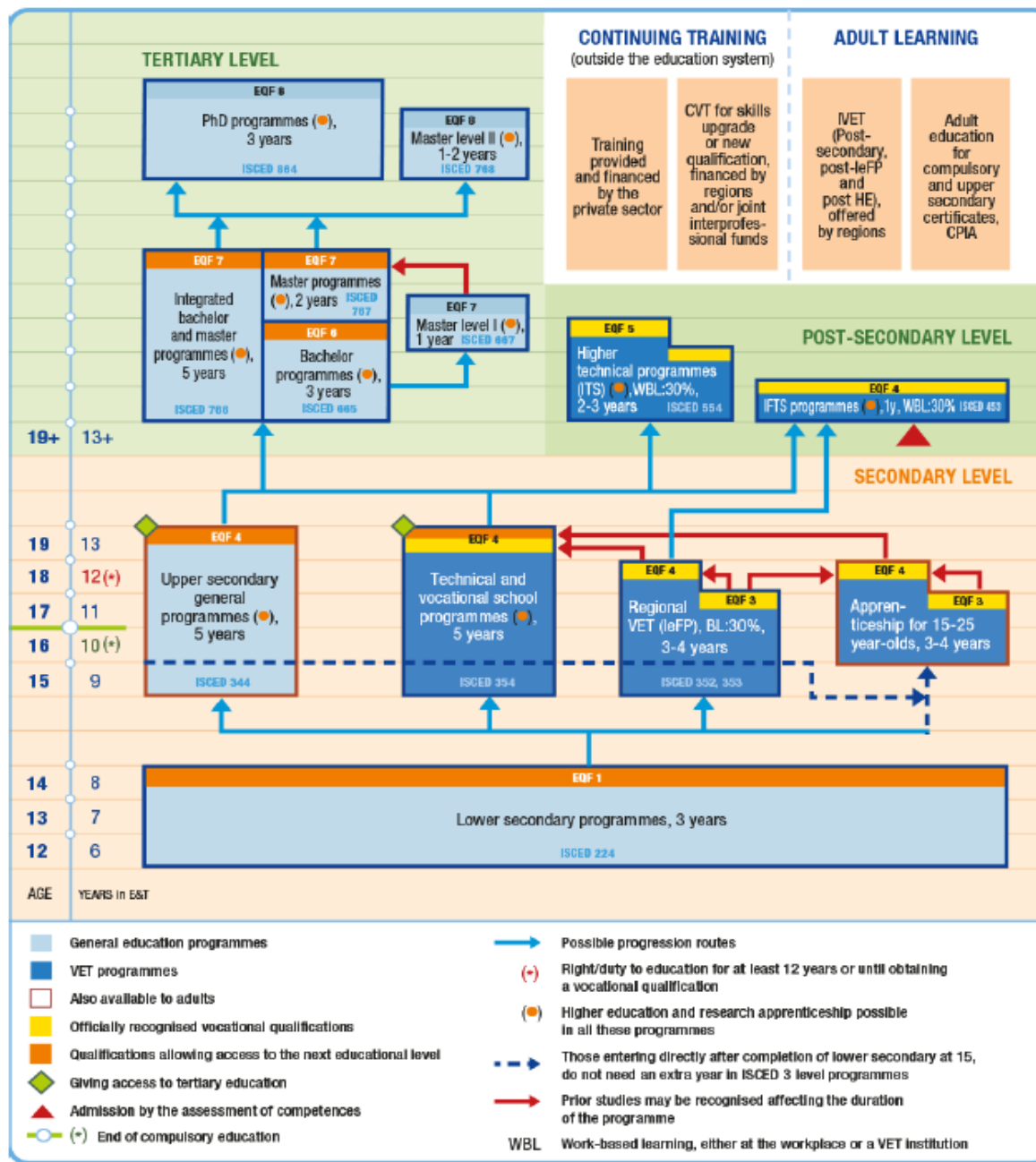


General Education and Vocational Education and training (IVET): VET Governance, VET at upper secondary level, post-secondary VET, post-higher Education VET, Apprenticeship type-scheme.



CVET: supporting policies and their financing system, Training Provided by Employers, Adult Education, non-formal learning.

V E T S Y S T E M I N I T A L Y



General Education and vocational training in Italy

VET Governance

Multilevel Governance: National, regional and local authorities.

Competences: Ministry of Education, University and Research (MIUR) and the Ministry of Labour and Social Policies (MLPS) set the framework, while Regions and Autonomous Provinces are in charge of planning, organisation and provision.

Compulsory Education: All young people have the right/duty (diritto/dovere) (Law 53/2003) to pursue their education and training for at least 12 years before reaching age 18 and should not leave education and training without a qualification. Compulsory education lasts 10 years, up to 16, and includes the first two years of upper secondary general education or VET.

General Education and vocational training in Italy From pre-Primary school to the second cycle

- **Pre-primay school** non compulsory lasting 3 years (3-6 years of age);
- **I cycle of education:**
 1. primary education lasting 5 years (6-11 years of age)
 2. lower secondary school lasting 3 years (11-14 years old students);
- **II cycle of education:**
 1. upper secondary school (5 years, 14-19 years old students): licei (artistic, classical, linguistic, scientific, human sciences, music and dance), technical school (Istituti tecnici), vocational school (Istituti Professionali):
 - Technical school programmes provide an upper secondary education diploma – Technical schools EQF 4 (such as: tourism, graphics and communication, administration, finance and marketing);
 - Vocational school programmes provide an upper secondary education diploma – Vocational schools EQF 4 (such as: services for agriculture and rural development, social and health services, etc.).
 2. Regional Education and Vocational training programmes (3 or 4 years, 15-19 years old students) (IVET - leFP) designed and organised by the Regions:

Upon completion of the 3-year leFP courses, a qualification of professional operator is granted (EQF Level 3); while at the end of the fourth year a technician professional diploma is achieved (EQF Level 4).

The qualification or the professional diploma can be achieved also by the **apprenticeship**, upon attendance of a pre-established number of training hours. (Dual system experimentation since 2016).

General Education and vocational training in Italy

Post-secondary VET

Post-secondary VET programmes were reorganised in 2008 and there are 3 different training options:

- a) higher technical education and training (istruzione e formazione tecnica superiore, IFTS) EQF 4;
- b) higher technical institutes (istituti tecnici superiori, ITS) EQF 5;
- (c) Post higher Education VET : courses offering a specialisation, organised by the Regions or the autonomous provinces (400 - 600 hours), leading to a regional qualification that corresponds to specific occupation areas not listed in the national register of qualifications.

General Education and vocational training in Italy

Post-secondary VET

Apprenticeship in Italy designates a work contract with a specific training purpose; it includes both on-the-job and classroom training.

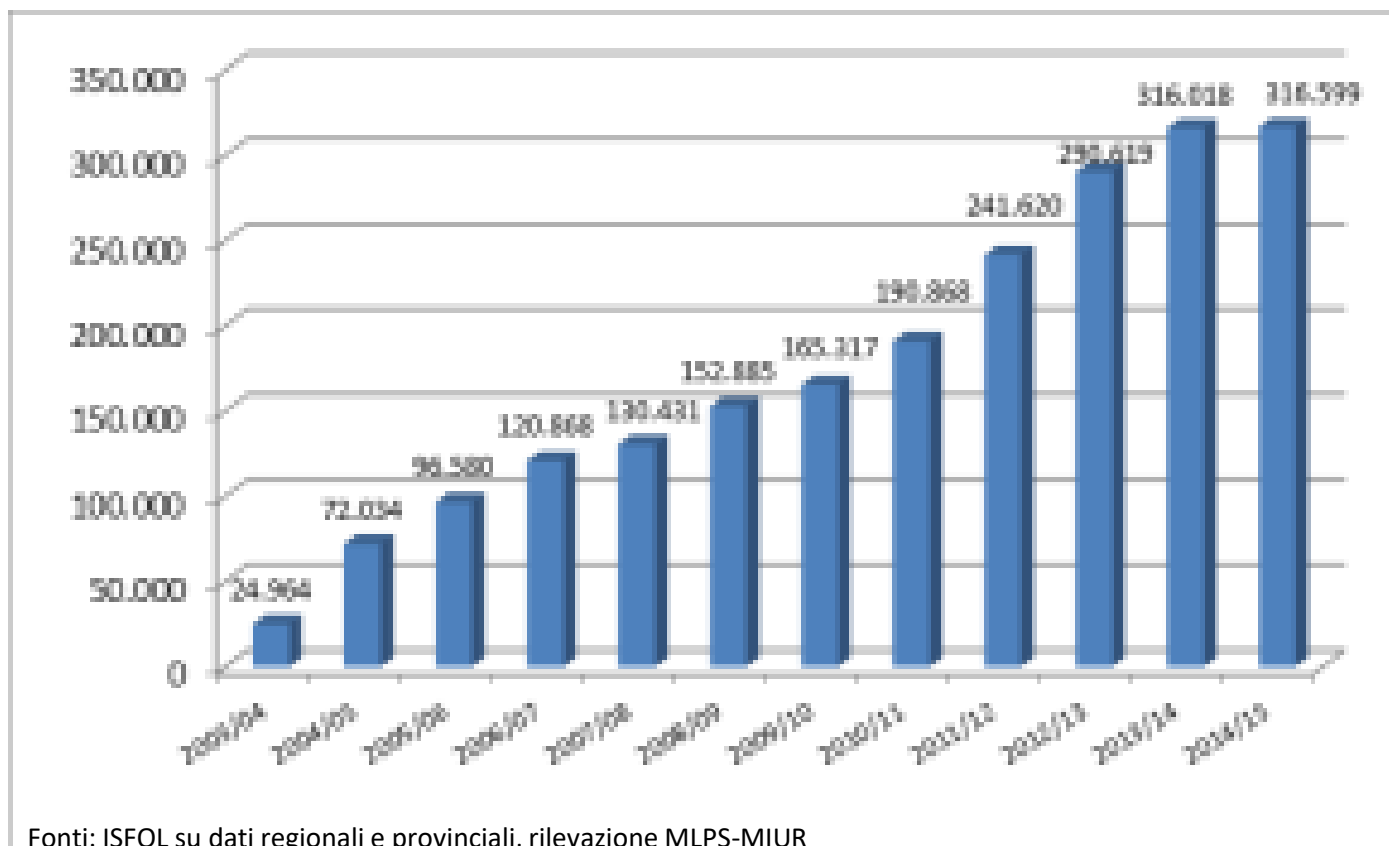
At the post-secondary level **apprenticeship** system (besides the 1st level apprenticeship for the qualification and the professional diploma) includes other 2 types of contract:

- **Professional apprenticeship (apprendistato professionalizzante o contratto di mestiere)** (18 to 29 year-olds) leading to a regional qualification provided for in the collective bargaining agreements and required on the labour market. Maximum duration of three years (exceptionally five years for the crafts sector) ;
- **Higher education and research apprenticeship (apprendistato di alta formazione e di ricerca) (III level)** (18 to 29 year-olds). Qualification levels encompassing EQF levels 4-8, normally offered through school-based programmes, in higher education or at universities, including a doctoral degree. Apprentices can also engage in research activities in private companies or pursue traineeship required to access the liberal professions (lawyer, architect, business consultant).

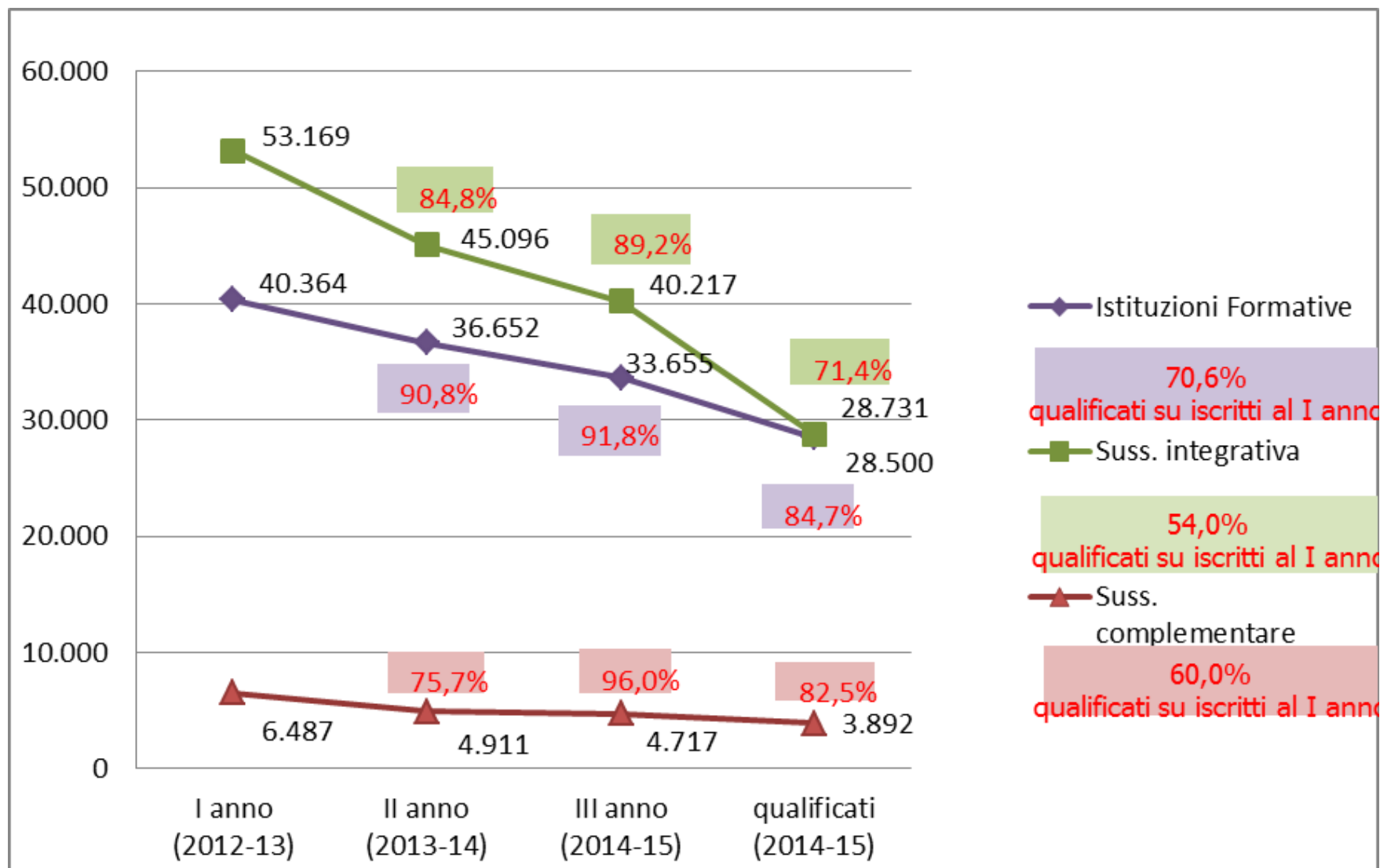
General Education and vocational training in Italy Participation

Since 2003 number of students enrolled is growing : from 24.964 (2003) to 190.000 (2010)

People enrolled to leFP (I-III year) in the last 4 years, by typology



IVET Learning Success

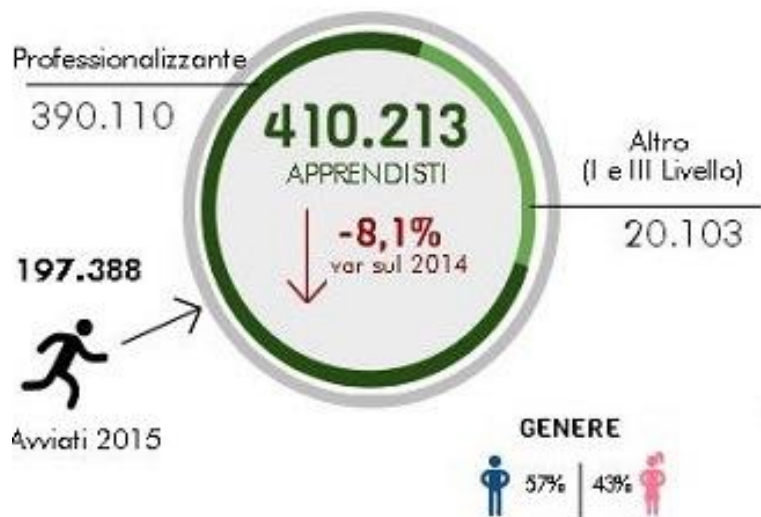


Fonti: ISFOL su dati regionali e provinciali, rilevazione MLPS-MIUR

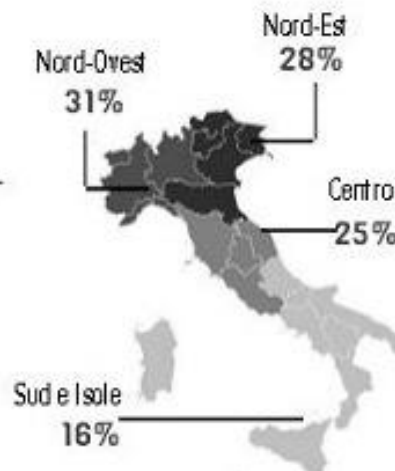
Apprenticeship

OCCUPAZIONE IN APPRENDISTATO

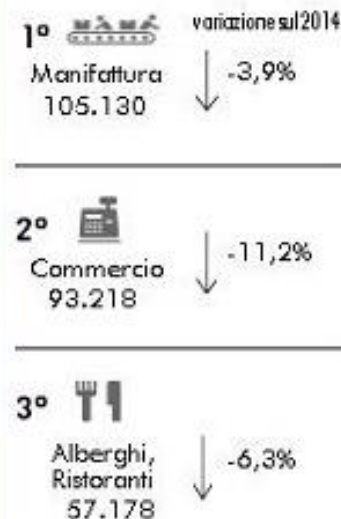
Dati 2015 (stock medio)



RIPARTIZIONE GEOGRAFICA



SETTORI



Dati 2015

APPRENDISTI IN FORMAZIONE



151.396

I LIVELLO



4.160
iscritti

2.255
I MINORI

PROFESSIONALIZZANTE



146.681
iscritti

III LIVELLO



555
iscritti

Dati 2014



CVET
Supporting policies and their
financing system
Training Provided by Employers
Adult Education
Non-formal learning

CVET in Italy

Adult Education (educazione degli adulti) is a set of programmes/courses or education and training activities aiming to update adult vocational skills or improve their literacy. Under the remit of the Ministry of Education (MIUR), it is provided by provincial centres for adult education (centri provinciali per l'istruzione degli adulti, CPIA). The new centres have taken the functions so far carried out by the Permanent Territorial Centres (CTP) and school institutions evening courses where take place.

CVT, targeted to employed or unemployed people is composed by public and private training offer. In the public system Regions, Autonomous Provinces and Social Partners, operates mainly through National Laws (Leggi 236/93 and 53/00) and the ESF, and in the companies mainly through the Inter-professional funds (Fondi Paritetici Interprofessionali).

Non-formal Learning and lifelong learning :

Current institutional and financial system, which promotes non-formal learning, has developed in Italy over the past 20 years. Various types of courses (formazione permanente) provided by Universities and ONG.

CVET in Italy Interprofessional Funds

Fondi	Dicembre 2016			Partizione % dei dipendenti
	Adesioni – Matricole Inps	Partizione % delle adesioni	Dipendenti*	
FonArCom	155.277	16,1	959.806	9,3
Fon.Coop	18.984	2,0	532.162	5,2
Fon.Ter	43.795	4,5	283.421	2,7
Fond.E.R.	11.613	1,2	121.449	1,2
Fondimpresa	187.201	19,4	4.575.493	44,3
For.Agri	3.995	0,4	28.350	0,3
Fondo Artigianato Formazione	159.376	16,5	600.940	5,8
Fondo Banche Assicurazioni	1.457	0,2	464.618	4,5
Fondo Formazione PMI	38.919	4,0	297.935	2,9
Fondoprofessioni	48.637	5,0	169.974	1,6
FormAzienda	87.053	9,0	570.013	5,5
For.Te	124.690	12,9	1.189.041	11,5
Fonditalia	75.831	7,9	360.082	3,5
Fondo Formazione Servizi Pubblici Industriali	2.020	0,2	130.858	1,3
FondoLavoro	5.354	0,6	29.266	0,3
Fondo Conoscenza	1.111	0,1	4.604	0,0
Totale Fondi per dipendenti	965.313	100,0	10.318.012	100,0
Fondir	4.741	22,3		
Fondirigenti	15.979	75,3		
Fondo Dirigenti PMI	503	2,4		
Totale Fondi per Dirigenti	21.223	100,0		
Totale	986.536			

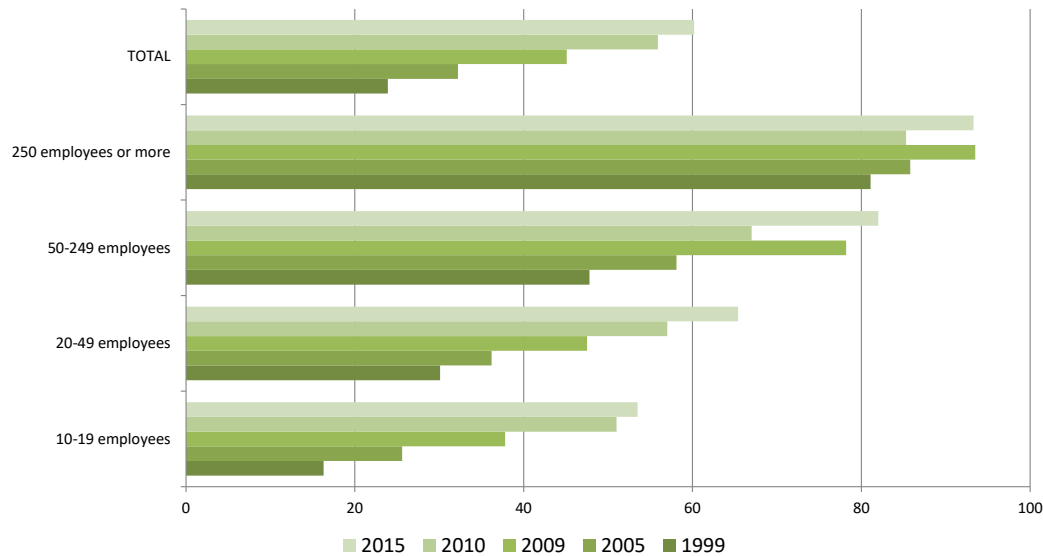
Fonte: elaborazione Isfol su dati MLPS/Inps (Uniemens)

CVET in Italy

Training Provided by Employers

Training provided by employers in the period 1999-2015, had registered a gradual and consistent growth. Regardless the size of the company, statistical indicators measuring the development and spreading of on-the-job training had registered a continuous increase.

Training enterprises (%) by size class (Italy, 1999-2015)



Source: ISTAT CVTS, ISFOL INDACO-CVTS survey

CVET in Italy New Trends

Training Provided by Employers

Intangible Assets

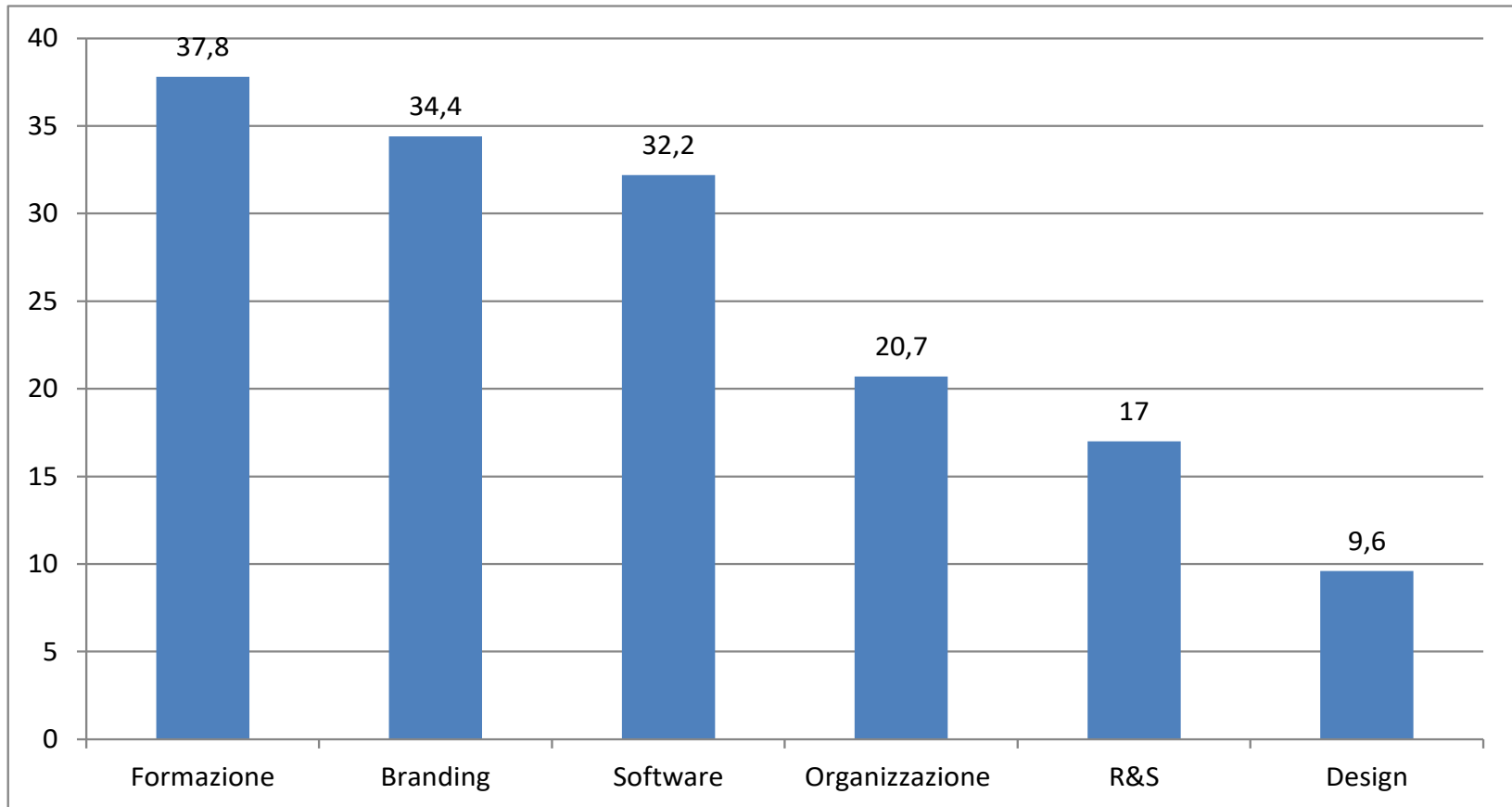
Definition. Activities normally related to innovation processes: in company training, acquisition of software, investments in corporate reputation, image and trademarks, research and development, design activities, business organisation, improvement of business management and production processes, other intangible assets development activities.

The INAPP Statistical Survey "Intangible assets and human capital" measures the activities carried out by Italian enterprises to improve their 'intangible' assets and to enhance their competitive skills with a positive impact on economy.

81.000 companies (66,8%) invested in intangible assets

On-the-job training is the main activity (37,8%). INNOVATION REQUIRES TRAINING

Companies and *intangible assets*



Fonte: INAPP - Intangible Assets Survey

CVET in Italy New Trends

INAPP Survey on the Supply of the Vocational Training (OFP)

The INAPP survey detects the characteristics and dynamics of the training system, publicly funded by the Italian Regions, carried out by the structures that provide vocational training in all sectors (basic training, advanced training, ITS, apprenticeship, CVT, training for disadvantaged groups).

The survey provides the key indicators of vocational training: impact of the structures that have provided training, participation in training, access, intensity and volume of training courses. It detects also the characteristics of training, of the trained, the human resources employed and services provided, the innovative processes and the relationships with the SMEs, the impact of the economic crisis and the anti-crisis strategies activated.

The survey is included in the National Statistics Plan of Sistan. It has a sample size of 1,200 educational institutions.

CVET in Italy New Trends

INAPP Survey on the Supply of the Vocational Training (OFP)

The results

The INAPP survey results shows how is important a radical change in the governance of the training systems:

- **New models** for programming and managing training activities;
- **Match** training and labour policies, linking training providers and companies, citizens and institutions;
- Put much more emphasis on the **demand** (citizens and companies) rather than on the offer (training providers);
- More **quality training** (targeted and more user oriented);
- Strengthen and **customise** guidance and counselling services;
- Less **bureaucratic logic** means more quality projects;
- Rethink **objectives and way of delivering training**, through innovative organisational contexts .

Alessandra Pedone – a.pedone@inapp.org



INAPP - Istituto Nazionale per l'Analisi delle Politiche Pubbliche
Corso d'Italia, 33 - 00198 Roma - tel. +39.06.85447.1 - www.inapp.org