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The education question in Italy
between the European challenges
and the regional dualism

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Summary

- Objectives, reference framework and expected outcomes.
- The European and Italian scenario in education and training.
- Regional gaps in the involvement in CVT: a SMOP analysis.
- Education and training impact on a Company's core competencies: skill mismatch and overeducation.
- Training needs analysis and Training Supply: Isfol-OFP survey.
- Conclusions and policy proposals.
- Methodology, statistical sources, bibliography.

Introduction

Objectives:

- European and national initiatives and regulations on the subject of **lifelong learning** and skills development (scenario).
 - The key role attributed to the development of specialized technical and technological **skills**.
- Reference Framework: **Continuing Vocational Training (CVT)**
 - Multidisciplinary review** of the relevant literature
 - Statistical Data** and **sources** employed
 - Focus: regional training gaps (**SMOP methodology**)



OUTCOMES

- ✓ **Policy proposals**, particularly in the CVT field
- ✓ Further **hypothesis** and suggestions

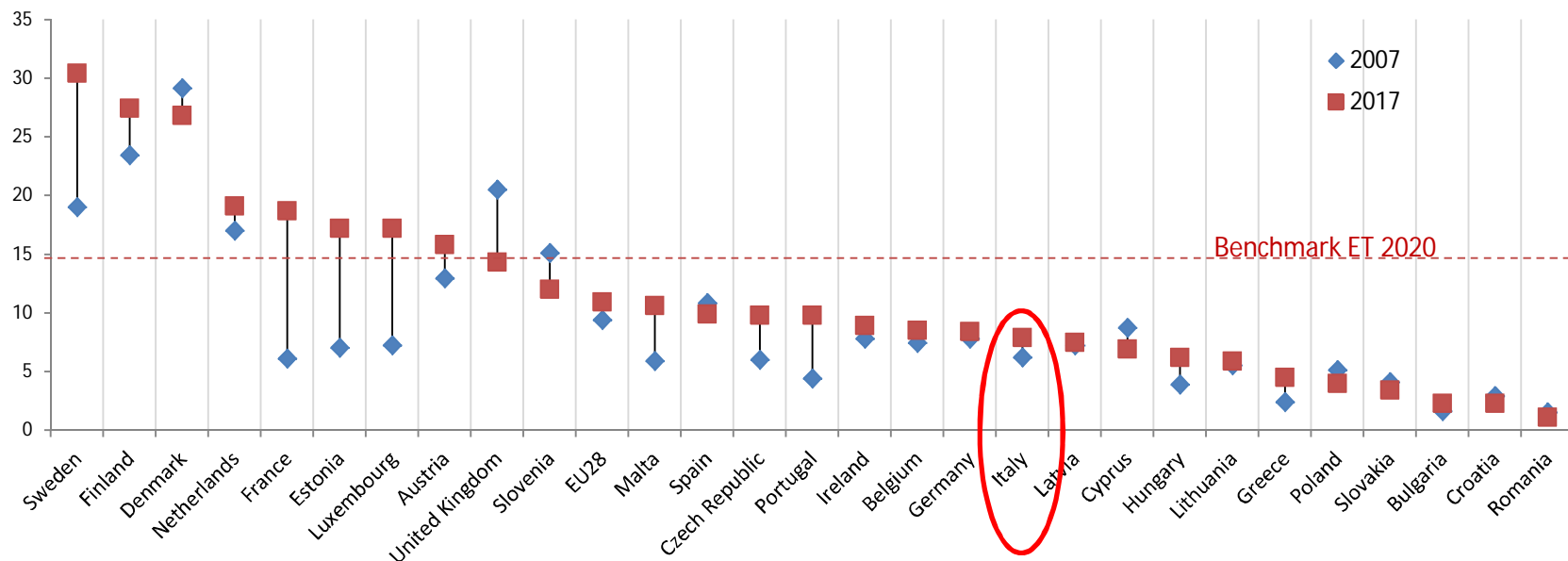
The European scenario

Strategy for a knowledge-based development, role of Education and Training, and **integration** between lifelong learning, R&S and innovation (Lisbona, EU2020, I4.0, Skills strategy).

Quality assurance frameworks in vocational education and training (**EQAVET**, **accreditation** of training facilities, certification and acknowledgement of training credits).

Mismatch outputs in **education** and **training** activities.

Participation in **Education and Training** in EU countries compared to the ET 2020 Benchmark (aged 25-64, 2007, 2017)

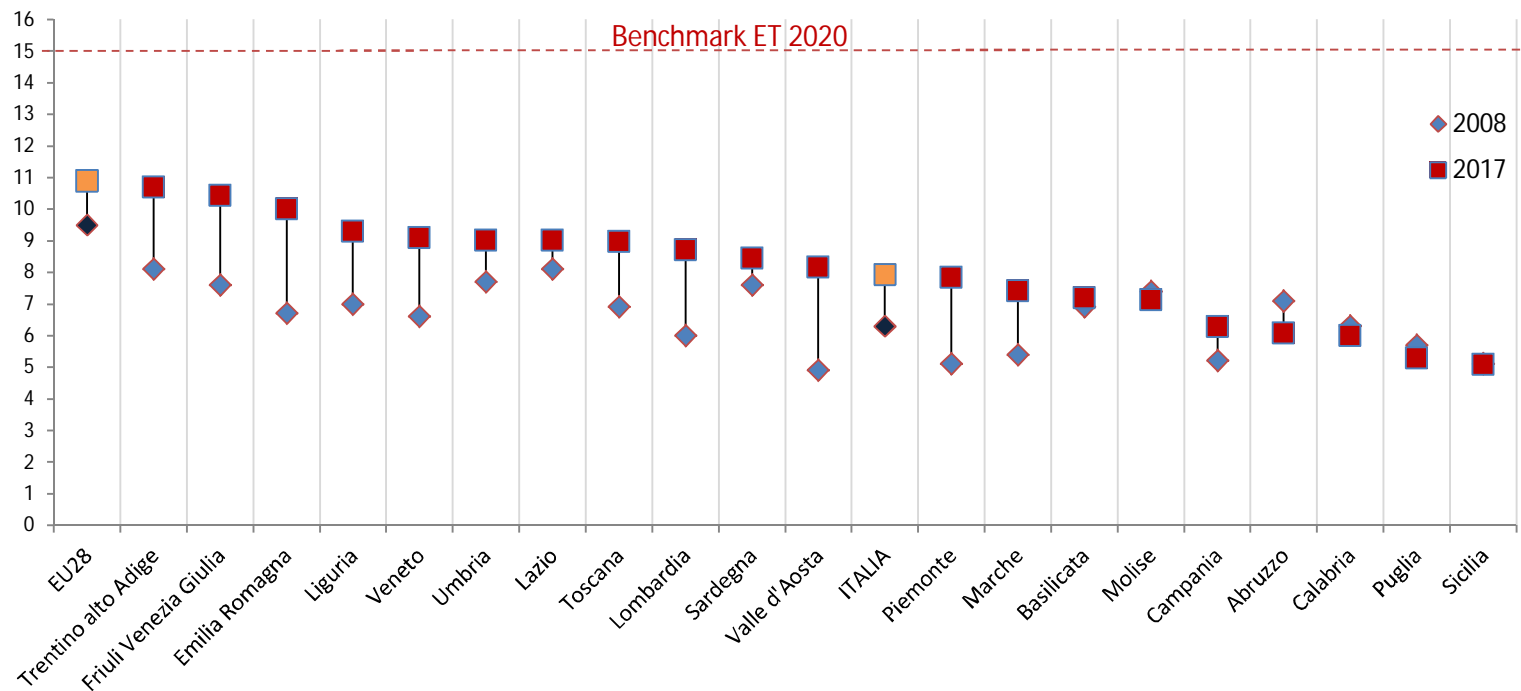


Source: Inapp elaboration on Eurostat data (LFS).

The Italian scenario

Gaps in Training participation between North and South, due to Regional dualism:

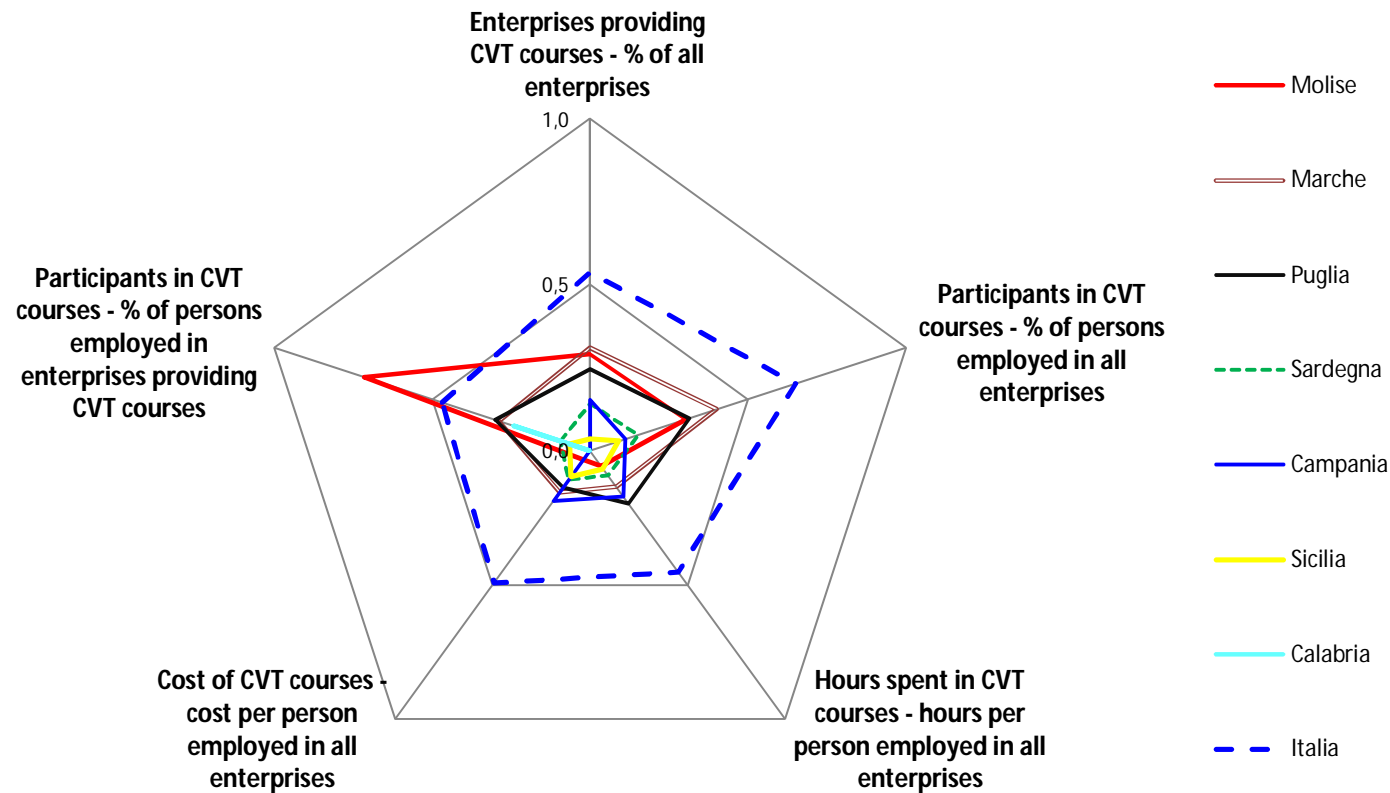
Participation in **Education and Training** in Italian Regions compared to ET 2020 Benchmark (aged 25-64, 2008, 2017)



Source: Inapp elaboration on Istat data (RCFL).

CVT participation: a SMOP analysis on key indicators

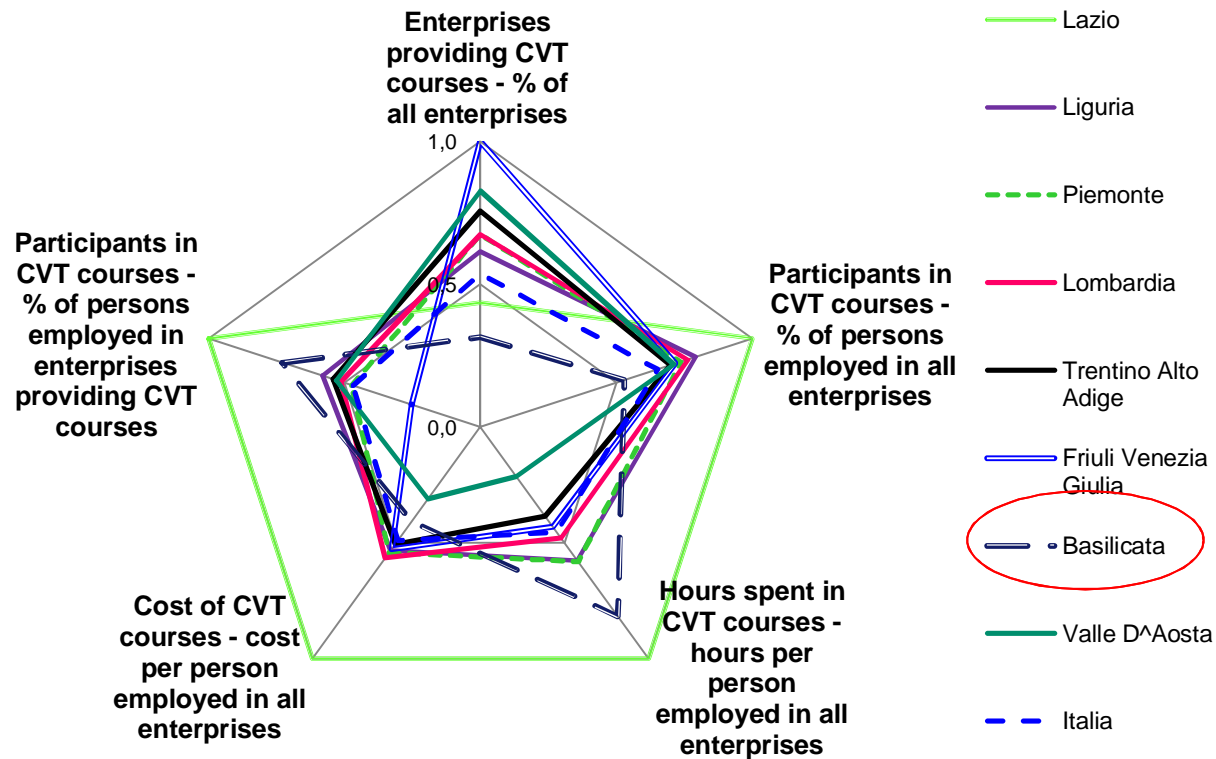
Worst performances in 2015: six regions of the South, one of the Centre.



Source: Inapp elaboration on Istat data (CVTS-5).

CVT participation: a SMOP analysis on key indicators

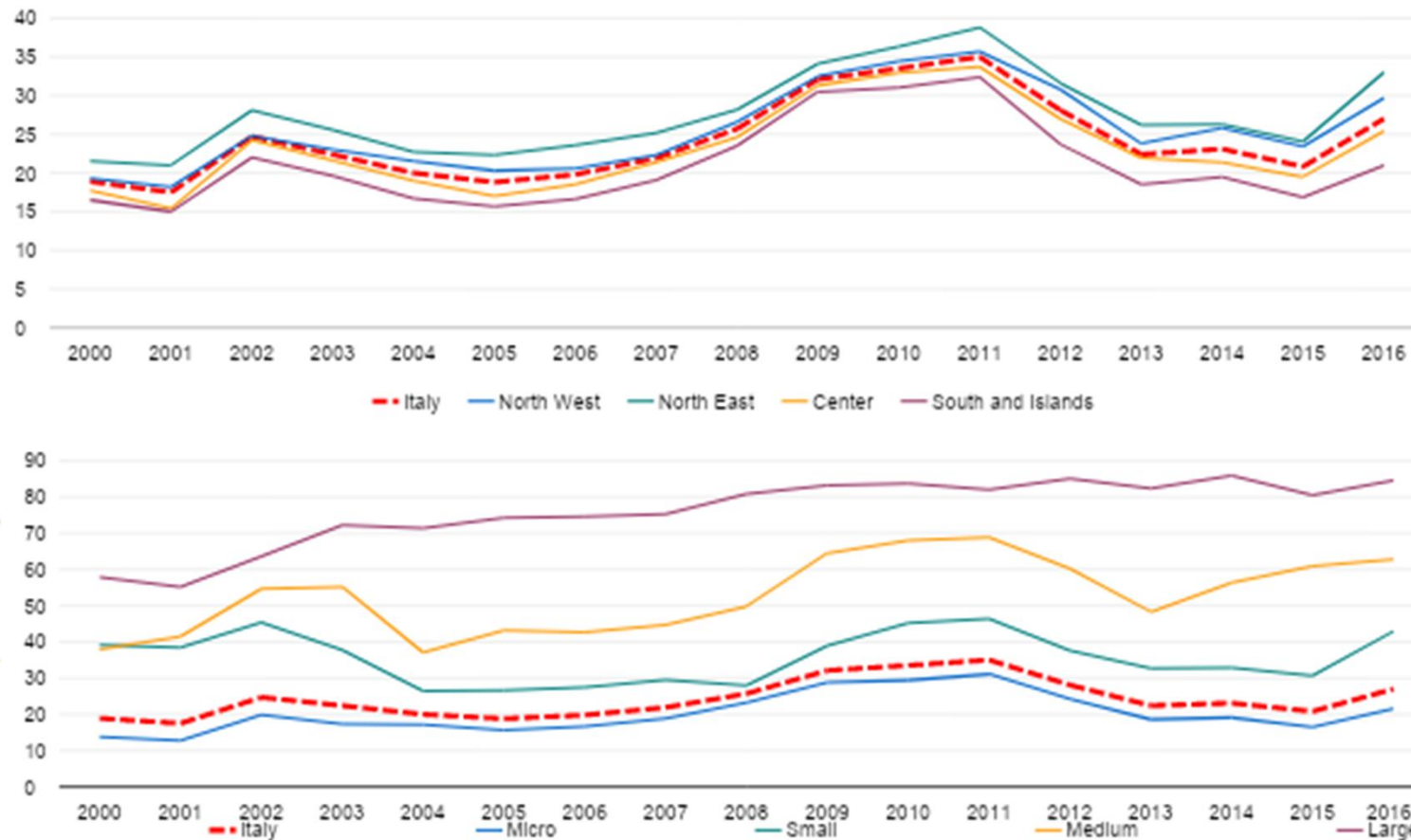
Best performances in 2015: six regions of the North, one of the Centre, one of the South.



Source: Inapp elaboration on Istat data (CVTS-5).

CVT participation

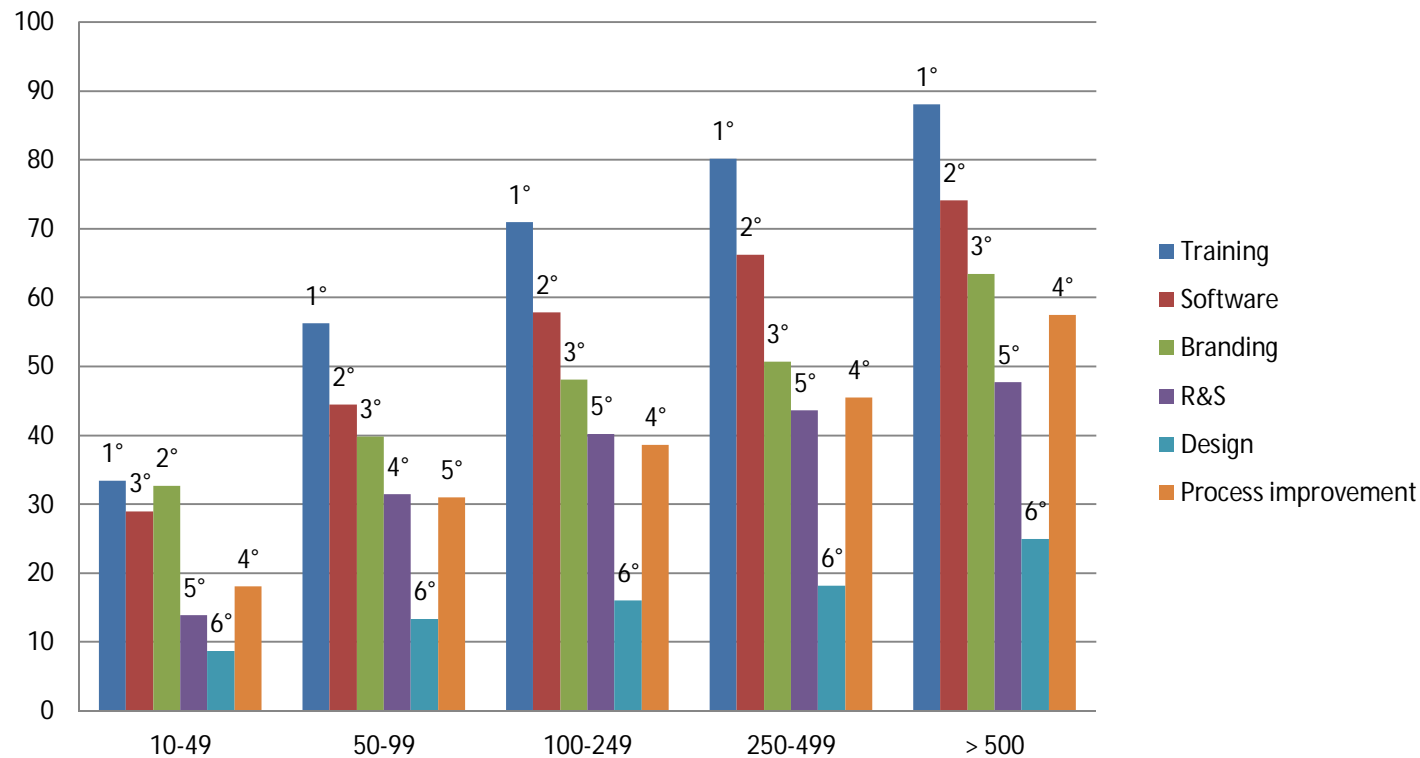
But **enterprises dimension** influences propension to CVT more than geographical location.



Source: Inapp elaboration on Excelsior-Unioncamere data, 2000-2016.

CVT participation

Enterprises size also influences the investments in **Intangible Assets**.




Source: Isfol, Intangible Assets Survey (IAS), 2012.

From training to skills

- Small dimension of the enterprises is a **vulnerability factor** which undermines the company's competitiveness within the Global market.
- This factor has a negative impact especially in the South, whose production base is characterized by the **scarcity of big enterprises** and its related industries (as for Melfi).
- Modest level of **educational attainment of small companies entrepreneurs** (only 14,6% has a tertiary education) and of their employed (Istat, *Rapporto sulla conoscenza*, 2018).
- **Skills** associated with education are elements determining enterprises **competitiveness** in knowledge and innovation (Istat, *Rapporto sulla competitività*, 2018).
- The **skill mismatch increases**: in 2016 underskilled are 21,9%, overskilled the 31,8% of the employed (35% in 2017) (Istat, *Rapporto sul mercato del lavoro*, 2018).

Skill mismatch and overeducation

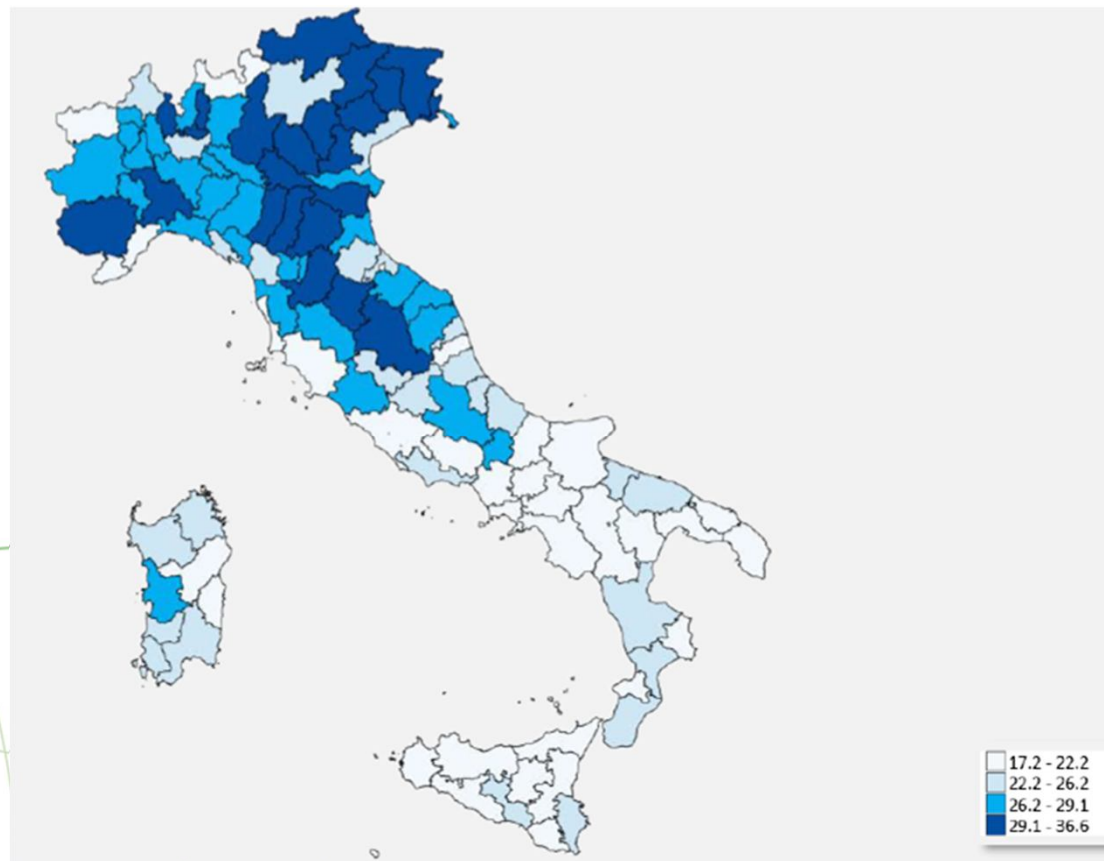
20 jobs with most **difficulties in recruiting:**

	QUOTA % ENTRATE DI DIFFICILE REPERIMENTO	DI CUI % PER RIDOTTO NUMERO DI CANDIDATI	DI CUI % PER INADEGUATEZZA DEI CANDIDATI
 Insegnanti di discipline artistiche e letterarie	65,6	26,0	35,1
Analisti e progettisti di software	60,7	43,2	15,4
Specialisti di saldatura elettrica	60,5	24,2	32,3
Installatori, manutentori e riparatori di apparecchiature informatiche	60,2	10,2	49,9
Agenti assicurativi	60,2	24,0	27,5
Elettrotecnici	58,6	32,1	23,0
Animatori turistici e professioni assimilate	57,9	9,0	47,2
Tecnici programmatori	56,2	35,0	19,3
Saldatori e tagliatori a fiamma	55,1	27,1	25,3
Tecnici elettronici	54,0	23,1	27,2
Attrezzisti di macchine utensili e professioni assimilate	53,8	28,2	23,5
Meccanici e montatori apparecchi ind. termici, idraulici e di condiz.	53,4	26,7	25,8
Ingegneri energetici e meccanici	52,4	34,9	14,3
Operatori delle attività poligrafiche di pre-stampa	51,4	44,9	6,6
Agenti immobiliari	51,4	33,6	13,2
Ingegneri elettrotecnici	51,1	40,4	10,7
Specialisti nei rapporti con il mercato	50,9	16,5	29,7
Pellicciai, modellatori di pellicceria e professioni assimilate	50,5	31,5	17,4
Rappresentanti di commercio	50,0	23,4	14,7
Tecnici meccanici	49,9	25,3	22,6

Source: Unioncamere-ANPAL, Sistema Informativo Excelsior.

Skill mismatch and overeducation

Geographical-based planned incomes of difficult recruiting (% share of the total):



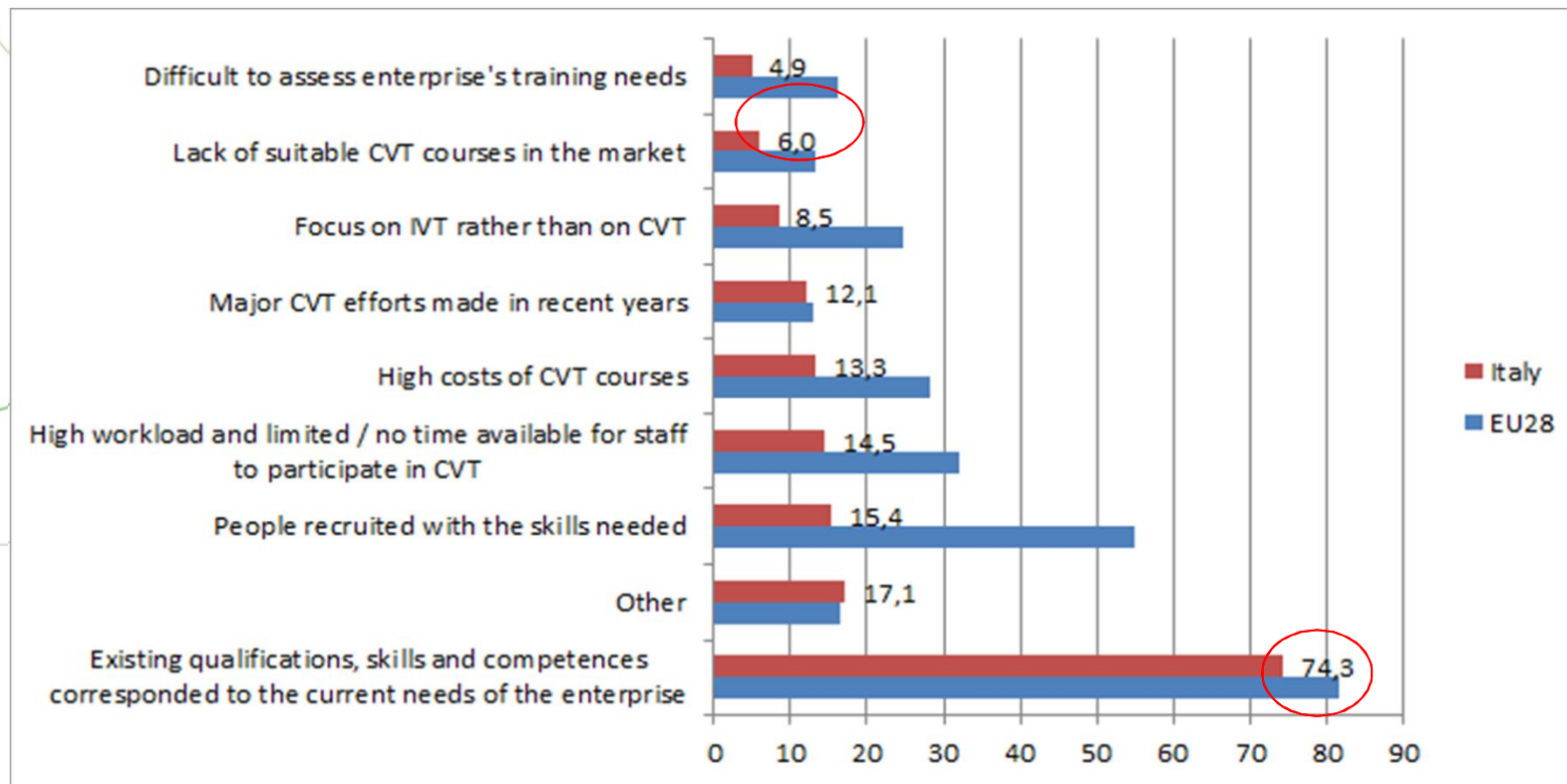
Source: Unioncamere-ANPAL, Sistema Informativo Excelsior.

Skill mismatch and overeducation

Enterprises that have **not** carried out **training activities** in 2015 mostly claimed they already internally owned the necessary skills. Only the 6% complained about a lack of suitable CVT courses.

There seems to be a lack of awareness regarding the necessity for analysis of the training needs, while the costs are not seen as a decisive obstacle.

15% of the enterprises prefer to recruit staff with the existing skills and competences that match the current needs.

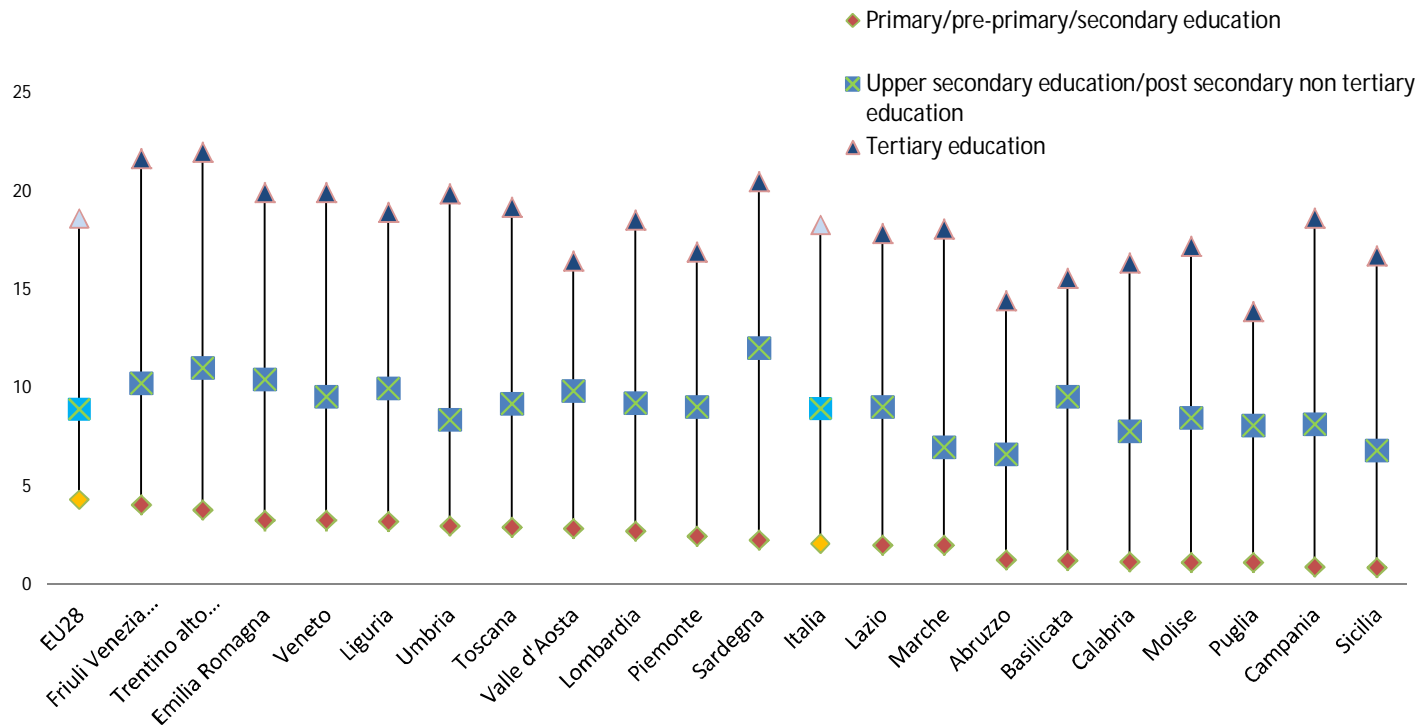


Source: Inapp elaboration on Eurostat data (CVTS-5).

Skill mismatch & overeducation

Among the working-age population (25-64 years old), people with a higher level of education are more involved in the training and learning process.

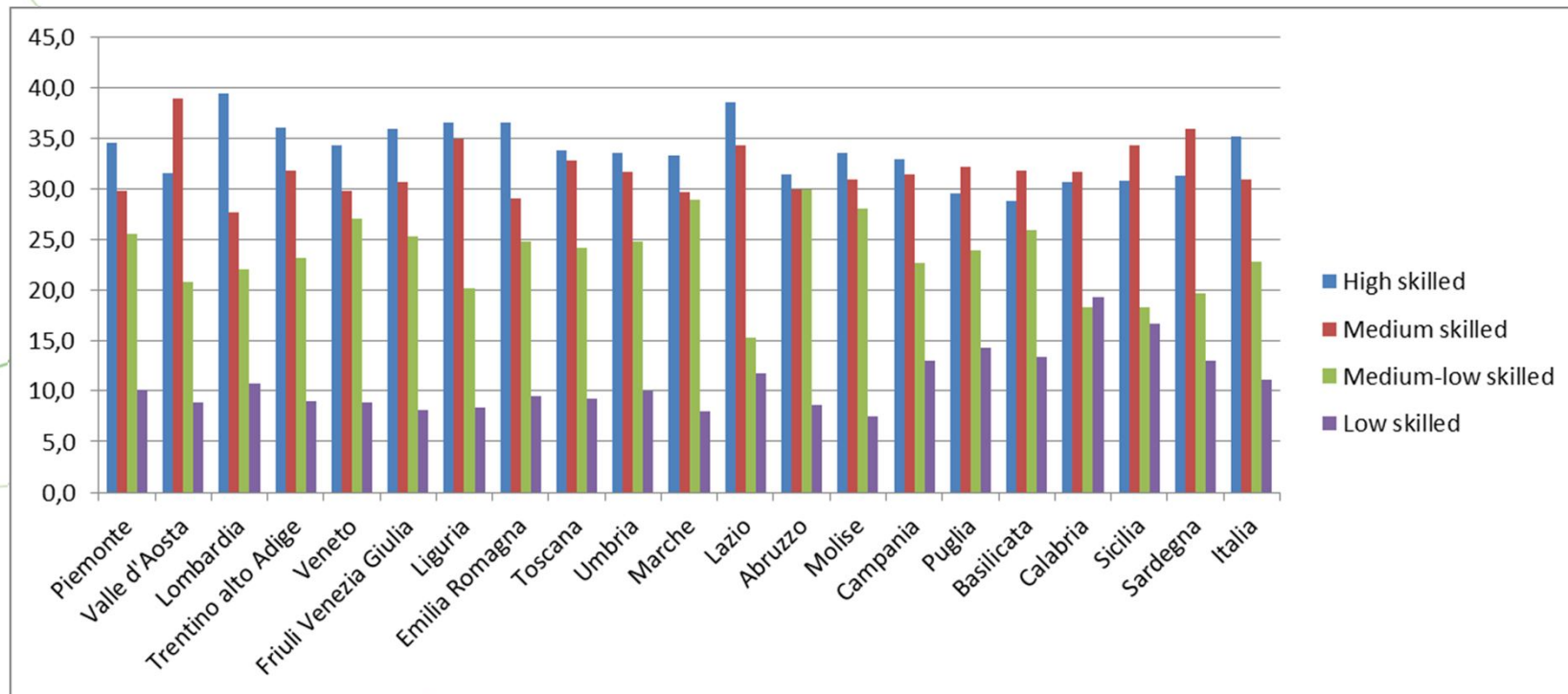
The Southern regions have the lowest ranking as far as **access to training and education** for people with a modest level of education.



Source: Inapp elaboration on Istat data (RCFL, 2017).

Skill mismatch and overeducation

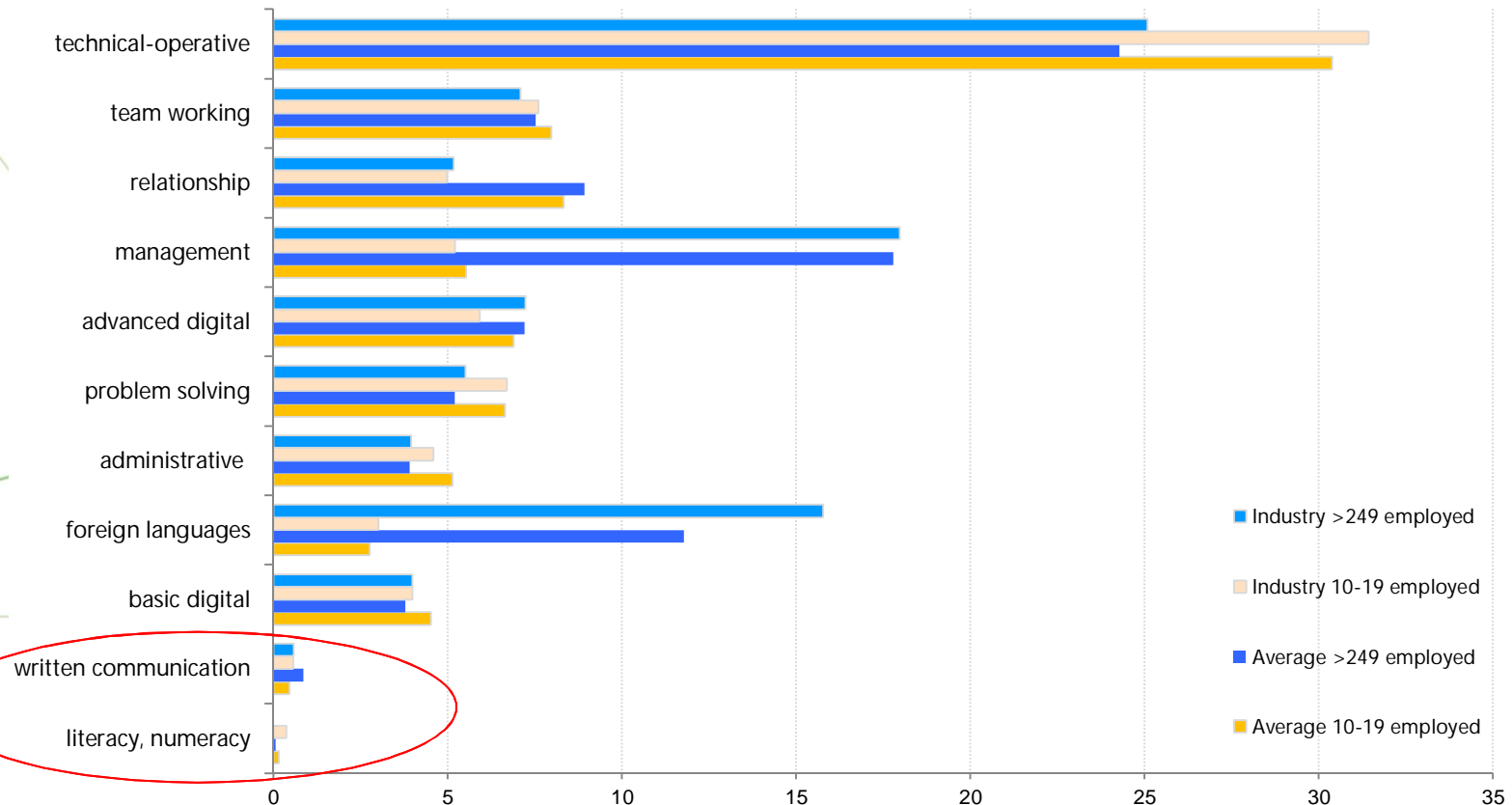
Distribution of employees **by skill level** highlights that the regions of the South have the increased presence of medium/low skilled jobs.



Source: Inapp elaboration on Istat data (RCFL, 2017).

Skill mismatch and overeducation

Despite underqualified employees with a low level of education, the companies have not invested much in **Basic skills** (written communication, literacy, numeracy). CVT does not seem to have a complementary role compared to education.



Source: Inapp elaboration on ISTAT data, Italy (CVTS-5, 2015).

Skill mismatch and overeducation

What are the causes of this mismatch? A poor training system or an objective struggle of *all* stakeholders involved to understand and anticipate the vocational training and professional needs, in a rapidly changing world?

According to some, the main responsibility is to be found in a training system that struggles to align its offer, in the lack of a good practice to link up with the enterprises needs, in the struggle to design a structured plan that integrates all parties of the area, with the approach of a supply chain, by developing methods to acknowledge training credits and proven technical competences.

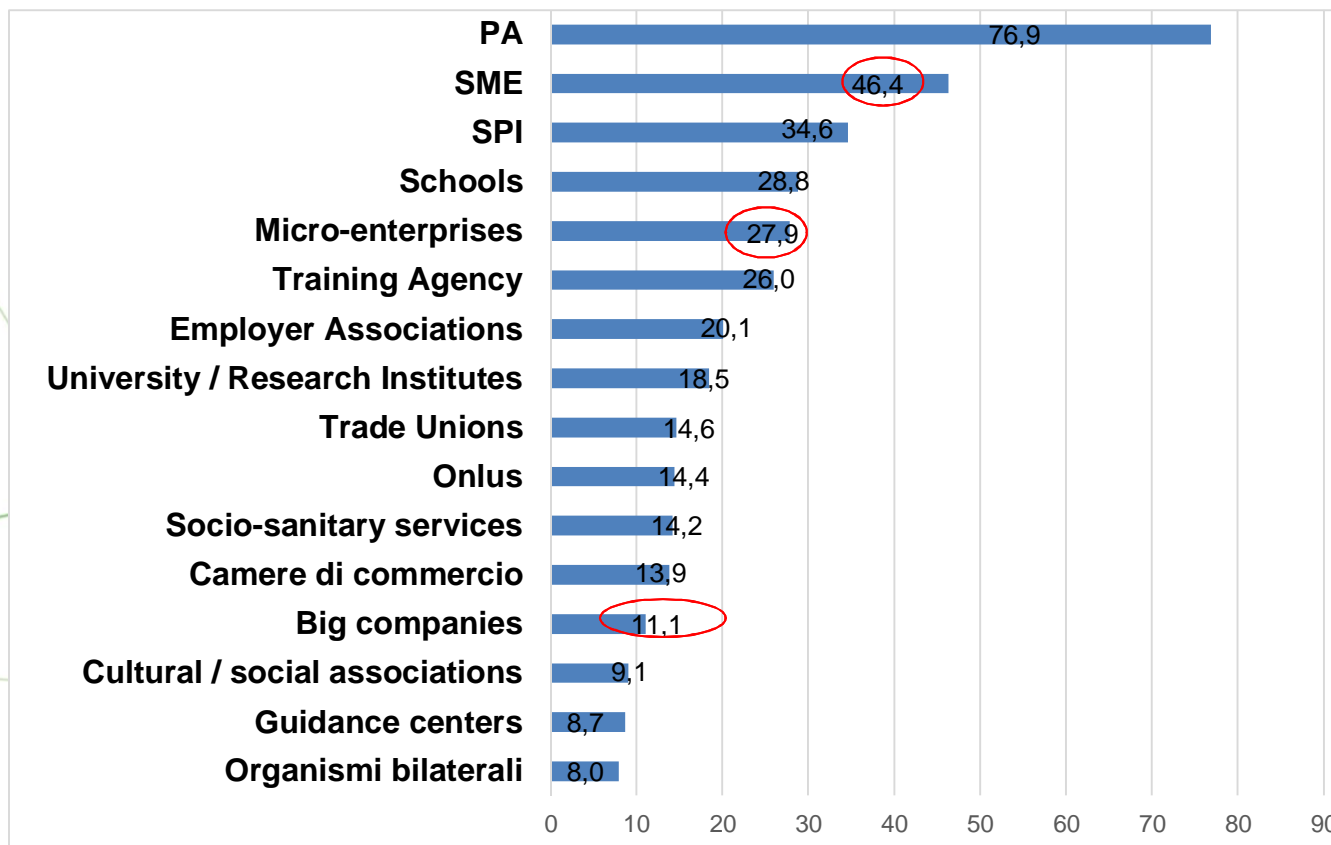
According to others, responsibility lies on the enterprises, which fail to invest sufficiently in young people, in innovation and education and are unable to implement the necessary connection with the Public training system.



To address these issues we will refer to quantitative and qualitative data taken from Isfol-OFP 2012 survey.

Training activities: Isfol-OFP

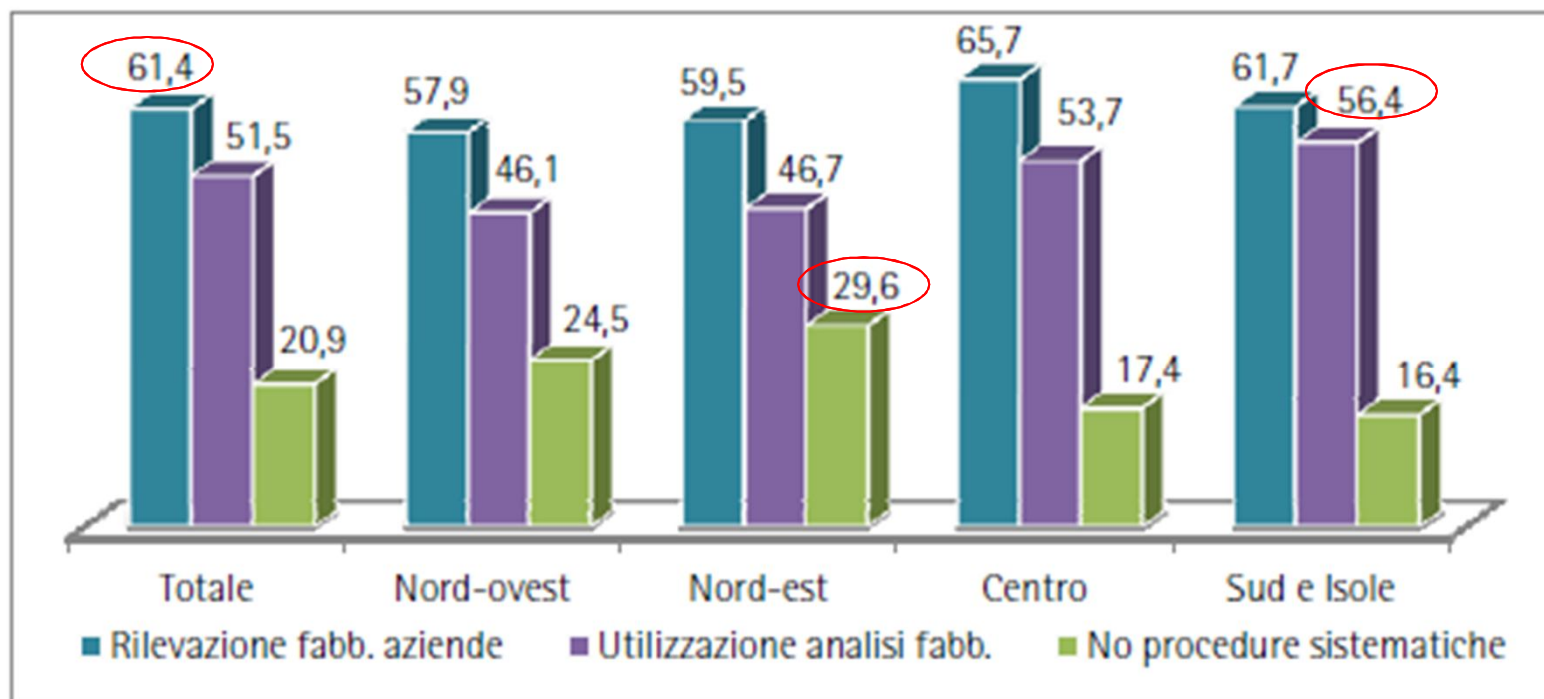
Main entities with which the training bodies have established a territorial network of systematic and consolidated connections:



Source: Isfol, OFP Survey, 2012.

Training activities: Isfol-OFP

Procedures adopted in a systematic way for the analysis of geographical-based **training needs** (% of the structure):



Source: Isfol, OFP Survey, 2012.

Training activities: Isfol-OFP

Sectors of training activities financed with public funds (% structures):

	Totale	Area geografica			
		Nord-ovest	Nord-est	Centro	Sud e Isole
Informatica	44,4	55,1	45,2	41,5	38,5
Attività imprenditor./comm.	39,7	47,6	52,3	33,6	31,1
Servizi alla persona	34,5	35,7	36,5	31,5	34,7
Salute e sicurezza sul lavoro	29,1	26,3	29,7	38,8	23,6
Assistenza sociale e sanitaria	26,6	22,4	20,9	29,4	31,1
Lingue straniere	23,7	30,3	24,9	21,4	20,0
Meccanica, manutenzione impianti	20,5	26,1	23,5	14,4	19,1
Alfabetizz., svil. pers., form. formatori	20,4	25,5	22,7	25,2	11,8
Agro-alimentare	18,2	12,4	22,1	13,0	23,8
Elettricità ed energia	16,9	13,2	18,9	18,4	17,1
Arte, informazione, comunicazione	13,7	16,6	17,2	12,5	10,3
Elettronica, elettrotecnica, automaz.	12,1	10,8	17,3	11,7	10,2
Edilizia, architettura, ingegneria civ.	11,6	16,5	11,9	11,1	8,2
Tessile	10,4	4,8	7,6	6,7	18,7
Materiali e design	10,0	7,6	18,9	8,6	7,3
Protezione dell'ambiente	9,9	13,0	7,4	12,4	7,6
Trasporti e logistica	6,8	6,6	7,2	7,7	6,0
Artigianato artistico	6,1	8,7	1,8	5,1	7,5
Chimica e biotecnologie	3,2	5,5	1,9	3,1	2,3

Source: Isfol, OFP Survey, 2012.

Training activities: Isfol-Ofp

Qualitative and the quantitative data of the survey, both confirm that:

- Great part of the acknowledged training activities is not isolated or self-referential, but it's **constantly linked** with the stakeholder, including SME (46,4%).
- More than 60% of the training institutions adopt a systematic procedure to detect the **companies' vocational needs**, and accordingly fits the activity to suit such needs.
- However, these procedures seem to be characterized by an excessive **fragmentation**: it lacks a single national db of a professional supply/offer.
- EQAVET, and other **European Organisations** that promote the development of guidelines and criteria for quality assurance, common principles, reference frameworks (acknowledgements, certifications etc.) and support territorial mobility, have a positive impact on the quality of vocational training, which counts many outstanding examples.
- Regional systems are struggling to guarantee higher levels of **cooperation and synergy** among the training policies and the work dimension.
- However there is still a lack of a **national common strategy** that aims to properly address all territorial stakeholders in a fast developing employment market.

Conclusions

- The enterprises' dimension seems to be a «latent variable» that impacts on the **geographical gaps** between North and South, and on the investment in vocational training and on other *intangible assets*.
- Regional gaps are linked with **skill mismatch** (overeducation and underskilling).
- Even if the **training offer**, with the support of the EU Organisations, together with shared solutions in the development of increased collaboration with the enterprises, tend to adapt to fast-paced today's society, in a context in which education, training and employment are increasingly synchronized and interrelated, the implementation of **a common national strategy**, consistent with the European framework, is necessary.

Policy and research proposals

- **Technological hubs** and enterprise **networks** with training structures, schools, universities, research institutes, etc., within industrial policies with strengthening synergies and European cooperation.
- **A national common database** with training and professional supply/offer.
- **Implementation of a common national strategy** founded on a cultural approach: R&S and knowledge *not exclusively* techno-qualified.
- **Complementary role of** training (also in enterprises) and education.
- Training of entrepreneurs, public and private **management**, etc.
- Training not only for a conscious employer, but also for a conscious consumer and for a conscious (european) **citizen**.

Research

- Interdisciplinarity and **complexity**: a counterfactual method?
- Brain drain and waste of human potential.
- Rising phenomena: **high skilled Neet** e **skilled working poor**.

Annex 1: SMOP methodology

The SMOP rate (*Surface Measure of Overall Performance*) is an indicator used to assess the overall performance of a statistical unit with reference to a predetermined set of indicators.

It's given by the surface area of a polygon (radar chart) formed by the joined lines of performance indicators represented in each dimension of the chart.

The radial lines quantify the performance in relation with the goals to achieve, called benchmark.

Scorings are standardized according to a scale in which the highest rate is 1 and the lowest is 0. The highest rate is given to the statistical unit that scores the best performance, while the lowest is given to the unit with the lowest performance. The other units establish ranges within the two above mentioned rates confined between the two extremes depending on their performance, with reference to the specific indicator taken in consideration for the analysis.

Annex 2: data sources

- Isfol/Inapp: *Indagine sull'Offerta di Formazione Professionale (OFP)*, 2012.
- Isfol/Inapp: *Intangible Assets Survey (IAS)*, 2012.
- Istat/Eurostat: *Continuing Vocational Training Survey (CVTS-5)*, 2015.
- Istat/Eurostat: *Labour Force Survey (LFS)*, 2007, 2017.
- Istat: Rilevazione continua sulle forze di lavoro (RCFL), 2008, 2017.

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