



# FITT! Forma il tuo futuro

Increasing the quality of apprenticeship for vocational qualifications in Italy

**How to expand apprenticeships to new players?**

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REGIONE DEL VENETO

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# Apprenticeship schemes in Italy (reform L.81/2015)

- Apprenticeship aimed at acquiring a 3-4 year vocational qualification or 5-year technical-professional qualification, targeted at young people aged 15-25.
  - Apprenticeship for job qualification, aimed at enabling young people (aged 18-29) to earn an occupational qualification on completion of a three- year (or five -year in craft trades) on-the-job training pathway.
  - Apprenticeship for further education and research, that enables apprentices to earn secondary or tertiary level diplomas or a doctorate degree from the education system.
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# FITT: OBJECTIVE AND ITS THREE DIMENSIONS

- **Objective:** to improve the “attractiveness” and the quality of apprenticeship as a modality to get qualification/diploma for youth, adapting elements or methods from the German dual system.
- **Territorial approach:** mandate from the Ministry of Labour and Ministry of Education to one Region to develop and test the improvements
- **Sectoral approach:** focus on developing innovation and improvement on the sector of food and hospitality
- **Transnational approach:** expertise of MS with high degree of success in apprenticeship (Germany)

# Recruitment of young people

2007

women

men

2013

women

men

Permanent

Apprentice

Fixed-term

Temporary v

Job on

Domestic wo

Parasubordi

Work experie

Permanent

Apprentice

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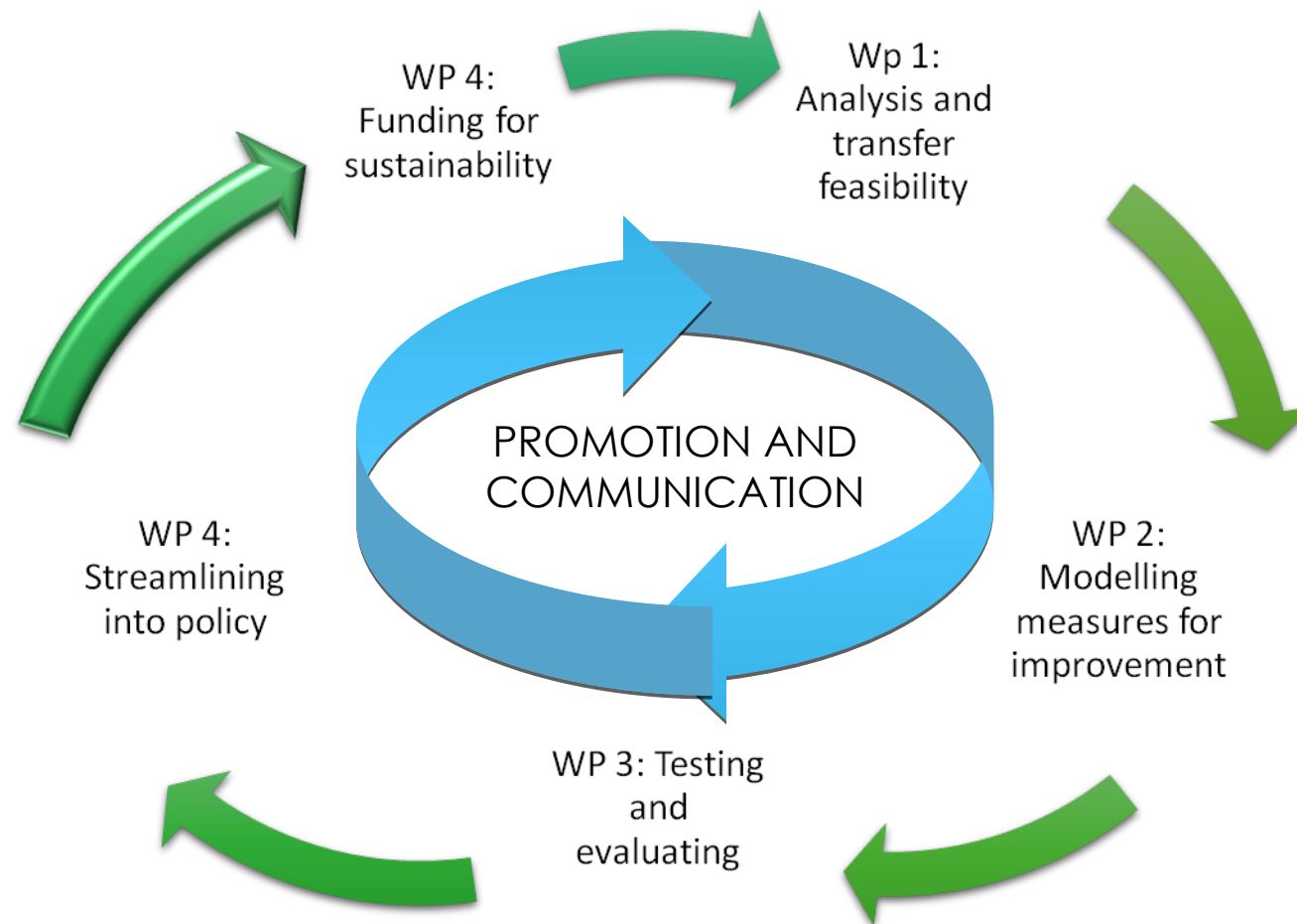
Work experie

## Recent trends on apprenticeship contract

***Percentage of apprentices confirmed with employment relationships between 1998 and 2010 by professional qualification - TOURISM***

Professional qualification	Apprentices hirings		Confirmations	
			N	%
<i>Qualified professions: trade</i>		89.432	18.177	20,3%
employee information and assistance	sales	1.096	442	40,3%
clerk		88.336	17.735	20,1%
<i>Qualified professions: tourism</i>		69.929	8.927	12,8%
touristic guide		900	268	29,8%
travel assistant		35	8	22,9%
others in restaurants		3.511	640	18,2%
cook		17.263	2.699	15,6%
hotel maid		1.623	229	14,1%
barman		22.228	2.798	12,6%
waiter		25.269	2.553	10,1%

# Main components of FITT





## 1. ANALYSIS AND STATE OF PLAY

Context analysis: a comparative analysis of the German and Italian systems, and a qualitative «apprenticeship market analysis» to better understand the reason for matching or mismatching of demand and supply (companies, training institutions and students)



## ■ A difficult target of apprentices

- Kids attend VET as last resort to comply with school obligation, they are often drop-outs and/or with urgent need to generate an income

## ■ Issues of reputation and perception

- The social and cultural perception of VET is negative: this includes young people, families, teachers and the school guidance system

## ■ Relations between IVET and labour market/companies

- Showing good relations, but «spontaneous and not systematic» and relying to the capacity of the single training institution
- In the sector, 98% of the surveyed students have had some form of «training on the job» such as «traineeships». The work-based experience has opened doors for real jobs in some cases





- Relations between IVET and labour market/companies
  - Strong discrepancy between the languages and standards relating to training and on-the-job training in terms of objectives, evaluation systems- language and approach not shared with companies
  - Companies (especially SMEs and micro enterprises) feel the burden of “training” and are not equipped or lack skilled staff to train youth



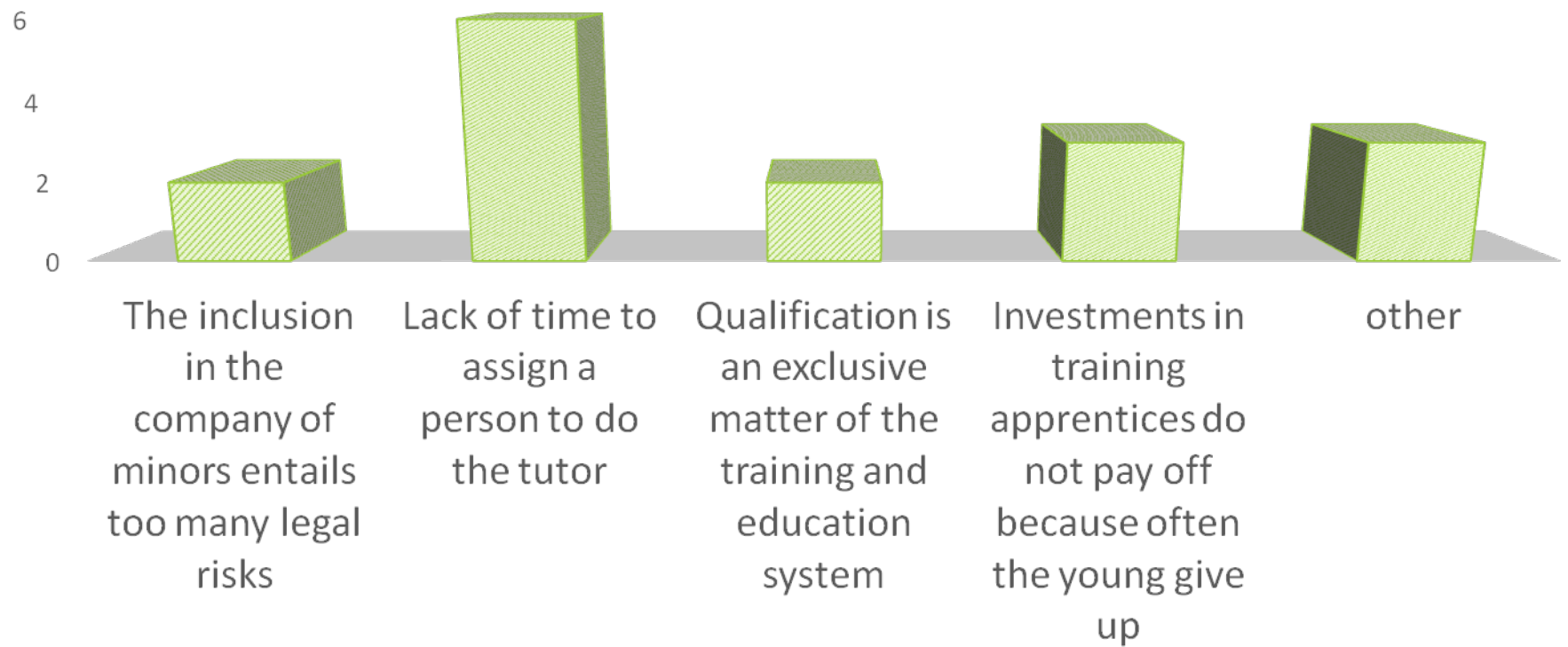
## ➤ Dynamics related to professional profiles, competences and curricula

- Lack of shared standards for recognition of learning on the job
- SMEs require flexibility of dual training, also in terms of transfer of knowledge
- Students give great value to coaches/ training figures
- Most students do not feel adequately prepared for the labour market/job

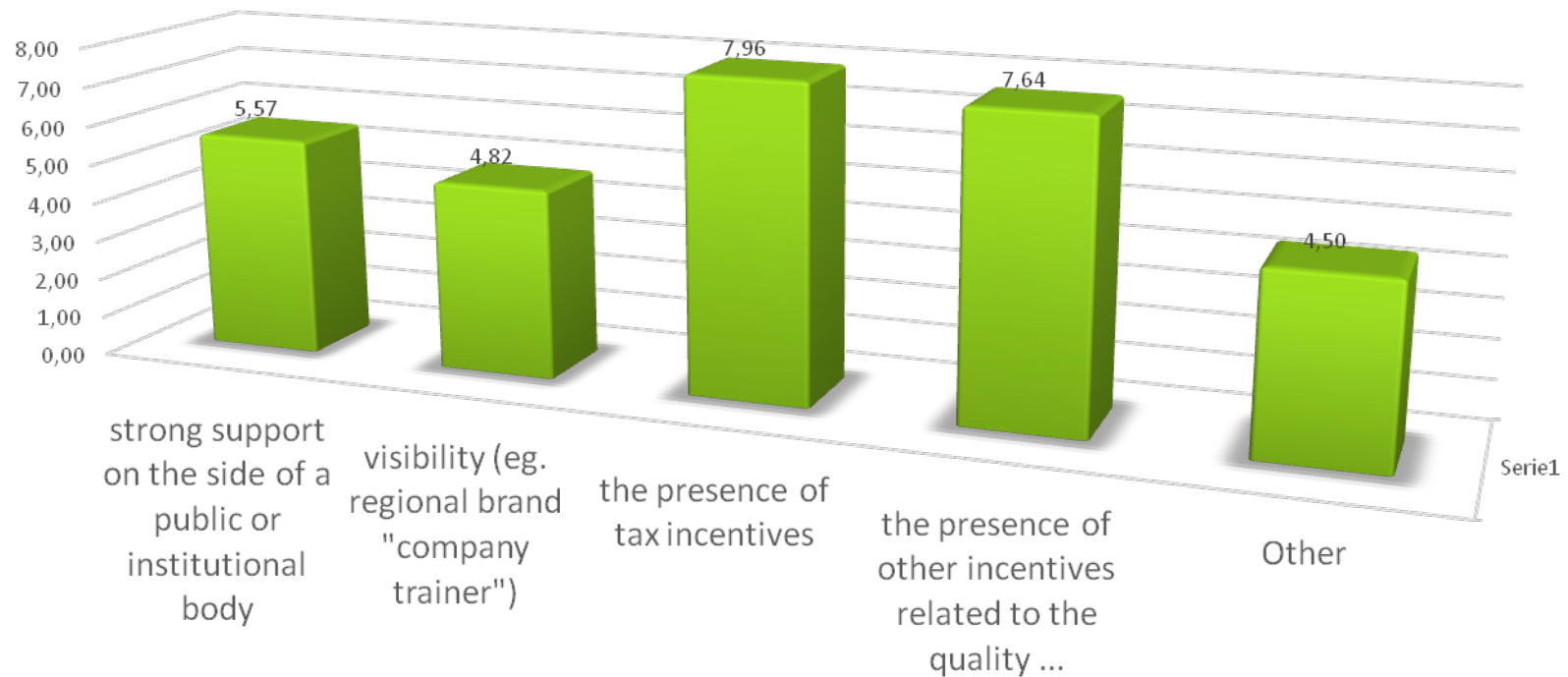
## ➤ Legal and financial aspects

- The number of reforms on apprenticeship makes it hard for companies to be updated and informed on the apprenticeship opportunities
- In spite of enormous incentives and the change in remuneration companies find apprenticeship schemes complex

# Which are, in your opinion, the factors that make it hard to have apprentices?



In your opinion, what would best motivate companies to take part of this test?






# Where we are: experimenting the FITT model



## Focus on:

- creation of (dual) apprenticeship curricula with common languages (VET institutions and companies developing a framework curriculum for two qualifications)
  - capacity- building for the development of individual training curricula suitable for each apprentice and company's needs
  - basic training and standards for company trainers (training of trainers and study visit)
  - awareness raising campaign targeting SMEs
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Thank you for your attention!

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