



# FITT! Forma il tuo futuro

Increasing the quality of apprenticeship for vocational qualifications in Italy

**Steering committee 22/04/2016**

**The FITT! Model – guiding principles and approach**



REGIONE DEL VENETO

**giz** Deutsche Gesellschaft  
für Internationale  
Zusammenarbeit (GIZ) GmbH

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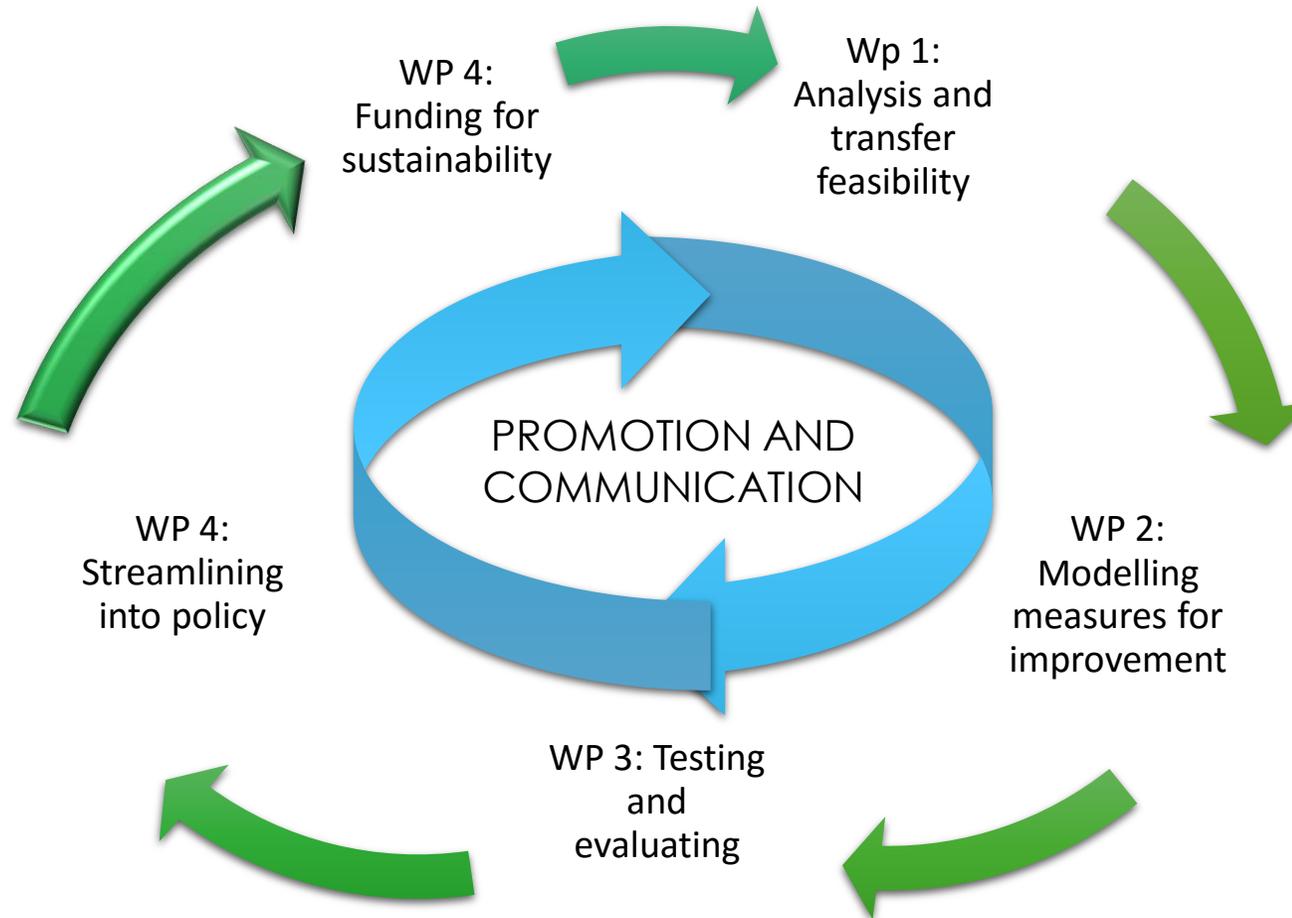


VENETO LAVORO



Co-funded by the  
Erasmus+ Programme  
of the European Union

# Main components of FITT



## Main issues highlighted in WP 1



- Relations between IVET and labour market/companies
- Dynamics related to professional profiles, competences and curricula
- A difficult target of apprentices
- Issues of reputation and perception
- Legal and financial aspects

## The overall approach of WP 2



- based on the main findings and state of play, focus on improving “quality” in different respects, and with different tools/ processes/ enhanced roles:
- The different reference frameworks:
  - New apprenticeship Law (DL 81/2015) and tools (interministerial Decree 02.10.2015) and other regulations
  - Comparative assessment with German dual system and choice of elements that can improve the Italian dual system
  - European standards of quality (EQAVET- European Quality Assurance in VET), especially the working group on support to quality in work-based learning
  - European guiding principles (EC document: High-performance apprenticeships & work-based learning: 20 guiding principles)
  - Experimentation also follows the same principles.

## The overall approach of WP 2



➤ The model consists in a number of capacity-building initiatives addressed to these stakeholders at individual, organizational and networking level, improving the tools and provisions of the Law. Some will be tested in WP3, others are part of project's communication WP 4.

### ➤ Stakeholders:

- Regional and national authorities (mainstreaming and policy making)
- VET providers and schools
- Companies and their intermediaries
- Social partners
- Employment services and guidance services
- Students and their families

# Relations between IVET and labour market/companies



- Objective: to improve the relevance of work-based learning and engage companies in apprenticeship for qualification
- Concrete actions:
  1. Full involvement of stakeholders, especially VET providers, competent authorities, companies and their representatives in the design of curriculum
  2. Definition of a common framework (shared language, standards, assessment tools)
  3. Awareness raising actions towards companies

# Relations between IVET and labour market/companies



## ➤ Reference framework

- Instruments and models (different legislation in force, and tools related to the reform)
- EQAVET working group: Building Block 01 - Design work based learning
- Principle 2: A structured, continuous dialogue between all apprenticeship partners including a transparent method of coordination and decision-making
- Principle 4: Systematic cooperation between VET school or training centres and companies
- Principle 7: Finding the right balance between the specific skill need of training companies and the general need to improve the employability of apprentices
- Principle 15: Promoting the attractiveness of VET and apprenticeships through a broad range of awareness-raising activities

## ➤ Main stakeholders and role

- Competent authorities at national/local level: guarantee of coherence with regulatory framework and policy
- Social partners: consistency with collective contracts etc
- Companies: ensure that curricula are consistent with companies capacity, culture and business /investment objectives
- VET providers: ensure that curricula fit individual learners' needs and general qualification standards

# Dynamics related to professional profiles, competences and curricula



- Objective: to plan, monitor and improve work-based learning paths balancing individual learner's and company's needs
- Concrete actions:
  1. Full involvement of company, VET providers and students in design, monitoring and assessment of path, including common assessment tools for the learning outcomes (individual apprenticeship programs)
  2. Reinforcement of the role of guidance and monitoring to public services in coordination with VET providers
  3. Learning from effective systems (study visit)

# Dynamics related to professional profiles, competences and curricula



## ➤ Reference framework

- Instruments and models (different legislation in force, and tools related to the reform)
- German system for sectoral excellence in dual training
- EQAVET working group: Building Block 01 - Design work based learning Building Block 03 - Respond to learners' needs; Building Block 06 - Assess the learners
- Principle 6: Supporting measures that make apprenticeships more attractive and accessible to SMEs
- Principle 7: Finding the right balance between the specific skill need of training companies and the general need to improve the employability of apprentices
- Principle 8: Focusing on companies having no experience with apprentices
- Principle 13: Career guidance to empower young people to make well-founded choices

## ➤ Main stakeholders and role

- Social partners: consistency with collective contracts etc
- Companies: ensure that curricula are consistent with companies capacity, culture and business /investment objectives
- VET providers: ensure that curricula fit individual learners' needs and general qualification standards
- Public services: ensure guidance and opportunities in apprenticeships, monitor the apprenticeship contracts

# A difficult target of apprentices



- Objective: to attract more youth in apprenticeship paths avoiding the negative image of the VET and apprenticeship schemes
- Concrete actions:
  1. Cooperation between VET teachers and in-company trainers and students in design, monitoring and assessment of path, including common assessment tools for the learning outcomes (individual apprenticeship programs)
  2. Reinforcement of the role of guidance and monitoring to public services in coordination with VET providers
  3. Training for trainers (VET and in-company together)
  4. Awareness raising with families and youth

# A difficult target of apprentices



## ➤ Reference framework

- Instruments and models (different legislation in force, and tools related to the reform)
- German system for sectoral excellence in dual training
- EQAVET working group: Building Block 03 - Respond to learners' needs; Building Block 05 - Train the staff
- Principle 9: Supporting companies providing apprenticeships for disadvantaged learners
- Principle 11: Promoting the permeability between VET and other educational and career pathways
- Principle 13: Career guidance to empower young people to make well-founded choices
- Principle 20: Supporting the continuous professional development of in-company trainers and improving their working conditions

## ➤ Main stakeholders and role

- VET providers: ensure that curricula fit individual learners' needs and general qualification standards
- Public bodies and social partners: promoting the benefits of apprenticeship
- Public services: ensure guidance and opportunities in apprenticeships, monitor the apprenticeship contracts

# Image and perception



- Objective: Improve the image of VET and apprenticeships by promoting excellence
- Concrete actions:
  1. Awareness raising events with companies – link to quality brand (EG. Veneto regional training excellence brand)
  2. Awareness raising (contests etc) with youth and students
  3. Reinforcement of guidance (VET and public employment services)

# Image and perception



## ➤ Reference framework

- EQAVET working group: Building Block 03 - Respond to learners' needs; Building Block 04 – Communicate
- Principle 9: Supporting companies providing apprenticeships for disadvantaged learners
- Principle 10: Motivating and supporting companies to assign qualified trainers and tutors
- Principle 13: Career guidance to empower young people to make well-founded choices
- Principle 15: Promoting the attractiveness of VET and apprenticeships through a broad range of awareness-raising activities
- Principle 18: Fostering mutual trust and respect through regular cooperation between the apprenticeship partners

## ➤ Main stakeholders and role

- Public bodies and social partners: promoting the benefits of apprenticeship
- Public services: ensure guidance and opportunities in apprenticeships, monitor the apprenticeship contracts
- VET providers: promote excellence of training delivery

# Legal and financial aspects



- Objective: to provide clear information on the provisions of apprenticeships to companies and youth/families
- Concrete actions:
  1. Awareness raising events and guidelines for companies and intermediaries
  2. Training of in-company trainers
  3. Cooperation with VET providers and clear links to national and regional policy and measures

# Legal and financial aspects



## ➤ Reference framework

- Regulations (different legislation in force, and tools related to the reform)
- EQAVET working group: Building Block 04 – Communicate
- Principle 1: A clear and consistent legal framework enabling apprenticeship partners to act effectively and guaranteeing mutual rights and responsibilities
- Principle 3: Strengthening the role of social partners by capacity building, assuming ownership and taking on responsibility for implementation
- Principle 2: A structured, continuous dialogue between all apprenticeship partners including a transparent method of coordination and decision-making
- Principle 6: Supporting measures that make apprenticeships more attractive and accessible to SMEs
- Principle 13: Career guidance to empower young people to make well-founded choices

## ➤ Main stakeholders and role

- Public bodies and social partners: promoting the benefits of apprenticeship
- Public services: ensure guidance and opportunities in apprenticeships, monitor the apprenticeship contracts