

NATIONAL BENCHMARKING REPORT

Country: Italy

Partner: Associazione Bruno Trentin

1. NATIONAL CONTEXT

Please analyse the situation in your country/region and compare the outcomes with the prerogatives of the EPRO model.

1.1 IVET System

Please describe shortly your national/regional VET system (structure, accessibility, qualification levels, national/regional laws and rules. (max. 1 page)

The actors involved in the governance of the Italian education and vocational training system are the following:

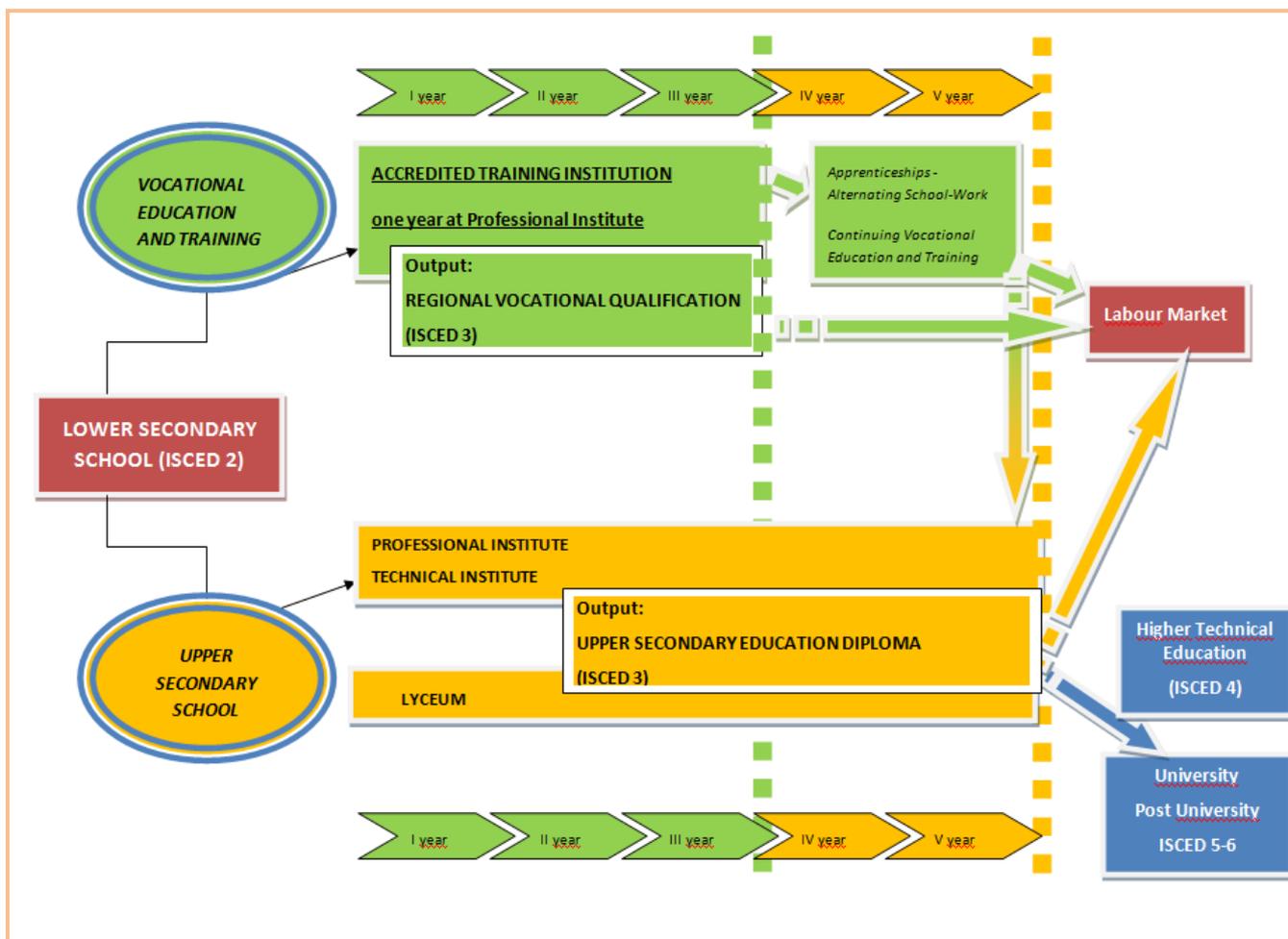
- Ministry of Education, University and Research - responsible for setting the minimum public service performance levels for the education system;
- Ministry of Labour and Social Policies - responsible for setting the minimum public service performance levels for the vocational training system;
- Regions and Autonomous Provinces - planning, organising and supplying VET;
- Social partners - designing and organising active labour policies and particularly VET policies

Compulsory education covers the age group between 6 and 16 years and performs the first cycle of education (ie, 5 years of primary school and three years of lower secondary school degree) and the first two years of secondary school degree, or, alternatively, attending vocational education and training carried out by educational institutions accredited by a regional or professional institute.

After 16 years there is **compulsory training** that is as “right-duty to education and training until a qualification of at least three years within eighteen years of age”.

Compulsory training can be accomplished in three different ways:

- finishing high school until graduation;
- attending after the first two years of high school, a vocational course for the achievement of the qualification;
- working under a contract of apprenticeship or other type of contract stipulating, however, the frequency of training activities outside the company



1.2 Youth unemployment (<25 years) and relationships with the lack of a qualification (early school leaving, NEETs, etc.)

Unemployment rates (Eurostat 26-08-2014)

	06/2014	08/2013
EU (28)	10.2	10.8
Germany	5.1	5.3
Italy	12.3	12.3
Netherlands	6.8	7.0
Poland	9.5	10.3
UK	6.4	7.6
Switzerland	no data	no data

Youth unemployment rates (Eurostat 29-08-2014)

	7/2014	10/2013
EU (28)	21.7	23.2
Germany	7.8	7.9
Italy	42.9	41.4
Netherlands	10.4	11.6

Poland	23.2	27.6
UK	no data	19.8
Switzerland	no data	no data

Youth unemployment rates (Eurostat 21-08-2014) less than primary and lower secondary levels (0-2)

	2013	2012
EU (28)	33.7	32.6
Germany	14.8	15.6
Italy	41.0	34.7
Netherlands	13.5	10.3
Poland	36.9	37.7
UK	29.1	31.4
Switzerland	9.0	9.9

Out of unemployed youth (<25 years)	Rate of unemployment	Tendency (comparable data from previous yrs)
With school leaving degree	27%	Increasing
Without degree	32.8%	Increasing

Please add missing data and provide comments and explanations for the national data at the background of the national context, tendencies, challenges etc. (max 15 lines)

These indicators show an unemployment rate that is generally higher compared to the correspondent EU27 values for the 15-24 age group at all educational attainment levels, whereas it is lower for the 25-49 and 50-64 age groups at all educational levels, except for ISCED 5-6, age group 25-49. As suggested in literature, data enhance a situation of the Italian labour market in which a relative scarcity of high levels of education correspond to low yields. The reasons may include the inconsistency of resources for level of investment required for innovation activities, research and development, due to the small size of Italian manufacturing units and the the low quality and credibility of the school system, with weak connections with the world of work.

1.3 School leavers without degree/dropouts

Early leavers (age of 18-24) from education and training (Eurostat 21-07-2014)

	2013	2012
EU (28)	12.0	12.7
Germany	9.9	10.6
Italy	17.0	17.6
Netherlands	9.2	8.8
Poland	5.6	5.7
UK	12.4	13.6
Switzerland	5.4	5.5

Data on educational attainment show that, in 2012, just over four fifths (80.3 %) of the EU-28's population aged 20 to 24 had completed at least an upper secondary level of education. However, 12.7 % of those aged 18 to 24 were early leavers from education and training, with at most a lower secondary education. The strategic framework for European cooperation in education and training adopted a benchmark to be achieved by 2020 that the share of early leavers from education and training should be less than 10 %. Early leavers from education and training may face heightened difficulties in the labour market. In 2012, a 5.3 % share of the EU-28's population aged 18 to 24 were early leavers in employment, while 5.2 % were early leavers wanting to work but not employed. (Source: Eurostat)

	Number / percentage	Tendency (comparable data from previous years)
Total number of early school leavers (2013)	17.6%	Decreasing
Early leavers from training
Early leavers from school and training with migrant background	39.1%	Decreasing

Please add missing data explain the data at the background of the national context, tendencies, challenges etc. (max 15 lines)

In general, the decision not to continue one's studies, often indicator of social hardship concentrated in less developed areas, is common even in most prosperous regions, where high labour demand exerts an undeniable attraction on young people, dissuading them from completing their studies in favour of relatively easy access to employment. Although the phenomenon is steadily decreasing in Italy, it is still a long way from the European targets: in 2012 the percentage of young people who gave up their studies early was 17.6 percent, 20.5 percent among men and 14.5 percent among women. With a rate of 39.1% in 2012, foreign-born people weigh heavily on the overall national rate. The analysis of sub-indicators shows that the family educational background is particularly unfavourable.

Young people (15-24) under secondary and post-secondary training (Eurostat 19-05-2014)

	2012	2011
EU (28)		
Germany	35.3	35.9
Italy	46.3	47.2
Netherlands	39.8	36.6
Poland	38.9	38.1
UK	43.8	42.7
Switzerland	36.3	35.8

Please explain the data at the background of the national context, tendencies, challenges etc. (max. 15 lines).

The fluctuations in the number of ISCED 3 and 4 are mainly due to different factors such as young generations' demographic drop, partially compensated by the general increase in higher school attendance, and the attainment of ISCED 3 and higher qualifications, which has been influenced by the different reform programmes of the education system, as for example the raising of compulsory school age

and the introduction of the right-duty to education and training till 18 years old. On the other hand, the decrease in the number of graduates at ISCED 4 in 2007 can be explained with a reduction of the attractiveness of the three-year degree pathways which initially had attracted a considerable number of +21 year-old students, but also the possibility of the recognition of previous studies or working experience.

1.6 Adults and IVET: Second chance for drop out youngster.

Rate of unemployed young adults, neither participating in training nor in further training (Eurostat 21-07-2014)

2013	20-24	25-29	30-34
EU (27)	18.5	20.9	20.4
Germany	9.5	13.0	15.0
Italy	32.0	32.9	30.3
Netherlands	7.8	11.1	12.7
Poland	19.4	22.7	20.5
UK	18.5	17.1	15.6
Switzerland	9.0	8.7	10.5

Please explain the data at the background of the national context, tendencies, challenges etc. (max. 15 lines).

The participation rate in the education system for young people aged 15-19 years is fairly high in all geographical areas, ranging from a low of 76.1 percent in the North-west to a peak of 86.1 percent in the Centre. With regard to participation in the tertiary education system (University and AFAM), in contrast, the lowest value is observed in the South and Islands area (18.9 percent of 20-to-29-year-olds) and the highest once again in the Centre (27.1 percent).

The education level among the 30-34 age group is one of the indicators identified by the European Commission in the Europe 2020 Strategy. The target set, to be achieved within the next decade, is for at least 40 percent of young people aged between 30 and 34 to obtain a university or equivalent qualification. In Italy 21.7 percent of young people aged 30-34 were in possession of a tertiary qualification in 2012, an increase of 6.0 percentage points compared with 2004 ((7.3 percentage points lower than European average).

For several years attention has been given at the European level to young people who are no longer in education/training but who are not in employment either: Neets (Not in Education, Employment or Training). In this group of young people, prolonged lack of contact with the labour market or education system may lead to the risk of greater difficulty in regaining access to it. In 2012, in Italy over 2.25 million young people (23.9 percent of the population aged between 15 and 29) were outside the education and employment circuit. The percentage of Neets was higher among women (26.1 percent) than men (21.8 percent). After a period in which the phenomenon had recorded a slight fall (between 2005 and 2007 it had fallen from 20.0 to 18.9 percent) the incidence of Neets began to grow again during the recent downturn; the indicator, which recorded a very strong annual increase in 2009 and 2010, continued to increase also in 2012.

While in 2009-2010 the increase in numbers of Neets had mainly involved young people in the Centre and North, and in 2011 the increase had exclusively affected the Centre and the South and Islands areas, in 2012 the number of young people not in employment, education or training had a significant increase all over the Country. In particular in the South and Islands area the incidence of the phenomenon reached the highest level at 33.3 percent (against 17.6 percent in the Centre and North), highlighting the great difficulty in gaining access to employment experienced by a large number of young people in the southern regions.

Sicilia and Campania were the regions with the highest incidences (37.7 and 35.4 percent, respectively), followed by Calabria and Puglia with values of 33.8 and 31.2 percent, respectively. In the South and Islands the Neet phenomenon, however, was so pervasive as to exhibit no clear gender differences: the advantage for men (31.6 percent) over women (35.0 percent) was minimal.

2. INFORMATION ON MACRO LEVEL INITIATIVES AND POLICIES

Please describe what are active labour market and VET policies in favour of the target group of young adult (<24) in your country. For example, policies and measures to support: early school leavers, dropouts, re-starting and completion of vocational training pathways, integration in the job market, etcetera.

Please describe the legal framework and basis (if any) in the field of VET policies, tools and measures at your national or regional level (referred to your region). (Max. 1500 char)

References and links to the legislation / regulations

Plan of Implementation of the Italian youth GUARANTEE

STRUCTURE OF MISSION with the aim of:

contribute to achieving the aims of the Youth Guarantee

draw up PLAN IMPLEMENTATION ITALIAN Warranty for Youth

They include: the Ministry of Labour and Social Policies, Italy and Isfol, Ministry of Education, Ministry of Economic Development, Ministry of Economy, Department of Youth Affairs, Regions and Autonomous Provinces, Province, INPS and Unioncamere

Please describe legal basis (if any) in the field of Active Labor Market policies, tools and measures at your national or regional level (referred to your region). (Max. 1500 char)

References and links to the legislation / regulations

MEASURES AND TOOLS TO HELP EARLY SCHOOLS LEAVERS TO RECOVERY AN IVET QUALIFICATION

- While there is not yet evidence of a comprehensive strategy against early school leaving, the **Cohesion Action Plan** has a strong focus on education in **Southern regions**, where the problem is more severe. The 2013 CSR on education recommended that Italy step up efforts to reduce early school leaving.
- In a medium- to long-term perspective, improving school quality and outcomes may help reduce early school leaving.
- The main measure in this area was approved in March 2013 and establishes a **National System for the Evaluation of school institutions**. Each school will prepare a plan for improvement in cooperation with local stakeholders. This new system could prove very useful, if endowed with adequate resources.
- **School quality and outcomes strongly depend on the role of teachers**. However, at present the teaching profession in Italy follows a single career pathway with salary progression based on seniority only, limited prospects in terms of professional development, no comprehensive assessment of performance and, compared with other countries, low salary levels relative to other workers with tertiary education. Hence the 2013 CSR on education also asks for reforming teachers' professional and career development.
- To facilitate transition to work, the June 2012 labour market reform aims to make the **apprenticeship** contract a major port of entry towards stable jobs. In line with the labour market reform, the government adopted on 11 January 2013 a legislative decree establishing the **national system for the certification of skills**, including the identification and recognition of non-formal and informal learning.
- Starting from the 2011/12 academic year, 62 **higher vocational institutions** (ITS) have been created to provide **short-cycle tertiary qualifications (2 years) focused on key sectors of the Italian economy**. Although they still involve a limited number of students, the ITS are potentially relevant in promoting the development of the vocational higher education system, consistently with the 2013 Annual Growth Survey priorities on tackling unemployment.

MEASURES PROVIDED IN THE YOUTH GUARANTEE PLAN

Universal system of information and guidance that can be accessed with the compulsory registration of the young, through:

- Remote systems and automated (portal Cliclavoro and regional portals connected)
- System of "competent services", for young people who move to the contact center
- appropriate structures to be set up in the system of education and training for "Capture" the youth out in advance by the vocational education and training

Services and personalized pathways

Information, guidance and support for universal character

Preparatory Actions in Contact Centers offering specialized services

Routes / individual devices to be proposed after the signing of the "Contract of Service" or the definition of the Project career / employment, to be defined in accordance with

agreed in the Regional Plans for the implementation of the Youth Guarantee

Job Offer possibly accompanied by bonus employment for the enterprise

apprenticeship

practical training

Training actions aimed at achieving or working the inclusion of a qualification aimed at young people who need further qualification

Monetary support (training grant) in the event that they are in favor of the three-year courses of vocational education and training or to go back to school

Voucher for the purchase of specialized services and support that may be provided by the training facility (in the case of private structures)

Who take care of these initiatives (stakeholders, role of the social partners, national, regional and local bodies, public and private sectors, etc.)?

Definition of Institutional and legal frameworks

Ministry of Labour and Social Policies: The Coordinating Body of the Guarantee

Regions: Intermediate Body

Partnership: Interested party - actor of the system

Third Sector: Actor System

Central government (Ministry of Education, Youth Department, MISE): Beneficiary

Italian Job: implementer of interventions

Isfol: Rocker interventions

INPS, Unioncamere: implementer of interventions

Province: Holders of administrative competence in the field of employment services

authorized or accredited agencies: dispenser of services

Local Authorities: Person responsible for the drop-out lower

Structure of Mission: Place for empowering define and monitor the YG

Implementation of initiatives

The Implementation Plan will be supported by initiatives and communication actions:

Contest creative mode Zooppa Crowdsourcing platform for the creation of a spot and line graphics

Site www.garanziperigiovani.it hub of information available to young people for guidance, information and opportunities

Informational materials and orientation

Dissemination channels, online and offline

Stand "Youth Guarantee" at events dedicated to young

3. INFORMATION ON MESO/MICRO-LEVEL INITIATIVES / POLICIES

Please describe some good practices implemented in your country (at least 1, maximum 3 for each country / region).

Programme/ Scheme, aims, results etc. (max. 1 page)

Title: “Niente salti nel vuoto per entrare nel mondo del lavoro” – Regione Piemonte

Beneficiaries:

young people without qualifications

Objectives:

implement pilot projects and pathways that are able to prevent and combat more effectively the dispersion and to facilitate educational success and help to achieve a professional qualification of at least three years later than eighteen years of age

Methodologies:

Reduction of class schedules, according to criteria of greater flexibility, higher professionalism and stronger connection with the territory.

Transitions between different addresses education and training, through the certification of skills, recognition of credits and integrated development between education and vocational training modules suitable to teach them the basic cultural skills

Activities:

Pathways qualification with entry credits for drop-outs designed to release the title and ensure employability, with particular reference to the needs of local professional

Annual Activities flexible with the main goal to play a role in recovery, re-motivation, career guidance and preparatory to an input, vocational training or functional initiation of a contract due to mixed

Results achieved (quantitative / qualitative):

Accredited training agencies participated in the regional call and have made several pathways. The number of paths and the number of participants is, however, not yet available

Programme/ Scheme, aims, results etc. (max. 1 page)

Title

Beneficiaries:

Objectives:

Methodologies:

Activities:

Results achieved (quantitative / qualitative):

Programme/ Scheme, aims, results etc. (max. 1 page)

Title

Beneficiaries:

Objectives:

Methodologies:

Activities:

Results achieved (quantitative / qualitative):

Please insert any other relevant information / comment on the local situation, particularly considering micro-level initiatives: beneficiaries, impacts, teachers, trainers and coaches involved, etcetera (max. 3000 char)