



Fitt! Designing together the new apprenticeship in Italy

The state of art of apprenticeship for vocational qualifications at the launch of the Italian reform on dual training, and proposals to improve the quality of the paths.

SHORT VERSION



Co-funded by the
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Responsibility for the information and views set out in this report lies entirely with the authors

Project partners

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I. The project: framework and objectives

1.1 Background

Europe, and to some extent Italy, are looking at different ways to overcome the mismatch between education and labor markets, focusing on tools and methods that, while having roots in history, revisit the learning contexts and the acquisition of technical and “key” skills.” This is achieved through a closer coordination between the formal learning environment , the educational system, and learning in other contexts, primarily work-based learning.

For some years in Italy and in the Veneto in particular, alternation between school and work has become a practice used in many education and training programs, with the implementation of traineeships and internships of students attending the third school cycle (9-13 grades) or technical-vocational training. Although these methods have often yielded results, the entry into the labor market - at the end of the school / training - is not easy for the younger generations. The rate of those who find work in their field of study remains unsatisfactory. In addition, one of the tools on which both the Italian legislation and Europe are investing, namely apprenticeship for the qualification, has remained almost completely unused, compared with an overall decline of apprenticeship in general.

1.2 Fields of action of the project

The Veneto Region, Department of Education, Training and Labor on behalf of the Ministry of Labor together with Veneto Lavoro, the German Federal Institute for Vocational Education (Federal Institute for Vocational training-BIBB) and the German Agency for International Cooperation (Deutsche Gesellschaft für Internationale Zusammenarbeit-GIZ) have taken up the challenge of working together to find school and work-based learning solutions, in particular with reference to apprenticeship for the qualification / diploma, which allows young people to enter and remain in the labor market using the skills that they have developed during their educational path.

Funded by the European Commission under the Erasmus + programme (Action 3 – Support to policies), the FITT! project is a first step to explore these aspects. First of all, it provides an accurate feasibility study, a sound state of play of the framework conditions (this report) and then it implements a test with companies and schools in the Veneto region, which will be monitored and evaluated according to the standards of efficacy through a monitoring and evaluation system of the process and impact results. International cooperation, and in particular with the German institutions that manage and have in-depth knowledge of the dual system represents the main approach of the activities.

1.3 Increasing the quality of apprenticeship for the qualification: the approach of the FITT project!

The title of the project sums up different dimensions of the issue in the concept of "quality". These different aspects contribute to the goal of the project, which is to revitalize the apprenticeship tool as a learning option that meets the needs of the labor market and - at the same time – ensures the personal and professional growth of new generations. We can highlight at least four dimensions of the concept of quality:

1. Openness and greater dialogue and cooperation between businesses, organizations that represent them, and schools / training institutions to converge on some common goals and standards, despite the diversity of the role and purpose that the different actors necessarily have;



2. the quality and skills of the in-company trainers and reference figures - and the role of in company trainers and VET trainers - to ensure that apprenticeship becomes an effective learning path, in both technical and relational skills, even during work-based learning activities;
3. greater coherence between training and professional careers in general.
4. perceived quality and benefits that apprenticeships can have for young people and for the companies, but also for those involved in education and institutions in general.

On these pillars we shape the FITT! model and develop the test phase and its evaluation.

1.4 Project Activities

To achieve the overall quality objectives, the project focuses on some aspects, not only regulatory in nature, but of practice, which currently appear weak and that need to be tackled to improve the apprenticeship offer. On the one hand the Venetian training system has a good tradition and usage of forms of school/work based learning, with general appreciation of the students, often engaged in forms of traineeships and internships during the formal school / training path. On the other hand, companies, especially the smaller ones, show difficulties to identify themselves in the role of "training company", and to make available the already scarce resources for this purpose.

Beyond the convergence of interest, schools, educational institutions and companies often have different languages and standards to assess the learning outcomes. At the same time, companies lack - not for their fault - tools for delivering and transferring knowledge and skills in a uniform way and recognized by common standards. The project - in order to overcome some limitations - includes other intermediate actors who can facilitate or provide these critical tools/services.

The project is only the beginning of a positive process, which primarily involves the two actors with the highest stakes, and requires a significant effort. Companies on one side, so that they understand the value of investing in quality apprenticeships, and training institutions on the other so that they accept the challenge of innovation. Finally it is necessary that young people and their families do not look at apprenticeship as a "second class" solution to enter the labor market, but as a tool to enhance their skills and acquire top-level professionalism.

At the end of the project, which after the analysis and experimentation stages intends to become a national good practice, we will bring the results at national level, with a series of dissemination events with the central institutions, other regions and EU institutions to share the positive impacts of the project and to strengthen the governance of policies for youth employment which is the true priority in the country.

II.Apprenticeship in Italy and Germany

2.1 The Italian and German systems at a glance

Apprenticeship, that is, an activity for professional growth and learning between a teacher and a pupil carried out directly in the workplace with a small salary, has ancient origins in Italy.

In reality, only the professional apprenticeship (not linked to a qualification, 91% in 2013) has experienced some expansion in Italy, while the expansion of other forms of apprenticeship has always been difficult. Even today, the data for the first-level apprenticeships are hardly encouraging; the use of this learning path is still confined to a few experiences, in many cases within experimental spaces that involve a few thousand young people in the whole country.

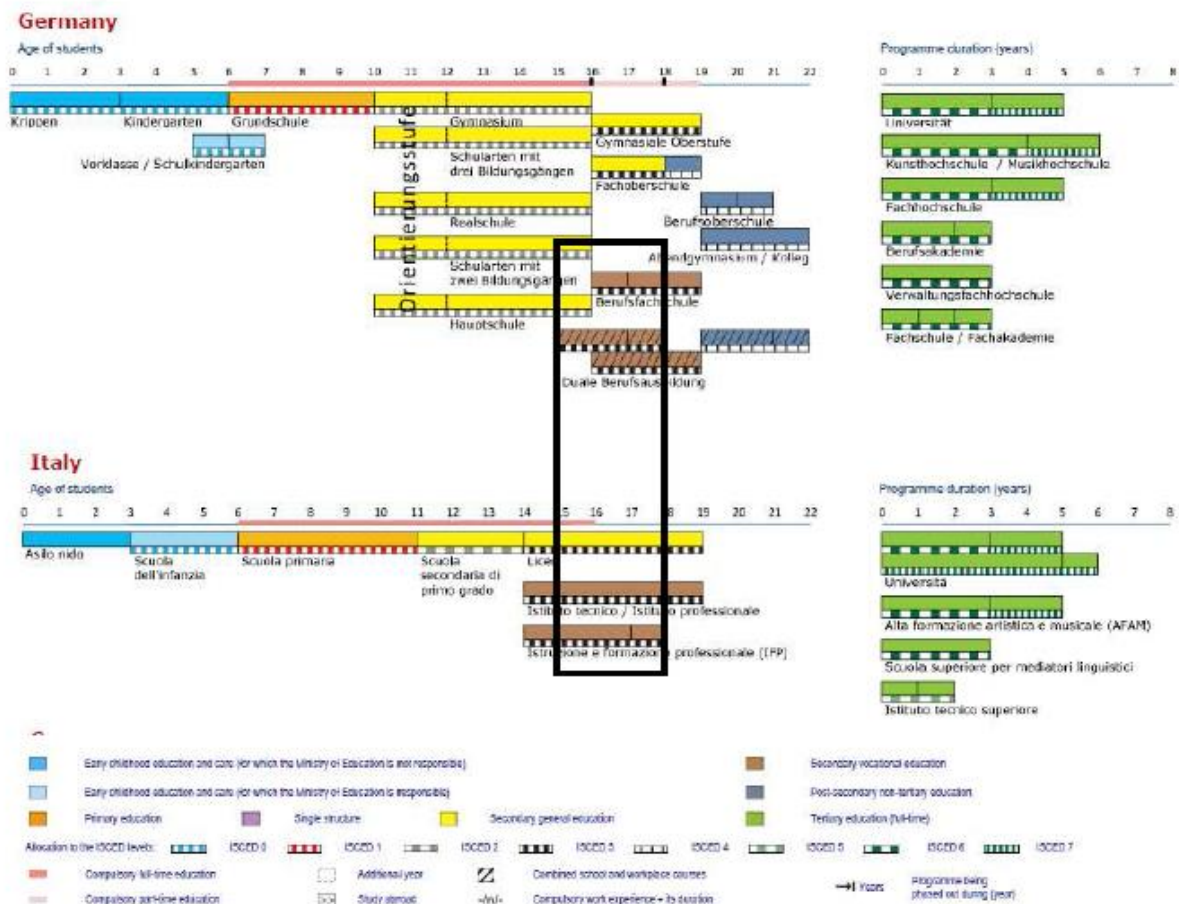
Apprenticeship as an integrated tool in the educational / vocational Italian system remains an experimental mode and - in a context of epochal changes in the labor market and the pension system - a largely unexplored potential. Its promotion becomes a policy that has much broader

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implications for the growth and competitiveness of the territory. The stimulus that comes from the German dual system is an important first step in addressing the change that concerns the consolidated structure of the education and training systems, companies and above all culture and widespread perception of such paths.

Unlike the Italian context, in Germany apprenticeship represents the main pillar of the vocational training system: about 50% of the students aged between 18 and 26 years have a professional qualification obtained through apprenticeships (the so-called "dual system"). The dual system is open to all those who have completed nine years of education, however, most of the young people who access the dual training courses fulfill this choice at the end of junior high school (so after 10 years of schooling).



The Italian and German educational systems compared. (Source EACEA)

2.2 The context in Italy

2.2.1 Compulsory schooling and training

In Italy, the apprenticeship for the qualification, diploma and professional specialization, as defined in the most recent reform, is part of a full-fledged training program for young people who are still of school age, as a tool - in fact rarely used - for the fulfillment of the so called "right-duty to education" which ends at 18 years of age.

2.2.2 The school-based /work-based schemes (*alternanza scuola-lavoro*)

In Italy, this scheme was introduced as a mode of implementation of the second cycle paths and not as a stand-alone system (art. 4 of Law 53/03). With the Legislative Decree n. 77 of 15 April 2005, it is considered as a teaching methodology of the national education system to allow students over 15 to get credits for the second cycle diplomas alternating periods of study in school and work-related learning. The intended purpose is to motivate, guide and gain valuable skills in the workplace. The school-work schemes are based on the intertwining of the educational choices of the school, the professional needs of local businesses, and the personal learning needs of students.

Such legislation has also been the subject of reforms recently. On May 13, 2015 the "The Good School" bill was approved. In Chapter II, Article 4 (School, work and community) paragraph 1 foresees 400 hours of work-based learning for technical and vocational schools and 200 for high schools. Paragraph 6 also makes specific reference to apprenticeship as a tool for obtaining the qualification and diploma.

Overview of the main regulatory interventions on apprenticeship

The dynamics of apprenticeship in Italy have been strongly affected by a succession of regulatory interventions to redefine the rules of the instrument in order to encourage its use and dissemination. These regulations, implemented both nationally and regionally, but also through specific provisions in collective bargaining, have constantly changed and redefined the structure of the regulation determining a situation in constant change. The most significant changes, the result of organic restructuring of the instrument, can be traced back to the early 2000s.

Following, are the main regulatory references that represent the basis of the most recent reform of the apprenticeship contract at national level:

- L. 9 January 1955, n. 25 (and following amendments): first organic reform on apprenticeship;
- L. February 28, 1987, n. 56: introduction of incentives for apprenticeship;
- L. 24 June 1997, n. 196 (Treu package): widening scope and enhancement of educational content;
- Leg. September 10, 2003, n. 276 (Biagi reform): revision of the rules. Division into three types of apprenticeships, applicable to all sectors of activity (except P.A.). Mandate to the regions for the definition of the training profiles;
- D.L. June 25, 2008, n. 112 (conv. L. 6 August 2008, n. 133): collective bargaining and definition of in company training;
- L. • November 4, 2010, n. 183 (work related): strengthening of apprenticeship;
- L. September 14, 2011, 167: Consolidated Law on Apprenticeship (TUA). Reorganization of the apprenticeship contract. Changing the planned types;
- L. November 12, 2011, n. 183 (Law of Stability 2012): introduction of a total waiver for social security allowances for companies with up to 9 employees for the first three years of the contract;
- L. • June 8, 2012, n. 92 (Fornero Reform): Introduction of minimum duration, limits on hiring and stabilization, unemployment benefit forecast also for apprentices;
- D.L. June 28, 2013, n. 76, conv. L. 9 August 2013, n. 99: increased possibilities of transformation of the type of contract;
- D.L. March 20, 2014, n. 34, conv. L. May 16, 2014, n. 78 (Poletti decree): simplification of the apprenticeship framework. written form of Individual Training Plan, reduced limits and constraints on new hirings, raising the minimum wage;
- Leg. June 15, 2015, n. 81 (fourth part of the Jobs Act, reorganization of employment contracts): repeal in toto of the TUA. Modification of the apprenticeship categories

Evolution of the apprenticeship schemes in Italy

<p>"BIAGI" Law 2003</p>	<p>Consolidated Law CL 2011</p>	<p>JOBS ACT 2015</p>
<p>(Legislative Decree no. 10 September 2003, n. 276, conv. L. 5 February 2003, n. 30)</p> <p>Apprenticeship is a contract with a training content, where the employer in addition to pay a fee for the work done, ensures training to the apprentice.</p> <p>"Without prejudice to the provisions in force concerning the right and duty to education and training, the apprenticeship contract is defined as follows:</p> <p>a) apprenticeship contract for the performance of the right-duty to education and training (art. 48);</p> <p>b) professional apprenticeship contract for a qualification through training at work and technical-professional learning (art. 49);</p> <p>c) apprenticeship contract for the acquisition of a diploma or advanced training (art. 50).</p> <p>The three different types differ in the education aspects and conditions of use (age of apprentices and maximum duration of the training period) and are subject to uniform rules that govern the aspects related to the employment contract and the fulfillment of the job - related duties.</p>	<p>(Legislative Decree no. 14 September 2011, 167)</p> <p>The apprenticeship contract, that Article. 1 of C.L. calls "an employment contract for an indefinite period aimed at the training and employment of young people", is divided into three types:</p> <p>a) apprenticeship for the qualification and professional diploma (Art. 3): for those who have turned fifteen up to the age of twenty-five and is functional to the acquisition of the qualifications and the professional degree in any sector of activity, as well as completion of compulsory education;</p> <p>b) professional apprenticeship or job contract (art. 4): it is the most common type of apprenticeship, is restricted to persons aged between eighteen and twenty-nine years, and leads to the award of a professional qualification for contractual purposes in any sector of activity;</p> <p>c) apprenticeship for higher training and research (Art. 5): it can be used for hiring apprentices aged between eighteen and twenty-nine, and leads to the award of an upper secondary school diploma, graduate and higher education degrees, including PhD programs, for greater technical specialization, as well as for the practicum for access to regulated professions.</p>	<p>(Legislative Decree June 15, 2015, n. 81)</p> <p>Apprenticeship is an employment contract for an indefinite period aimed at the training and employment of young people.</p> <p>The apprenticeship contract is divided into the following types:</p> <p>a) apprenticeship for the qualification and professional degree, the upper secondary education and higher technical specialization diploma; it is structured to combine training carried out on the job with education and vocational training carried out by the training institutions that operate within the regional education and training systems based on the basic level of performance (LEP) ...;</p> <p>b) professional apprenticeship; intended for persons aged between 18 and 29 years (17 years if already in possession of a professional qualification).</p> <p>c) higher education and research apprenticeship. Aimed at obtaining university degrees and higher education, including PhD programs (...), for research and for the practicum for access to regulated professions. Those aged between 18 and 29 years in possession of the upper secondary education can have access (...).</p> <p>The Apprenticeship of the first and third levels integrate organically, in a dual system, training and work, with reference to education and training qualifications and professional qualifications contained in the National Standards of qualifications.</p>

2.3 Contractual aspects and characteristics of in-company training according to the guidelines of the regional legislation

Youth between 15 and 25 years may have an apprenticeship contract for the qualification and the professional degree, in all sectors of activity, and also for the completion of compulsory training. The regulation of this type of apprenticeship (only for vocational training) is delegated to the regions with the agreement of the Standing Conference between the State, Regions and Autonomous Provinces, after hearing the associations of employers using the following criteria:

- ☞ definition of qualification or professional degree;
- ☞ forecast of training hours;
- ☞ reference to the collective bargaining agreements for the delivery of in-company training in accordance with the general standards set by the regions.

While working out the formalities for the implementation of general education, the regions have identified the training content areas. Such content makes extensive reference to the "traditional" indications of training for apprentices (cfr. Decree no. 179/1999).

In some regional regulations and / or contractual provisions, companies wishing to carry out the general and /or technical and professional training are required to comply with some specific rules. Therefore, companies must first sign a "statement of training capacity" in line with standards established by the regions and / or collective agreements. The in-company training must be registered, as required by the regions and / or collective bargaining.



2.4 Brief introduction to the system of dual training in Germany¹

Dual training in Germany has a long history. In the distant past, training took place in the company alone. The dual system began to take shape when compulsory school attendance was introduced. The Vocational Training Act, which was adopted in 1969, introduced a national legal framework for the different traditional training paths in the skilled trades and in industry and commerce.

This law on vocational training has been changed several times over the years, the most recent version dates back to 2005.

The organization of dual training requires a complex but clear division of responsibilities. Employers and unions play a central role in initiatives for change because the structure of vocational training must meet the demands of industry. If there is a need for changes – in the qualification requirements, for example – the Federal Government, the Länder and industry agree on the basic principles for adaptation.

Then the work on the training regulations and framework curricula is continued and constantly coordinated by the individual partners involved.

Action by all stakeholders in dual training (Federal Government, Länder and industry) is governed by the federal framework provisions of the Vocational Training Act (BBiG). In addition, certain labor law provisions in different fields of law are also binding on initial and continuing vocational training.

For example, the legal provisions and rules governing work contracts are also applicable to training contracts unless otherwise specified in the BBiG.

The Federal Government is responsible for designing the content of training for the occupations it has recognized unless training is entirely school-based. The nationally binding recognition of the training occupations ensures that the basic principles agreed with industry and the Länder are taken into account and that training for a recognized occupation is only provided in accordance with the training regulations adopted by the Federal Government.

The Federal Government's responsibilities are not limited to implementing what was jointly agreed: it also takes measures to promote dual training.

These measures include not only individual support programmes like those stipulated in the Federal Training Assistance Act (BAföG) but also special funding programmes which aim, for example, at creating additional training places in less favoured regions.

The Federal Government provides funding for special research projects to ensure the constant updating of vocational training. The objectives of vocational training research are in particular to establish a basis for vocational training, monitor national and international developments, identify training requirements in terms of goals, content, structures and methods, and test the developed models under practical conditions.

The Länder are fully and solely responsible for school education. In dual training this means that – after coordination between the Länder and with the other stakeholders in dual training – each Land drafts the curricula for instruction at part-time vocational school for the training occupations in question.

Furthermore, the Länder supervise the activities of the chambers.

The proposals submitted by industry for the development or revision of training regulations are taken up by the Federal Government if they have been agreed between employers and unions.

¹ (cfr. BMBF, *Dual Training at a Glance - Ralf Dorau et al: Berufliche Entwicklungen junger Fachkräfte nach der Abschluss Ausbildung BIBB 2009*).

Without the involvement of the Federal Government, the social partners agree on further details of vocational training, particularly the amount of the allowance paid to trainees, within the framework of free collective bargaining. Some collective agreements also include provisions concerning such points as continued employment of training graduates under a limited contract.

As self-governing bodies of industry, the chambers have been assigned public tasks in dual training (competent bodies).

These include counselling and monitoring functions with regard to the individual training contracts. Training advisers of the chambers verify the aptitude of companies and instructors for providing training and advise both companies and trainees. They receive the training contracts and check and register them.

The chambers take care of the overall organization of examinations by fixing dates and setting up examination boards which administer the examinations. Furthermore, the chambers issue the certificates which are awarded to successful candidates.

The examination boards are composed of representatives of employers, employees and vocational schools.

The chamber sets up a vocational training board which must be consulted in important matters of vocational training. It is composed of equal numbers of representatives of companies, unions and – in an advisory capacity – part-time vocational schools.

Structure and characteristics: The name illustrates the principle:

Two partners share the responsibility for vocational education and training: A company concludes a training contract with a young trainee and assumes the responsibility for teaching the required training contents. The company organizes learning on an average of three or four days per week on the basis of a training plan, which forms part of the training contract concluded with the trainee.

Training is mainly provided at the workplace, that is, during work. This is the central point in which the German dual system differs from the school-based training models of other countries

Training in the company is based on training regulations which the Federal Government has issued for each training occupation. These regulations stipulate inter alia the minimum vocational skills which must be taught as well as the examination requirements.

Trainees attend part-time vocational school on one or two days per week, where they are mainly taught theoretical and practical knowledge related to their occupation; in addition they attend classes on general subjects such as economic and social studies and foreign languages.

Teaching at part-time vocational school takes complex processes into account as well: Theoretical contents is therefore not taught in isolation but within the framework of so-called fields of learning, and is related to work in the respective occupation wherever possible. This approach is also used in classes on general subjects if possible.

There are state-recognized training occupations in all sectors of the economy and administration – from agriculture to manufacturing to the public sector.

The current 349 recognized training occupations are continuously updated, as necessary. Furthermore, new training occupations are recognized by the state in areas where this is required by current developments in the world of work

2.5 Training contract in the dual training system

Training in the company is provided within the framework of a contract which is based on general labor law and includes some special provisions. These contracts are subject to legal control by the competent public agencies (in most cases the chambers). The contracts concluded between the

companies and the trainees can only become effective if they are approved and registered by these agencies.

In the contract, the company undertakes to ensure that all the training contents stipulated in the training regulations is actually taught.

The company can only terminate the contract in exceptional cases after the probationary period has expired. If the trainee does not pass the final examination, the training contract is extended until the next final examination – for one year at the most – at the trainee's request. The training period can also be extended under special circumstances if this is the only way to ensure that the training objective can be achieved. The criteria for shortening the training period are in particular special previous knowledge acquired at work or school or above-average performance during training.

2.6 The figure of the company trainer: requirements and standards

2.6.1 The company trainer in the apprenticeship in Italy

Among the principles of the general discipline of collective bargaining for the apprenticeship contract, the Consolidated Law on Apprenticeship (CL) identifies the mandatory presence of a tutor or company representative.

The figure of the "company tutor for apprenticeship" was created for the first time by the Ministerial Decree 02.28.2000 which defined tasks, requirements, maximum number of apprentices to train, as well as the skills to be acquired / developed also by planning specific training initiatives by the regions, in cooperation with the social partners. In particular, the decree stipulates the following requirements for workers who perform the role of company tutor:

- ☞ at least 3 years of seniority (this requirement does not apply in the event that there are no workers in the company in possession of such a characteristic);
- ☞ have an employment contract at a level equal to or higher than the level the apprentice will get at the end of apprenticeship;
- ☞ carry out work activities consistent with those of the apprentice.

In companies with fewer than 15 employees, this role can be assigned to the employer, a partner or a family worker. Each tutor may be responsible for no more than 5 apprentices, while for smaller businesses, the numerical limitations are set by sectoral framework laws.

The tasks of the company tutor:

- ☞ job-shadow the apprentice during the period of apprenticeship;
- ☞ transfer skills required for the performance of work activities;
- ☞ encourage integration between school and in-company training;
- ☞ collaborate with the training institutions in order to enhance the dual learning process;
- ☞ assess the skills acquired by the apprentice.

The hours of compulsory training required for company tutors range from 8 to 16, depending on the regions.

The CL introduces the figure of the company representative who provides the same functions of the tutor, although the requirements are not so strict.

2.6.2 *The company trainer in the German dual system*

In Germany, at the beginning of a contract of dual training, the company has the obligation to submit the following documents to the competent local body (for example, the Chamber of Industry and Commerce):

1. Apprenticeship Contract
2. Proof of company trainer legitimacy with regard to personal skills and techniques:
3. certificate of suitability for in-company trainer activities (in accordance with the National Law on eligibility of Trainers "Ausbilder-Eignungsverordnung (AEVO) of 21 January 2009").

In addition, the training company has an obligation to enroll the apprentices at the vocational school and to make sure that they can attend lessons.

During the dual program, the training company must spur students to attend the part-time vocational school and keep personal records of initial training updated, in the event that such records are a requirement for initial training, and an inspection of such records is carried out.



III. Definitions of qualifications, diplomas and specializations

3.1 Apprenticeship and training profiles

With respect to the training profiles to obtain a qualification or a professional degree, the Veneto region refers to those set out in the Decree of 27/07/2011 as defined in the State-Regions Agreement.

In the following table are indicated the professional profiles related to the three-year and four-year path (qualifications of three-year courses and four/five year courses are put side by side).

3-YEAR QUALIFICATIONS	4-YEAR QUALIFICATIONS AND 5-YEAR PROFESSIONAL HIGH SCHOOL DIPLOMA
	tecnico dei servizi di animazione turistico-sportiva e del tempo libero
	tecnico dei servizi di sala e bar
	tecnico dell'acconciatura
	tecnico di impianti termici
operatore edile	tecnico edile
operatore elettrico	tecnico elettrico
operatore elettronico	tecnico elettronico
operatore grafico	tecnico grafico
operatore delle lavorazioni artistiche	tecnico delle lavorazioni artistiche
operatore del legno	tecnico del legno
operatore alla riparazione dei veicoli a motore	tecnico riparatore di veicoli a motore
operatore di impianti termoidraulici	tecnico per la conduzione e la manutenzione di impianti automatizzati
operatore meccanico	tecnico per l'automazione industriale
operatore del benessere	tecnico dei trattamenti estetici
operatore amministrativo - segretariale	tecnico dei servizi di impresa
operatore ai servizi di vendita	tecnico commerciale delle vendite
operatore agricolo	tecnico agricolo
operatore dell'abbigliamento	tecnico dell'abbigliamento
operatore della ristorazione	tecnico di cucina
operatore ai servizi di promozione ed accoglienza	tecnico dei servizi di promozione e accoglienza
operatore della trasformazione agroalimentare	tecnico della trasformazione agroalimentare
operatore delle calzature	
operatore delle produzioni chimiche	
operatore del montaggio e della manutenzione di imbarcazioni da diporto	
operatore dei sistemi e dei servizi logistici	

For each identified professional figure, the National standard provides a list of occupations as main reference; also, all the figures are referenced with both the NUP / Istat-related professions (such referencing is very important, because the categories NUP / Istat are those used in drawing up contracts) and economic activities (ATECO ISTAT 2007).

3.2 The characteristics of the project's relevant qualifications

The project involves some specific profiles, in particular those related to the areas of food and hospitality. The figures selected for the three-year pathways those of:

- ☞ operatore della ristorazione;
- ☞ operatore ai servizi di promozione ed accoglienza.

To these four-year paths (and five-year specialization in the education system), are added the profiles of:

- ☞ tecnico dei servizi di sala e di bar;
- ☞ tecnico di cucina;
- ☞ tecnico dei servizi di promozione e accoglienza.

For all profiles, it is possible to attend traditional paths (based on courses provided by training institutions / professional institutions offering these courses) and apprenticeship schemes for the qualification (three-year courses) or diploma (four-year courses). Procedures for access to the paths are: for traditional training programs, enrollment in IVET courses funded by the Regions.

As for the possibility to obtain a qualification through "dual" apprenticeship paths, those IVET institutions who activate a "dual" path and get a course approved (in the same way as the traditional paths, with funds by the Regions) will have to do the matching between companies and students and develop the individual training plan according to the instructions of the national labor contract and the number of hours of compulsory training.



IV. Apprenticeship in Veneto

4.1 The qualification pathways in Veneto: the training offer

Given the established tourist vocation and the significance of the sectors concerned by the project in the regional economy, it is not surprising that in the Veneto region the provision of training and higher school education aimed at ensuring adequate qualifications and professionalization for newcomers in the labor market is particularly rich.

All 7 provinces of the Veneto have at least one hospitality vocational school (13 in the region) and the tourist-hotel sectors educational/training specializations are also provided in 26 other secondary professional institutes. Equally important is the network of technical institutes for tourism and commerce, with specializations aimed at guaranteeing a qualified workforce for the sector. The paths of secondary education are complemented by an extensive and geographically widespread offer of vocational training. As a whole, during the last years such institutions have provided education opportunities for over 20 thousand students, representing about 8% of the secondary cycle students.

Tab. 4.1 - Veneto. Enrolment in the Hospitality and technical vocational schools for tourism. School years 2009/10 – 2013/14

Type of school and grade	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014
Total	15.606	15.544	15.819	16.332	17.343
Of which % female	57%	56%	55%	54%	53%
Food and hospitality professional schools	10.525	10.783	10.970	11.720	12.562
di cui % femmine	47%	45%	45%	45%	44%
- grade 9	2.770	2.964	3.061	3.374	3.541
- grade 10	2.226	2.489	2.315	2.607	2.899
- grade 11	2.210	2.072	2.234	2.161	2.403
- grade 12	1.845	1.874	1.893	1.986	1.958
- grade 13	1.474	1.384	1.467	1.592	1.761
Tourism technical schools	5.081	4.761	4.849	4.612	4.781
Of which % female	80%	80%	79%	78%	78%
- grade 9	1.022	1.056	1.148	1.147	1.168
- grade 10	907	969	944	1.016	1.019
- grade 11	1.258	903	858	892	979
- grade 12	888	1.013	1.003	823	840
- grade 13	1.006	820	896	734	775

Source, elab Veneto Lavoro on Arof data

As for vocational training, it is possible to highlight, with reference to the last three years, the courses for the qualification related to our sectors, and see the main features, (tab. 4.2).

Tab. 4.2 - Veneto. Pupils enrolled in vocational training courses for qualifications related to tourism and food processing. Years 2012/13 - 2014/15

	YEAR		
	2012/2013	2013/2014	2014/2015
Total	4.131	4.745	5.009
Of which % female	43%	43%	43%
Qualification:			
operatore ai servizi di promozione ed accoglienza:	345	355	343
- indirizzo strutture recettive e servizi del turismo	57	67	2
- indirizzo servizi del turismo	222	189	151
- indirizzo strutture recettive	66	99	190
operatore della ristorazione:	3.283	3.864	4.166
- preparazione pasti/servizi di sala e bar	2.330	2.754	2.662
- indirizzo preparazione pasti	604	722	768
- indirizzo servizi di sala e bar	349	364	415
- indirizzi misti		24	321
operatore della trasformazione agroalimentare	503	526	500

Source, elab Veneto Lavoro on Arof data

Last year, about 5.000 students were enrolled in three-year regional vocational training. This indicates an increasing trend. The female component is less significant compared to what has been observed for the male counterpart, but it maintains a stable weight around 43% (although with significant differences, as we shall see, in the different qualifications and specializations).

4.2 The recruitment of apprentices

Moving on and analyzing the demand for labor expressed by the regional production system, we can focus on the tourism sector, and look at the inflows recorded during the crisis (2008-2015) to try to understand the weight of apprenticeship and the main occupations associated with it (tab. 4.3).

Tab. 4.3 - Veneto. Recruitment of apprentices in the tourism sector according to the main qualifications and gender. years 2008-2015

	2008	2009	2010	2011	2012	2013	2014	2015
Males and females								
total economy	57.846	37.786	41.611	41.781	34.465	28.097	30.388	27.312
Tourism sector	9.728	8.469	8.833	8.855	8.834	7.793	8.061	7.696
main qualification								
523. Waiters catering	3.295	2.828	2.982	2.901	2.681	2.360	2.546	2.436
524. Bartenders	3.454	2.991	2.942	2.909	3.066	2.721	2.797	2.384
521. Chefs	1.676	1.529	1.648	1.579	1.706	1.505	1.498	1.552
525. Other figures Restaurants	41	21	19	33	56	49	56	55
422. Employees reception	489	385	447	467	559	506	537	573
511. Workers sales	7.861	5.666	5.733	5.888	5.001	3.546	3.969	3.176
411. Secretaries	4.442	2.957	3.186	3.409	3.390	2.567	2.788	2.399
522. Waiters hotel	118	95	123	197	134	198	139	117
361. guides and tour operators	209	148	171	152	96	65	81	119
635. Workers food industry	905	732	727	730	683	490	573	569
Females								
Total economy	25.716	17.856	18.664	18.531	16.330	13.125	13.833	12.182
Tourism sector	6.019	5.153	5.194	5.013	5.041	4.396	4.548	4.116
main qualification								
523. Waiters catering	2.151	1.858	1.855	1.753	1.671	1.462	1.564	1.451
524. Bartenders	2.552	2.192	2.153	2.017	2.206	1.928	1.963	1.607
521. Chefs	353	297	307	263	268	240	221	221
525. Other figures Restaurants	28	10	11	14	30	14	24	31
422. Employees reception	356	260	300	323	405	364	417	414
511. Workers sales	5.628	3.818	3.905	3.876	3.232	2.369	2.558	2.001
411. Secretaries	3.674	2.436	2.592	2.725	2.720	2.006	2.177	1.904
522. Waiters hotel	83	78	97	152	99	153	102	80
361. guides and tour operators	168	117	139	117	82	53	63	96
635. Workers food industry	321	251	240	243	226	185	193	217

source: *Elab. Veneto Lavoro on Silv data (extraction 25 April, 2016)*

Available data clearly show the negative phase of the current economic cycle and its negative effects on the labor market, In particular, a drastic reduction of jobs for young people and (in general) for first-job workers.

During the year 2015, there has been a significant drop from the year before (-5%), confirming the downward trend already observed in previous years. This decline is largely attributable to the introduction of new regulations that have strongly affected the employment dynamics in the course of 2015: the entry into force of the Jobs Act, especially with regard the use of the "insertion" contract (contratto a tutele crescenti), and the provision for a social security exemption for the activation and / or conversion into permanent jobs (tempo indeterminato).

Overall, the sector of tourism services, while sharing the difficulties experienced by much of the regional production system (especially the secondary sector), appears to be less affected by

unemployment: during the crisis years, the overall demand marked a fall of 7%, while the demand of apprentices fell to -17%.

Three-quarters of the demand for apprentices involved professions related to the three areas consisting of "catering/waiters", "bartenders" and "cooks"; among these three, the last is far less affected by the negative economic situation. Among other professional profiles a growth in volumes of apprenticeship demand for hotel waiters, receptionists, some figures of the catering services and, above all, some working figures of the food industry are recorded.

4.3 The situation in Germany (BIBB data)

Name of qualification (German)	Name of qualification (English)	New apprenticeship contracts in 2013	New and existing apprenticeship contracts in 2013
Koch/Köchin	Cook	9.750	23.029
Restaurant-fachmann/-frau	Restaurant specialist	3.469	7.485
Hotelfachmann/-frau	Specialist in the hotel business	9.671	22.750
Hotelkaufmann/-frau	Hotel clerk	473	1.095
Fachmann/-frau für System-gastronomie	Specialist for system catering	1.952	4.667
Fachkraft im Gastgewerbe	Specialist in the hospitality services industry	2.174	4.022
Total		27.489	63.048

Source: DEHOGA Zahlenspiegel III/2014

V. Field research

5.1 *The research approach*

An articulated research was carried out, a crucial tool of the preliminary phases of the project. Conceived to collect and analyze the wealth of information available and the opinions of the actors involved in the processes that form the value chain of the apprenticeship for the vocational qualification the research focuses on the quality criteria that the project aims at achieving.

The stakeholder analysis, their attitude towards apprenticeship, based on their experience and the opportunity to experiment with new forms of training in the workplace, together with training organizations, are of primary importance to build a model that is socially, culturally and institutionally acceptable in the local socio-economic context. In this respect, for each of these groups, the project partners have developed together a number of research activities to better understand the state of art, experiences, roles and opinions of representatives of each group. The information collected, qualitative and quantitative, has helped provide important information about the trend, convergence and the common perceptions about apprenticeship as a training and work placement tool.

Special information collection tools, developed by Veneto Lavoro and shared with our German partners were used to get the information from the identified groups.

5.2 *Framing the issues: the interviews with key stakeholders*

At the start of the research and analysis, we chose to interview the main institutional actors, private and public, interested in the topic of apprenticeship in the region. This step is designed with the aim to:

- ☞ detect the level of knowledge and opinions on apprenticeship in general, and on apprenticeship for the qualification in particular, by the actors who work on these issues;
- ☞ draw up the apprenticeship scenario as foreseen in the legislation and implemented in practice, and understand the reasons for any differences between the two levels;
- ☞ gather opinions on the future development of both the legislation and the apprenticeship pathways;
- ☞ collect names (with a snowball effect) of other key players or examples of good practice for the next analysis steps.

5.3 *The definition of possible scenarios: the focus groups*

We involved stakeholders in different fields in the issue of young people's transition from education and training to employment: on the one hand the teachers, school tutors and directors of vocational schools and regional vocational training institutions in the field of tourism and food and hospitality; on the other hand, entrepreneurs of the tourism, food and hospitality services sector who used the apprenticeship contract.

The first focus group was directed to the school system while the second one involved entrepreneurs and tutors. In both cases, in addition to researchers of Veneto Lavoro who conducted the focus groups, representatives of the German project partner institutions (BIBB and GIZ) were present at the discussion, as observers.

5.4 The analysis of the supply: questionnaires for students

The empirical part of the research, aimed to investigate the knowledge and opinions of the students, was conducted by administering a questionnaire to students of the third year or fourth year in the specializations of food (food preparation and waiters) and tourism.

In particular, the questionnaire focused on three thematic issues of investigation:

1. Opinions on the system of *alternanza scuola- lavoro* and apprenticeship.
2. The choices after compulsory education and entry into the labor market.
3. Knowledge of the apprenticeship and its main features.

The questionnaire was administered between April and May 2015 to 5 institutions from 5 different provinces. 529 questionnaires were filled out and respondents represent all specializations in the sector of interest.

5.5 The analysis of the demand: the questionnaire to the companies

A survey tool was designed in coherence with questionnaires for students. It was developed with the aim of collecting information from the business community stakeholders, but also to compare the views of the students with that of the companies.

The information gathered, although it cannot be generalized, given the scarcity of the collected sample, tends to confirm important evidence already underlined in similar surveys carried out in Italy and in the European context.

- ☞ over the years, the majority of companies that responded to the questionnaire appears to have participated in experiences of school and work based learning, hosting students on an average between 15 and 30 days. Students appear to come primarily from vocational education and training schools;
- ☞ on the average, companies claim they are satisfied with the performance of students, even if the judgments rarely are particularly positive. They complain, however, important gaps regarding the theoretical, technical and legal knowledge, while the evaluation of practical professional skills is more satisfactory. In almost all cases, the value of the experience is recognized by the company, particularly for the possibility of acquiring and / or enhancing professional and practical skills;
- ☞ the number of companies that have hosted apprentices for the qualification is limited. In these cases, the degree of satisfaction with the technical and practical skills is inferior, while the recognition of theoretical knowledge is higher;
- ☞ There is a general agreement on the idea of apprenticeship's utility to increase technical and professional skills of the students, especially with regard to the opportunity to get practical experience, also as work teams, in the workplace;
- ☞ with respect to apprenticeship for the qualification, the degree of knowledge of the respondents on its structure and organization is quite limited. The degree of interest in a possible experimental path is not particularly high: the possible presence of problems related to minors, the difficulty to identify and appoint an in-company trainer and the poor prospects in terms of return on investment contribute to this negative opinion.
- ☞ while a general interest in the joint development of training courses that provide forms of school and work- based learning exists, the need to build and create, in a shared manner, paths that take into account both the needs of the training institutions and those of the companies and the labor market is strongly highlighted.

VI. The intersections between education and the labor market in Veneto: strengths and weaknesses

6.1 Topics emerged from the analysis of the collected materials

A. A difficult target

Oftentimes, access to vocational training is not seen in a positive light, as a potential growth area for particularly interested persons to acquire specific skills and integrate quickly into employment, but in a negative way; education and vocational training are often accessed only after difficulties and failures in school, as a useless and not very promising "last resort", but mandatory under the compulsory education rules. Another important finding is the incidence of foreign students in total. If among the students of professional schools - roughly one in 10 are of foreign nationality - the percentage rises to almost one in four in vocational (three-year paths) Centri di Formazione Professionale. These statistics are the result of two separate factors: firstly, the highest exposure of the foreign component (also due to language difficulties) to delays and failures in education and training, secondly, the greater propensity of the same target to opt for shorter training paths and a quick and easy entry into the labor market.

B. Image problems and perception

Issues related to image (reputation) related to the selection and attendance of vocational and professional schools are, according to the respondents, quite pervasive in the contemporary socio-cultural collective perception, and they do not only refer to the youth, but also to families and teachers.

C. Relations between vocational schools and the labor market

Recent developments of the legislation have sought to strengthen the link between school and the labor market through the promotion of internships and traineeships for all orders of secondary schools. It must be said that vocational schools and vocational training centers have anticipated the compliance with such regulations, as they have been engaged in internships and traineeships with operating companies in their respective sectors as part of curricular activities for many years now. Despite the existence of such good practice, streamlining and standardization of relations and relationships are still lacking. As a result, companies sometimes complain that the educational paths are not fully aligned to the needs of the territory or require further training, while schools highlight an instrumental use (cheap labor) of internships by local entrepreneurs.

The experiences of the youths show that the internship / traineeship is often the first entry point into the labor market: the questionnaire's answers reveal that many kids have had multiple experiences, both internships / traineeships and paid employment, indicating that the alternation of school-based and work-based learning becomes the instrument for the access to the labor market. As regards the consistency between the path of study and jobs, almost all (98%) respondents declare that the experience on the job has been relevant to the course of study, with a positive evaluation of the work-based training. Also, this judgment connects to the usefulness of alternation between school and work, which is considered "very" or "fairly" useful by 96% of respondents.

Finally, faced with the alternative of continuing their studies or entering immediately into the labor market, most students (77%) choose employment, although almost one in four intends to continue their education and training.

Only 7% of youths think that they can work in complete independence and without any accompaniment. The vast majority (77%) answered that they would like to be accompanied by someone to carry out their tasks in the insertion phase. The teacher figure is substituted for the most part with that of the experienced worker, but in 12% of cases, the respondents say they want to have a figure like the teacher in the first few steps into the labor market.

During the focus groups the theme of the relationship between teachers or school tutor and company tutor has also been addressed. In particular, for both companies and schools the current school-work system features some weaknesses, namely:

- ☞ Lack of shared objectives and discussion on professional profiles between the school and company tutors;
- ☞ the presence, for some teachers, of a negative prejudice on the technical and vocational training, seen as an interference in the student training (hours of technical and vocational education, both at school and in the company, are often seen as second-class education);
- ☞ a loose link between the school-work path (entrusted to a teacher) and the involvement of the Class Board;
- ☞ weaknesses in the evaluation mechanism of the path;
- ☞ the establishment of shared evaluation tools with company trainers.

In addition, as highlighted in the previous section, the accompanying and mentoring figure remains indispensable also during the initial entry into the labor market, with a strong educational connotation.

D. Definition of the professional profiles and curricula

Despite a gradual integration of the work-based learning in the secondary school curriculum, adequate tools for the definition, recognition and evaluation of skills learned during the work activity are still lacking. This has a negative impact on the possibility of developing paths which further enhance work-based learning that can result in a final recognition of acquired skills to guarantee that a young person has the same opportunity of career of a student at the end of a traditional school career.

Also, opinions about the skills that young people believe they have acquired or need to improve to get into employment (tab. 6.2), give relevant information for the definition of a FiTT model.

Tab. 6.2 - Perception on the preparedness for the labor market of respondents

KNOWLEDGE AND COMPETENCES	NO NEED TO BE ESPECIALLY PROFICIENT	I AM PROFICIENT ENOUGH	I WISH I WAS MORE PROFICIENT
Safety and Health at Work	6,1%	75,8%	18,1%
Contracts and labor standards	3,5%	35,4%	61,1%
technical and professional skills	2,9%	49,1%	48,0%
Social skills (relations with the public and colleagues)	13,5%	69,6%	16,9%

Source: elaboration of Veneto Lavoro on questionnaire data

The perception on soft skills proficiency is perhaps the most interesting aspect to analyze. Nearly 70% of youth responds to feel quite prepared to handle the internal and external relational aspects of the job, while 13% believes that these skills do not require special preparation. Just one out of six says he/she wishes to be more prepared to handle inter-relational aspects. The gender analysis reveals that the girls (almost 20%) more than boys

(14%) feel the need for more preparation for what concerns the relational aspects. These data are interesting because, taking into account that the age of respondents is critical for the development of the relational aspects outside the family, these are also the skills that companies look for and value most in their workers; and it is the relational maturity (or lack of it) that motivates them to take on a training role (even for internships), as highlighted in the focus groups.

With regards to the school or work based learning mode, more than half of the respondents would rather be trained on professional subjects in school. The school is seen as a privileged place of formation, also by virtue of the fact that in adolescence the relationship with peers tends to take overall priority, and the school environment is the right and at the same time safe and substantially protected place where youth cultivate their personal relationships as well as get an education.

Moreover, as highlighted above, the company's figure of accompaniment and guidance in the phase of entry into the labor market remains essential, with a strong educational connotation.

E. Regulatory issues

The regulations of the vocational education and training system has gone through profound changes in recent years, as it has happened to the apprenticeship contract, and has changed many times in the framework of the labor market reforms. Although a great interest towards the introduction of elements of the German dual system (and therefore the enhancement and formalization of the work-based learning paths, also as an alternative to school-based learning), has been repeatedly shown, it is not easy to identify, in the current legal system, spaces to start new paths and tests.

Not only companies, but also young people show a still partial understanding of the characteristics of the apprenticeship contract. To the question "What will be your first job contract?" Almost 50% answered "I will be an apprentice", indicating that the only kind of apprenticeship is the one unrelated to the qualification, the professionalizing apprenticeship, which is perceived by students as a contractual form of entry into the labor market rather than another formative moment.

The responses clearly indicate that apprenticeship is widely perceived as a common form of work contract, not easily associated to a form of training. Apprenticeship remains a blurry form of contract with a low salary that has little or nothing to do with the training of young people.

6.2 Proposals and innovative experiences in Veneto

A. A difficult target

The strength of apprenticeship derives from the fact that it intercepts young people discouraged by traditional schooling i.e. the propensity to experiment with alternative forms of learning, to seek partnerships and joint activities with local businesses, to overcome negative experiences.

Great is the importance of communication and educational choices that enhance not only the rapid insertion in the labor market and the wide range of employment opportunities connected with vocational training, but that also facilitate the return to school of frustrated and demotivated youth to achieve their qualification.

B. Image problems and perception

As for the problems related to the perceived image, the interviews demonstrate the importance of a correct orientation/guidance at the end of the second cycle level. The school resources in this respect have been eroded in recent years, and this is not without its consequences with respect to guidance activities.

Some middle schools stand out however; they offer - on voluntary terms – a wide range of guidance activities, offering students an adequately diverse and non-stereotypical panorama of choices.

C. Relations between vocational schools and the labor market

One interviewee described one apprenticeship experimentation with a secondary school in Veneto which has been shared between schools and companies since the design phase. The project was based on the co-design of a dual path for a specific commercial professional profile, whose competences were not developed in the school system. Among the critical success factors were highlighted as follows:

- ☞ The joint development of the dual path of the professional profile;
- ☞ the opportunity to work on uncharted territory, that is, a professional figure whose skills, knowledge and competences were not classified yet;
- ☞ the presence of both companies and the school in a small geographical area with solid ties to the community.

D. Definition of the professional profiles and curricula

Possibly, the best-known experience at national level in terms of apprenticeship, is based on a partnership between ENEL (public provider of energy) and some local schools. The innovative experience highlighted here is the definition of a shared vision for the definition and recognition of skills learned on the job. In fact, since the project involved a large proportion of hours of company training, the concept of educational equivalencies has been introduced.

The process of sharing the definition of the skills required for the establishment of curricula, though not without difficulty among the local business system and training and school system, is

a necessary step to regularly plan in order to ensure coherence of the professional profiles to the reality of the specific business - therefore with a double advantage, both for young people and for the companies.

E. Regulatory issues

In a scenario that identifies tax exemptions as the main motivation for companies to apply the apprenticeship contract, especially the second type, the recent reform of the labor market and the advent of so-called "Contract with increasing protections" creates an attractive alternative for the recruitment of young people. This happens because the incentives/exemption for the company is the same, while the compliance rules are less strict, both in terms of in-company training and tasks of the workers, which in the apprenticeship contract are clearly defined especially as regards the operating autonomy levels. In the opinion of respondents, however, this development is not necessarily a problem, and indeed it could offer the possibility of better understanding the purposes and characteristics of apprenticeship, even for the vocational qualification.

6.3 Indications and guidelines for an experimentation

The main points can be summarized as follows.

The relationship between educational institutions and companies in the sector can be defined as solid and constructive. The professional schools and CFP of the sector show a tradition of collaboration with the business world and the importance of the experience in the work place for the growth and education of students. In fact, 98% of surveyed students has made a company experience, some with an internship, others with employment contracts, very often the result of a professional relationship begun with the internship. The sectoral networks among school and companies also have a good level of quality, so the degree of satisfaction and consistency with the studies is very high among the students. For the purpose of modeling one experimentation, it is therefore essential to rely upon these existing and well-established networks, involving institutions and companies who understand the educational value of work-based learning.

The combination of school and work-based learning (alternanza scuola-lavoro) in this sector has demonstrated to be an effective way for the entry into the labor market, as shown by the large number of students that, in addition to traineeships, has also had employment experiences. With the inclusion of apprenticeship as a mode of school and work-based learning, also required by the recent reform of the education system, we can assume that the FITT! model can be adapted not only to the regional vocational qualification paths, but also to the education system in general.

Male and female students seem more insecure about their proficiency in terms of technical and professional skills and knowledge rather than their social skills. By linking these results to the preference of youth for more training at school (which decreases with the increasing of the age of the respondents) it is clear that *education in the school / training institution is an important and indispensable moment of their personal as well as professional growth.*

The perceived confidence on their proficiency (or personal attitude) in social skills and their relatively low interest in improving soft skills is at odd with the importance that companies assign to these skills. In fact, employers often identify soft skills as skills of professional maturity, and they are less likely to invest in the transfer of such skills, preferring to insist on technical skills of young people who demonstrate that they have acquired values and interpersonal skills with age. This is a factor to be reckoned with, both for the real capacity (and not the perceived one) of potential apprentices in this age group, and companies. It is indeed necessary that the dual path like the one foreseen by FITT !, which aims to increase the quality of apprenticeships,

provides proficiency standards for both apprentices and companies, *helping companies to become training companies even on the most difficult skills to be transferred, namely, the relational and social skills.*

The company experience helps students to clarify ideas about the educational / training choices once concluded their education, very often with direct entry into the labor market (which is consistent with the choice of vocational and technical training paths rather than general high school courses). The degree of indecision with respect to post-training choices is greater among those who have no experience in the workplace (10% compared with 2% of those who have had experiences).

Students "confess" that they don't feel knowledgeable on standards and labor agreements. This perception is objectively reinforced by the responses that they give both on their employment status after education (nearly 50% respond that they will be apprentices, combining apprenticeship as a contract to enter into the labor market) and their opinion about the characteristics of apprenticeship, which – to respondents - *is not clearly distinguishable from other forms of employment neither is considered in its educational value* (apart from the fact that they know about the company tutor, probably influenced by the fact that they work with this accompanying figure also in the traineeship/internship).

6.4 Practical aspects

Age and characteristics of apprentices

Part of the difficulties associated with the current path of apprenticeship for professional qualification is related to the legislation on minor workers. With regard to the testing of the FITT! model, it is advisable to start the apprenticeship dual path with students of an age of at least 17 years.

Finally, to erode the prejudice that links school marginality with apprenticeship, the model should consider intercepting in particular young people with a strong inclination to autonomy and entrepreneurship. In this way, apprenticeship would strengthen - in addition to professional and technical skills - also managerial skills associated with starting their own business.

Constraints of time and location

The figures of young people interested in apprenticeships for vocational qualification, as already mentioned, are very small. This also entails a number of consequences about the location of students, the difficulty to constitute homogeneous groups for the provision of school training for qualification.

Although in the short term an increase of the number of apprentices that fill this discrepancy is not realistic, there is a need to rethink the school-based training, both in terms of school-year management and strengthening and promotion of different educational methods and activities (first of all, distance training)

Structuring a dual training path in partnership between schools and businesses

To achieve an effective apprenticeship training pathway, it is important to find ways of involving the VET and education systems and the business community at the stage of planning of the initiative. An *ad hoc* committee should be established, coordinated by the regional office, which develops all training topics, the competences to be acquired, the method for providing training on the job, the tutorship mode, all with the final goal to establish an evaluation committee and a blended final exam.



Identification and training of the company tutors

The current legislation foresees, for company tutors, the participation in a training program of a rather limited duration (16 hrs.). For the launch of an experimental process, however, the effort required to company tutors (shared among school and company tutors) should be much higher. New professional figures of company tutors will have to be able to deal with pedagogical issues as well as technical training evaluation, in addition to the traditional skills in the field of occupational safety.

6.5 Apprenticeship in the Italian roadmap of dual training

The investments, activities and incentives for the dual system in line with the Jobs Act and the Good School, since the Agreement of 24.9.2015 between the Government, Regions and Autonomous Provinces have been tangible at the national level. They consist of financial contributions to CFPs and companies implementing dual training courses. Under the hat of "accompanying actions and strengthening the dual system as part of IeFP", run by Italia Lavoro as part of the FlixO national project, the government has made available 10.5 million euro for 300 CFPs to experiment the system of dual training.

The CFPs will receive a grant of 35,000 euro and will rely on technical assistance of Italia Lavoro to ensure direct provision of general and specialized guidance, and support to the work aimed at establishing apprenticeship contracts for the qualification and professional degree.

The goal is to support the development and / or strengthening of the capabilities of CFPs to manage their guidance and placement services through the definition and implementation of quality standards, to guide young people to choose the most suitable courses for their education and promote and enable the school-work transition tools, such as apprenticeship for the qualification and professional degree, the alternation between school and work and simulated company, to offer training courses combined with these instruments.

The second initiative, for which 16 million euro have made available - also managed by FlixO - are for the benefit of the companies. They consist in the disbursement of grants (art.12, of L.241 / 1990) to cover the costs of the company training. The beneficiaries of the grant are private employers who have engaged, through their staff, training activities in both apprenticeship and alternanza scuola-lavoro paths, from January 1, 2016, only if working in partnership with the CFPs and / or bodies of Vocational Training.

The resources are divided by type of training: for apprenticeship the company can request up to a maximum of € 3000 for company trainers for 12 months of apprenticeship training: for school-work pathways, companies can request up to 500 Euros per year for company training activities.

These investments are not structural, but intend to launch the "dual mode". On the one hand they intend to strengthen the crucial capabilities of CFPs to manage new forms of learning for qualification and, on the other, they offer incentives for companies to invest in students / apprentices as a business opportunity.

6.6 The dual system in vocational education and training in Veneto

Following the Memorandum of Understanding on the implementation of the pilot project entitled "Accompanying actions, development and strengthening of the dual system in education and vocational training, signed between the Ministry of Labor and Social Policies and the regions on 13 / 1/2016, also the Veneto Region has developed a "dual" training policy by publishing guidelines and calls for the testing of new system, which - as already mentioned - includes both school and work-based pathways (reinforced in the work-based learning component as result of

the education reform “Buona Scuola”) and apprenticeship for the qualification and diploma (Art 41 Legislative Decree 81/15).

The regional tenders provide about 11 M euro, allocated by the Ministry of Labor and Social Policy. They are addressed respectively to the start of "dual" three-year courses of the national qualifications, and a dual path for the four-year diplomas (only for fourth year students).

The characteristics of the pathways are highlighted in the following Box

For the three-year and four-year courses (qualification and professional degree):

- are made in compliance with the essential levels of performance established by Articles. 15-22 of the Legislative Decree 226/2005;
- are aimed at obtaining a qualification at EQF 3 level in one of the figures set out in Annex 2 of the National Directory of the IeFP, or a professional degree at EQF 4 level in one of the figures in Annex 3 of the National Directory of the IeFP;
- integrate the training course held at the CFP where the student is enrolled, with periods of practical application in simulated company (first year), the school and work – based learning and apprenticeship for the qualification (three-year courses) or professional diploma (fourth year).

Periods of practical application that characterize the three-year courses of vocational education and training carried out in testing the dual system cannot last less than:

- **in the first year of the three-year period:** company training: 400 hours per year. The simulated company is addressed to 14-year old students of the first year of the three-year course, and has a preparatory function to school and work-based pathways or apprenticeships *;
- **in the second year of the three-year period:** 400 hours per year of training in the company in alternanza scuola-lavoro or a minimum 40% of the annual 990 hours as in-company training in the case students enrolled in the CFP have an apprenticeship contract for the qualification in accordance with art. 41 II paragraph, letter a) of Legislative Decree no. 81/2015;
- **in the third year of the three-year and fourth year (diploma):** 500 hours per year of training in the company in alternanza scuola-lavoro or a minimum 50% of the 990 annual hours as company training in the case students enrolled in the CFP have an apprenticeship contract for the qualification or for professional degree in accordance with art. 41 II paragraph, letter a) of Legislative Decree no. 81/2015.

The qualification is awarded at the end of the third year path (fourth year in the case of diploma), upon expiry of the apprenticeship contract, after passing the final tests required by art. 18 of L.R. 10/1990 and regulated by regional regulations.

* Schools can activate apprenticeship for the qualification contracts for youth enrolled in the first year of the three-year course, provided they are 15 years old.

Box 1: features of the dual IeFP pathways in Veneto. Source: Regione del Veneto

VII. The general characteristics of the Fitt! Model

7.1 Criteria for the selection of the model

As described above, the FITT! dual model is structured to be fully integrated in the reform of apprenticeship (and the "Good School"), and the vocational training system, with the adoption of quality standards achieved by sharing with and the support of the experts of the German dual system, and co-designed by those involved in its planning, implementation and evaluation.

The network model is set up by the institutions and other actors who are involved voluntarily – representing different interests - in the management of the education of young people, primarily the Ministry of Labor, the Regions, the training and educational bodies and institutions, and intermediate bodies who represent the social partners and companies in the sector.

The model also should revolve around the main role played by the beneficiaries: companies and students.

To do this it is necessary that the system ensures the provision of detailed information. We identified nine parameters on which the selection of the model has been made, and these are:

1. Definition of a specific strategy
2. Value of the burden linked to the commitment of partners
3. Resource control
4. The results of the monitoring and evaluation
5. Rigidity / flexibility of the system
6. Management complexity
7. Continuity / discontinuity
8. Usability and accessibility
9. Financial sustainability.

7.2 The integration of the the FITT! dual model in the new Italian dual system

The analysis of the apprenticeship trend in Veneto and in Italy describes the decreasing dynamics in the last 10 years, which have suffered a sharp decline during the crisis. The qualitative analysis also tried to interpret the reasons that led to such figures. The reform of June 2015 on apprenticeship modifies in part a framework (that of the consolidated law of 2011) that had not had time - as regards apprenticeship for the qualification - to be fully adopted by the regions, although examples exist, but whose impacts cannot be evaluated.

The model addresses the need to enhance the dual training for the qualification and the diploma with a strong role of work-based training, with standards equivalent to traditional training and added value to facilitate the school-work transition for young qualified.

In Germany and other countries (including Italy, in the province of Bolzano) the dual system has a long tradition, it is well structured and has a positive reputation, in Italy the model is built on a different social and cultural context. Only the demonstration that such model works, and its positive assessment can create the basis for wider dissemination and change of perception on the quality of the approach as well as the skills and opportunities that this path offers- both for students and companies.

The FITT! dual model is therefore a concrete test, embedded in the current legislative framework, that will mainly focus on the “soft” features (not the prescriptive regulations, but in line with them) of the Italian and regional dual systems just being launched. In particular, it borrows and adapts the approach and some processes that define the success of the German dual system. Therefore, the most important task to define the model has been to understand which elements of the German system are transferable and what different objective conditions require a totally national approach to the implementation of Italian dual paths.

Importantly, the Italian "dual system" has a different approach to work-based learning, which includes not only apprenticeship, but other forms of school and work-based learning, such as in-company training (traineeships) and simulated enterprise that training institutions and companies can use to build together the path for the vocational qualification and / or professional diploma. The apprenticeship for the qualification - it is important to remember - is one among a diversity of dual tools of the Italian-style dual system. Apprenticeship therefore is likely to be in "competition" with other slenderer forms, at least in terms of regulations, of work-based training.

It is useful to note, however, that an approach that aims at the quality of work-based learning through apprenticeship can be used and transferred, with the necessary modifications, to other forms of school and work-based learning (*alternanza scuola-lavoro*).

With the exclusion of the hybrid status of the apprentice (student and employee at the same time) the FITT! model addresses issues that primarily concern the recognition of the value of learning in work-related contexts as a fundamental element of the initial training of young people and the co-responsibility of companies together with educational institutions in the growth and development of young people who will be the future workforce.

The model, despite focusing on apprenticeship for the qualification and professional degree (a regional mandate), has a wider policy framework of both education/training and labor policies, which - through the reform of the *Buona Scuola* and the strengthening the *alternanza-scuola-lavoro*, constitute the roadmap of the Italian dual training. The model is also integrated but does not overlap with national initiatives (managed by F1xO project) for the adoption of the dual approach in the system of vocational training and will operate in the framework of the regional dual policies that are implementing the reform.

Because the model is the result of transnational cooperation, it also integrates elements that are transferable from established models such as the dual training system in Germany and more generally makes reference to the guidelines on apprenticeship and work-based learning issued at European level.

The German and European contribution

The adaptation of the German dual system in the model refers to "soft" aspects, more related to approach and process than to legislative references and / or institutional roles, the cooperation with BIBB has identified those aspects.

At the European level, the model refers to documents published by the European Commission in the last three years. Although such documents do not have regulatory functions, they represent the quality standards and provide ideas taken from the most positive experiences.

- ☞ Apprenticeship and Traineeship Schemes in EU27: Key Success Factors A Guidebook for Policy Planners and Practitioners - December 2013 - prepared by Ecorys, IES and IRS for the use of and financed by the European Commission, Directorate-General for Employment, Social Affairs and Inclusion.
- ☞ Good for Youth Good for Business European Alliance for Apprenticeships - European Commission Directorate-General for Employment, Social Affairs and Inclusion – June 2015

- ☞ EQAVET working group: Quality assuring work-based learning available at <http://www.eqavet.eu/workbasedlearning/GNS/guidelines.aspx>
- ☞ High-performance apprenticeships & work-based learning: 20 guiding principles - ET 2020 Working Group on Vocational Education and Training (WG on VET).

The choices and the strategic and operational priorities of the model are based on the four dimensions of quality made explicit at the beginning of this document, the elements of the German dual system; they are framed in the European guidelines, and are consistent with the areas of analysis.

The overall objective of the model is to improve the attractiveness and quality of apprenticeships as a way to get the qualification / degree for young people and to facilitate the entry and stay in the labor market. The approach chosen is to improve the quality through the development and use of tools, processes and enhancement of the role of the involved actors - companies in the first place.

7.3 The governance of the FITT! dual model

The main actors and the roles in the FITT! model

The actors of the system, according to the different profiles of operation, are those involved in the dual system recently outlined in Italy. It is important to map the actors, but even more so, it is to define their role (current and potential) both during the project cycle, and afterwards in the transfer of the results of the project and subsequent integration into the national reform.

- The Ministry of Labor and Social Policy: Policy address, consistency with national priorities and promotion to the other Italian regions.
- The Ministry of Education, University and Research (MIUR): performance levels and responsible for any dual paths in public professional/vocational schools
- The Veneto Region - Department of Education, Training and Employment: Responsible for vocational training policies, including standards and leFP's funding and experimentation of dual training for the qualification and relations with the Education bodies (Uffici Scolastici regionali)
- Veneto Lavoro: on mandate of the Veneto Region, responsible for monitoring and promoting the model through institutional web portals, and the coordination of the Employment Services in Veneto
- the Employment Centers: monitoring and control of apprenticeship contracts and career guidance
- The educational institutions accredited for the initial training in the Veneto: apprenticeship promoters in the context of dual training
- Professional high schools interested in starting courses for the qualification and diploma.
- The intermediate institutions providing support to companies (bilateral agencies) and social partners, including employers' associations and trade unions: the role of promotion, monitoring and support to companies for company training.
- Companies interested in experiencing the dual apprenticeship for qualification
- Students and families interested in obtaining the qualification through apprenticeship
- Other organizations, institutions, public and private research institutions interested in apprenticeships

FITT! Forma Il Tuo FuTuro!

Increasing the quality of apprenticeship for vocational qualifications in Italy

The system is built into the regulatory framework of apprenticeship for the vocational qualification achieved through a dual path. The FITT! dual model operates within a framework that integrates the normative aspects of the Reform 81/2015 and operational acts as approved by the State-Regions Conference. It is a system open to both the vocational training system, a regional competence, and professional education, a state jurisdiction.



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7.4 The standards of the FITT MODEL

As mentioned, the model aims to develop the capacities of the involved actors, at the individual, organizational, network and systemic levels, improving and integrating tools and law provisions, acting on the different dimensions of quality, the connected criteria and the areas of priority identified during the research phase.

This "capacity building" approach refers to actions that can have a positive impact on 4 different levels:

1. Individual level
2. Organization level
3. Network level
4. System Level

7.5 The characteristics and the approach of the model.

The FITT! model is going to operate inside and in support of the current reform, using and improving existing tools and resources, using processes and methods adapted from the German dual system and in line with the quality standards set and promoted at European level. In this way, it is not likely to start a parallel process, separated from the methodology and the initiatives that have been launched at various levels with the implementation of the reform on the Italian apprenticeship and the dual system in general.

In this respect, the model will use and improve tools and methodologies that are already available and that can be used first for the test phase, and then for its mainstreaming:

- ☞ Forms and tools developed for the inter-ministerial decree implementing Article 46 of the Legislative Decree no. 81/2015, of October 12, 2015
- ☞ Use of social dialogue and networks, formal and informal, that already exist at regional and local level
- ☞ European cooperation (in this case, Germany) to review, enforce and improve the system management tools at various stages of implementation.
- ☞ Using existing information systems (ARES and SIL respectively for the compulsory training and monitoring of the labor market) for monitoring – evaluation, and for its promotion (Cliclavoro and thematic portals)
- ☞ Consistency with initiatives and active labor market policies and educational guidance programs (integration into "ordinary" "policies and related funds, for example leFP, ESF and other private funding, such as company inter-professional funds)

This approach will be applied in the areas identified during the research and feasibility analysis of the transfer of some elements from the German dual system to the Italian one. Although in the following pages these areas will be divided in such a way to be consistent with the research stage, there are many intersections, objectives and points in common among all of them.

1. **The relationship between initial training and the labor market / companies**

Specific objective: to improve the relevance of work-based learning and engage companies in apprenticeships for the qualification

Framework

Tools and models: different laws in force, and instruments for implementation of reform

the EQAVET working group (the European system of quality in vocational training):

Building Block 01: plan work-based learning

WG on VET:

Principle 2: A structured, continuous dialogue between all apprenticeship partners including a transparent way of coordination and decision-making

Principle 4: Systematic cooperation between VET schools 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 their role

Competent authorities at national / local level: guarantee consistency with the regulatory framework of vocational training and labor policies

Social partners: to promote apprenticeship among their members; ensure coherence with collective agreements, labor law etc.

Companies: ensure that the training programs are consistent with the skills, culture and business / investment goals

CFP and institutions implementing the dual system: constantly ensure that the training plans and their implementation meet the individual needs of students and the general standard for qualification

Concrete actions:

1. Full involvement of stakeholders, in particular the CFPs, the competent authorities, **companies and their representatives** in the design of the dual training programs and apprenticeships.
2. Development of a **common framework** for action among all stakeholders: shared language, standards, assessment tools
3. Specific **awareness-raising actions towards businesses**



2. Dynamics related to the professional profiles, competences and curricula

Specific objective: to plan, monitor and improve the dual training pathways balancing the individual needs of trainees with those of companies

Framework

Tools and models: different laws in force, and instruments for implementation of reform

German system for sectoral excellence in dual training

the EQAVET working group (the European system of quality in vocational training):

Building Block 01 - design the work-based learning; Building Block 03 - responding to the individual needs of students; Building Block 06 - Assess students

WG on VET:

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 their role

Social partners: promotion towards their associates and participation in the general design of dual paths; consistency with collective agreements, labor law etc. guidance and support to companies for specific sectors

Companies: ensure that the training programs are consistent with the skills, culture and business / investment goals

CFP and institutions implementing the dual system: consistently ensure that the training plans and their implementation meet the individual needs of students and the general standard for qualification

Public services and intermediary bodies: guarantee guidance and apprenticeship opportunities, monitor the apprenticeship contracts

Concrete actions:

1. **Full involvement of companies, CFP**, and - if relevant - students in the design, monitoring and evaluation of dual pathways, including the development of common assessment tools for learning outcomes (individual learning plans)
2. Strengthening the **role of guidance and control** for public services in coordination with the intermediate bodies and the CFP (training framework plans)
3. Create a **permanent learning system for the capacity building** of the involved actors, using exchanges and good practice also through tools as mobility
4. Feasibility plan for the creation of **inter-company educational offer** (through bilateral agencies or supporting organizations for companies) to ensure the standard according to training plans.



3. A difficult target

Specific objective: attract more young people in apprenticeships avoiding the negative image of vocational education and training and apprenticeship

Framework

Tools and models: different laws in force, and instruments for implementation of reform

German system for sectoral excellence in dual training

the EQAVET working group (the European system of quality in vocational training):

Building Block 01 - design the work-based learning; Building Block 03 - respond to the individual needs of students; Building Block 05 - Train staff

WG on VET:

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 their role

Enterprises: invest on the quality of in-company trainers

CFP and institutions implementing the dual system: consistently ensure that the training plans and their implementation meet the individual needs of students and the general standard for qualification

Public services and intermediary bodies, including social partners: promote the benefits of apprenticeship for students and companies: provide career guidance and apprenticeship opportunities, monitor the apprenticeship contracts

Concrete actions:

1. Promotion of the **cooperation between company and school trainers** and students' participation in the planning, monitoring and evaluation of the pathways, including the development of common assessment tools for learning outcomes (individual training plans and related assessment tools)
2. Strengthening the role of **guidance and control for public services** in coordination with the CFP and educational institutions that adopt dual paths for the qualification / degree
3. **Training of Trainers** (in-company and school trainers together)
4. Plans and **awareness campaigns** aimed at families and young people (see image and perception)

4. Image and perception on apprenticeship

Specific objective: improve the image of vocational training and apprenticeship by promoting excellence

Framework

The EQAVET working group (the European system of quality in vocational training):

Building Block 03 - respond to the individual needs of students; Building Block 04 - Communicate

WG on VET:

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 their role

CFP and institutions implementing the dual system: consistently ensure that the training plans and their implementation meet the individual needs of students and the general standards for qualification; promote excellence in the delivery of training

Public services and intermediary bodies, including social partners: promote the benefits of apprenticeship for students and companies: provide career guidance and apprenticeship opportunities, monitor the apprenticeship contracts

Concrete actions:

1. **Awareness raising events with companies** - connections with a quality system or brand (e.g. Training Enterprises of Veneto, recognition by the trade associations)
2. Awareness and guidance **directly and actively involving young people** and students and families (contests, social etc) in campaigns
3. Strengthening the educational and vocational **guidance activities** (especially CFP and employment services)



5. Legal and financial aspects

Specific objective: provide clear information about the legal system and possible incentives for apprenticeship businesses and young people and families

Framework

Tools and models: different laws in force and tools for the implementation of the reform, incentives and / or potential integrations with other policy/measures

The EQAVET working group (the European system of quality in vocational training):

Building Block 04 - Communicate

WG on VET:

Principle 1: A clear and consistent legal framework enabling apprenticeship partners to act effectively and guaranteeing mutual rights and responsibilities

Principle 2: A structured, continuous dialogue between all apprenticeship partners including a transparent method of coordination and decision-making

Principle 3: Strengthening the role of social partners by capacity building, assuming ownership and taking on responsibility for implementation

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 their role

Public services and intermediary bodies, including social partners: promote the benefits of apprenticeship for students and companies; provide career guidance and apprenticeship opportunities, monitor the apprenticeship contracts

Concrete actions:

1. **Information events and guidelines** on apprenticeship and the dual system for companies and intermediaries
2. **Training** of company trainers and representatives on regulatory aspects
3. Collaboration with the CFP and identification of **synergies and integration with national and regional policies and measures** on training, labor market, economic development, etc.

VIII. The Evaluation and Monitoring System of FITT

The overall objective of FiTT! is the experimentation of innovative models of apprenticeship for vocational qualification (“first level apprenticeship”). The project aims at implementing apprenticeship models in the food and hospitality sector that refer to the German model of ‘dual system’ and which are in line with the new apprenticeship framework (Law Decree 81/2015) of the Italian Ministry of Labor.

8.1 Objective of the monitoring and evaluation system

The objective of the monitoring and evaluation system is twofold. On the one hand it serves for the daily monitoring of the most important milestones of the project on the other hand it is designed in a way that impact of the project is measured.

Furthermore, the M&E aims to

- a) assess whether the intended results have been achieved (to what extend),
- b) learn for both current and future interventions in the field of dual training schemes by generating feedback and
- c) strengthen transparency of the FITT program.

8.2 Definition of results of FITT

At the beginning of the project, the project partners set together and jointly identified the most important intended results of the experimentation of innovative models of apprenticeships. In the reflection it was important to be considered that some of the positive changes should be directly related to

- a) the target group of the project (Young Italians participating in first level apprenticeships),
- b) relevant players concerned with the organization and implementation of the pilots (e.g. in-company trainers and intermediary bodies) and
- c) aspects that are need to make the experimentation sustainable and transferable to other context.

The project partners agreed that, FiTT is successful if:

- *more young Italians have found better employment*
- *more and new stakeholders are involved in the pilots*
- *elements of the German dual system are introduced in Italy*
- *the VET systems produces better graduates via a better quality of TVET*
- *there is a better image of TVET in the food and hospitality sector*
- *the roles and mandates between the participating organizations, especially between companies, TVET schools and intermediary bodies are clear*
- *the lessons learnt for Veneto and other Italian regions are demonstrated*
- *the financial sustainability of approach is assured*



8.3 Choices of monitoring and evaluation design

During the discussion regarding the objectives, it was outlined that some of the expected positive changes will be being measured during or at the end of the FiTT project (before March 2017). Other aspects (especially those considering employment effects) will only be measurable after the project is finished. Therefore it was decided to select a monitoring and evaluation design that can comprise both aspects of measuring outputs (part of project monitoring) and outcomes/impact (positive changes that are measured after the project has ended).

The monitoring and evaluation design is also build on the activities lined out in the procedure for the selection of candidates for the carrying-out of actions aiming to the development and strengthening of the dual system within the FiTT project. This means that the design is connecting the desired outcomes with the defined activities

8.4 Expected impact – evaluation of the FiTT project

Based on the results defined, the impact of the project shall be measured based on the following questions:

- *How many graduates of the newly introduced dual training scheme are employed after their graduation in their profession? And are more the graduates of the newly introduced dual training scheme employed in a relevant field in comparison with the conventional schemes (of the same occupations)?*
- *Do the graduates of the newly introduced dual training scheme perform well?*
- *Is the drop-out rate lower in the newly introduced dual training scheme than in the conventional schemes?*

In order to evaluate the better employment status and the fewer drop-out rates of FiTT graduates a cross-sectional comparison is implemented. This means a control group of 50 students that are participating in conventional training schemes in the same occupations as the FiTT apprentice will be selected. Both groups will be examined and the results compared (more details in attachments 1 and 2).

This table summarizes the choice of interest and data collection method:

Choice of outcome of interest	Choice of appropriate evaluation design (method)	Implementation of data collection	Time of implementation
Better employment rate of FiTT graduates	Cross-sectional comparison	Interview with apprentices	September 2017
Performance of FiTT students	Surveys	Interviews employers Interviews with apprentices	February 2017
Less drop-outs of FiTT graduates	Cross-sectional comparison	Interview with apprentices	September 2017

8.5 Indicators

The selection of the indicator for the fit project was based on different criteria. Firstly, it was important to make sure that the indicator is suitable to measure the desired result and the desired information of content. Secondly, factors like data availability, effort as well as costs of data collection were also considered. Thirdly, the indicators should comply with the SMART quality criteria.

8.6 Evaluation and Monitoring Scheme of FITT

Based on the preliminary considerations described in chapter 1, the monitoring and evaluation scheme below (table) was selected. It is summarizing the results, the related indicators and their baseline and target value. Also included into the table is the time of measurement of the indicators, the source of verification as well as the responsibility of data collection and interpretation of results. For some of the indicators, detailed tools for data collection, including examples of questionnaires and information regarding how to implement a cross-sectional comparison are also part of the scheme.



