

THE VOCATIONAL TRAINING SYSTEM IN ITALY

Summary of the Monograph

prepared by
ISFOL

Istituto per lo sviluppo della formazione professionale dei lavoratori

within the "training systems" unit, coordinated by Giorgio Allulli on the base of documents prepared by: Simone Casadei, Sandra d'Agostino, Claudio Franzosi, Rosangela Lodigiani, Roberto Maini, Costantino Massari, Paola Nicoletti

The detailed monograph on the vocational training system was published by Cedefop in Italian in March 2000 and more recently in German. Translations of the monograph into French and English are in preparation.

Project coordinators: Michael Adams
Reinhard Nöbauer

August 2000

Contents

Italy: regions and principal cities

1. Italy in figures
2. The structure of responsibilities
3. The education and training system in Italy
 - 3.1. *Pre-school education*
 - 3.2. *Primary education*
 - 3.3. *Lower secondary education*
 - 3.4. *Upper secondary education*
 - 3.5. *University education*
4. Initial vocational training (*formazione professionale iniziale*)
 - 4.1. *Job-related streams in the upper secondary school*
 - 4.2. *University job-related training: university diploma courses*
 - 4.3. *The regional initial training system*
5. Apprenticeship and work/training contracts
6. Continuing training
 - 6.1. *Schemes promoted by the regions*
 - 6.2. *Continuing training measures pursuant to Law 236/93*
 - 6.3. *Measures promoted at national level under the European Social Fund*
 - 6.4. *Training activities in the workplace*
 - 6.5. *The provision of training by the Public Administration for its own employees*
 - 6.6. *Initiatives promoted by the Chambers of Commerce*
7. The private provision of training
8. The funding of vocational training
9. Certification and qualifications
 - 9.1. *Certification coming under the school and university system*
 - 9.2. *Certification coming under the vocational training system*
10. Teachers and trainers in the vocational education and training system
11. Vocational guidance (*orientamento professionale*)
12. Redefinition of the Italian training system

Annex 1: Bibliography

Annex 2: Principal organisations

Italy: regions and principal cities



1. Italy in figures

- Population and geography

Geographical area:	301 317.78 km ²
Population:	57 460 977
Population density:	191/km ²
Average age of population	40.3

- Main economic and labour market indicators

GDP growth in real terms (compared with 1996):	1.5%
Inflation rate:	1.9%
Balance of payments:	
In billion lire	61 921
In billion euros	31 859
Annual public spending on education as % of GDP (1995):	4.7%
Education spending as % of total public spending (1995):	9%
Labour force:	22 891 000
Men	14 206 000
Women	8 685 000
In employment:	20 086 000
Men	12 858 000
Women	7 229 000
Unemployment rate:	12.3%
North-West	7.3%
North-East	5.7%
Centre	10.2%
South	22.2%
Unemployment rate among 15-19-year-olds	26.1%

- Education indicators – 1997/98.

Lower secondary school-leavers per 100 in same age group (1996/97):	100.7%
Rate of transfer to upper secondary education:	94.3%
Percentage in upper secondary education:	86.8%
Percentage with certificate of completion of upper secondary education (1996/97):	69.2%
Rate of transfer to university:	65.9%
First-year enrolments per 100 in same age group:	45.6%
Percentage enrolled at university	45.4%

2. The structure of responsibilities

In Italy the provision of education and vocational training is the responsibility of various institutional bodies. Whereas vocational training in the narrow sense comes under the regions, school education of a vocational nature is administered by the Education Ministry (*Ministero della Pubblica Istruzione*) and university education of a vocational nature is administered by the Ministry for Universities (*Ministero dell'Università*). In both areas of the system of education and vocational training, moreover, there is a process of decentralisation.

As far as education is concerned, many administrative responsibilities have been transferred from the Education Ministry to the regions, provinces and communes, which are more closely involved in planning as well as management. Experiments have also been launched in the teaching and organisational autonomy of schools under the general reform of public administration. In university education, the universities were granted autonomy at the time of the setting up of the Ministry for Universities in 1989.

With regard to vocational training, under the overall process of reform of local autonomies, a start has been made on delegating responsibilities from the regions to the provinces. The State, acting through the Ministry for Labour and Social Welfare (*Ministero del Lavoro e della Previdenza Sociale*), has the task of providing guidelines during the planning phase; dealing with supranational government relations, especially with the European Union; direct intervention in specific crisis sectors, the basic and refresher training of trainers, by agreement and on the initiative of the regions; research, documentation and experimentation activities, to be defined each year in the light of the demands of national planning; technical support for the regions and monitoring of their activities (the latter function being performed with the support of ISFOL - Istituto per lo sviluppo della formazione professionale dei lavoratori - a technical agency of the Labour Ministry set up in 1973).

The demarcation line between the various providers of education and training, however, is blurred. For example, in certain streams of upper secondary education (*scuola secondaria superiore*) (vocational, technical, art and teacher training schools) there is a job-related component, as there is in university diplomas targeted towards the working world. The picture that emerges, then, is very fragmented, so much so that in recent years the utmost effort has been devoted to integrating the school and the vocational systems in the strict sense.

3. The education and training system in Italy

The general education system is currently structured at three levels, preceded by pre-school education (*istruzione prescolare*): primary education (*istruzione primaria*), secondary education (*istruzione secondaria*) and post-secondary education (*istruzione post-secondaria*). Up to 1998 compulsory schooling (*obbligo scolastico*) extended from the ages of 6 to 14, a total of eight years. In 1999 the minimum school-leaving age was increased to 15 years of age. Compulsory schooling consists of two cycles, both free of charge: elementary school (*scuola elementare*) and lower secondary school (*scuola media inferiore*), plus the first year of upper secondary school (*scuola secondaria superiore*) (pending the reorganisation of school cycles).

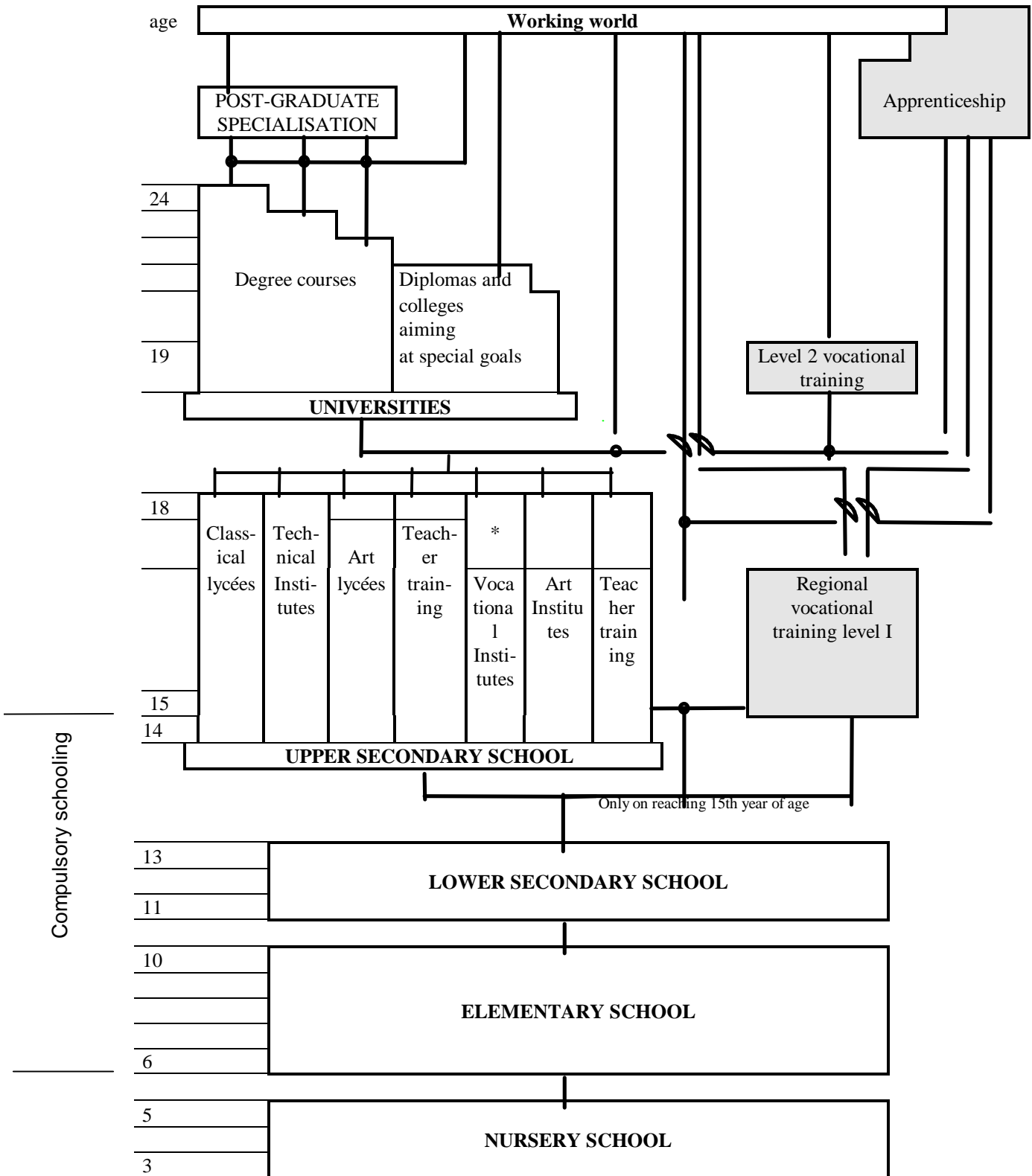
Until 1998, on becoming 14 years of age pupils could go on to the system of regional vocational training and could, after obtaining their lower secondary certificate of education (*licenza media*), take what are known as 'level 1' or basic training courses.

Since 1999/2000 the minimum age for access to the regional vocational training system under the Law approved on 19 January 1999 has been 15.

Furthermore, after obtaining an upper secondary school diploma or a university diploma, young people can enrol in what are known as level 2 courses.

Also within the regional vocational training system, those signing an apprenticeship contract (*contratto di lavoro di apprendistato*) must attend a minimum of 120 hours' training in theory outside the workplace.

The Italian education and vocational training system



Legend

- (*) In the last few years Vocational Institute courses have been conducted in the form of post-qualification courses organised jointly with the regions.
- End of ordinary cycle (with the option of continuing in order to obtain a diploma of five years' study)

3.1. Pre-school education

Pre-school education, which is free of charge and optional, extends from 3 to 5 years of age. It is provided by nursery schools (*materna istituita*), which were established in 1968 and are attended by over 95% of children in the corresponding age group (figures for 1996/97).

3.2. Primary education

Primary education, which corresponds to the first five years of elementary school, runs from 6 to 10 years of age and leads to the 'certificate of elementary education' (*licenza elementare*), with which the pupil can go on to lower secondary education (*scuola media inferiore*). Its goal is to impart basic numeracy, literacy and general education.

3.3. Lower secondary education

Secondary education is divided into two cycles, lower and upper.

Lower secondary education (*istruzione secondaria inferiore*) corresponds to the three years of lower secondary school, extending from the age of 11 to 13, and is compulsory. From 1962 this has been a comprehensive course of studies, i.e. attended by all pupils. Its aim is to promote the education and training of the pupil and to offer support with subsequent occupational and schooling choices. It ends with a diploma of lower secondary education (*licenza media*), that offers access to any type of upper secondary school. Up to school year 1998/99, this diploma also marked the end of the cycle of compulsory education. With effect from school year 1999/2000 compulsory schooling will, as already pointed out, continue up to the enrolment in the first year of upper secondary education (*scuola secondaria superiore*) for pupils who have not already turned 15. It should be pointed out, however, that the rate of transfer to upper secondary education was already *very high*: over 94% in school year 1997/98.

3.4. Upper secondary education

Upper secondary education (*istruzione secondaria superiore*) offers a large number of streams, with various goals and of varying duration (from 3 to 5 years of study, with the option of supplementary years leading to a diploma for shorter courses). These may be grouped into five main streams:

- lycée education (*istruzione liceale*), providing a general cultural education. Lycée education covers classical, science and language lycées, all of which provide five-year courses structured in two cycles: a two-year lower cycle and three-year upper cycle. In school year 1997/98 it catered for 28.6% of those attending upper secondary school;
- teacher training (*istruzione magistrale*), which includes the teacher training schools and institutes (*le scuole e gli istituti magistrali*) in which future teachers in nursery and elementary schools were trained until school year 1997/98. Since 1998/99, these have in practice been replaced by an experimental scheme, described in 9.1 below. In the 1997/98 school year, teaching education accounted for 8.1% of pupils;
- vocational education (*istruzione professionale*), offering different specialist skills in many sectors: agriculture, industry, the craft trades, services and non-typical sectors. This type of education was chosen by 19.1% of pupils in 1997/98;
- technical education (*istruzione tecnica*), divided into three main fields: agriculture, industry and commerce, each including numerous sections. In the reference year, this type of schooling was attended by 40.6% of pupils;
- art education (*istruzione artistica*), which includes art lycées (*licei artistici*) and art institutes (*istituti d'arte*). Art schools are directed more towards intellectual professions in the field of art: painting, sculpture, architecture, art history. Art institutes are geared to a range of more practical occupations such as goldsmiths, miniaturists and restorers. In 1997/98, 3.6% of pupils took this option.

Since 1969 any type of diploma of upper secondary education (*diploma di scuola secondaria superiore*) taken at the end of the fifth year of study has provided access to any university faculty. With the diploma, a person may also start up working life or, as mentioned, enrol in a level 2 course in the vocational training system administered by the regions.

In 1997/98, the percentage of diploma-holders from this type of education going on to university was 65.9%.

3.5. University education

University education (*istruzione universitaria*) includes university diplomas (*diplomi universitari*) and colleges with special objectives, degree courses and postgraduate specialist courses and doctorate courses. It leads to the acquisition of degrees, university diplomas, specialist diplomas and research doctorates.

- University diplomas were introduced into the Italian system in 1990 and the first courses were launched in 1992/93. University diploma courses last for not less than two years and not more than three. Since they have only recently been established, enrolments have expanded greatly. In academic year 1997/98, the number enrolled for University diploma courses was 89 598.
- Degree courses (*corsi di laurea*) last from a minimum of four to a maximum of six years. Enrolments rose considerably over the 1980s as a result of the growing trend among young Italians to continue their studies and to put off the moment of having to enter the working world. There has been a slight decline in the 1990s, although the trends have differed from one discipline to another. In academic year 1997/98, the number enrolled for degree courses was 1 597 813.

4. Initial vocational training (*formazione professionale iniziale*)

As already pointed out, vocational training is the responsibility of various bodies. Vocational training in the strict sense is given in courses administered by the regions, while there are also job-related streams in upper secondary education and in university diploma courses.

4.1. Job-related streams in the upper secondary school

a) Vocational education (*istruzione professionale*). This is provided by State Vocational Institutes (*Istituti professionali di Stato* (IPS)). On completion of a first three-year period, designed to facilitate rapid access to the labour market, level I qualifications - recognised nationwide - are obtained. Partly due to the recent reform of curricula, it has become a widespread practice to continue in vocational education up to the fifth year, leading to the *maturità professionale* - the diploma of completion of vocational education.

At present, the four basic types into which vocational education is divided are agriculture, industry and crafts, the service sector and non-typical sectors. Each type is in turn broken down into various qualifications.

The Vocational Institutes, together with Technical Institutes (*istituti tecnici*), have traditionally enjoyed a measure of autonomy under their legal status because of their institutional links with the local economy and production enterprises.

b) Technical education, provided by State Technical Institutes (*istituti tecnici statali*), is designed to produce technical and administrative practitioners who will have middle-ranking functions in the fields of agriculture, industry, commerce and tourism. These are five-year courses, leading to a technical *maturità* diploma entitling the holder to embark on the corresponding occupation.

Between the 1980s and 1990s, experimental projects extended to Technical Institutes as well, and new educational channels were introduced devoting more time to general basic education and updated specialist subjects.

- c) Teacher training. Up to 1998, this was provided in Teacher Training Schools and Institutes. From 1998/99, following the introduction of degree courses for nursery and elementary school teachers, these institutes have virtually been replaced on an experimental basis and will lead to a new type of institute of secondary education. This new course of secondary studies will provide access to any university faculty but will no longer issue certificates accrediting their holders as teachers.

The experiment, conducted on an autonomous basis by individual schools, has been implemented in two fields:

- social, psychological and teaching methods, for the definition of a course of studies specifically directed towards the training of teachers for elementary and nursery schools (leading up to the university course), where extensive time is devoted to subjects such as psychology, pedagogy and human sciences.
- language, for the definition of a lycée-type of course of studies, directed towards the study of foreign languages and other forms of language (verbal and non-verbal, multimedia).

- d) Art Institutes were first created as three-year art schools offering a large number of streams. A final examination can be taken that leads to the Diploma of Master of Applied Arts (*Maestro d'arte applicata*). Certain Art Institutes have set up, on an experimental basis, an additional two-year course leading to a diploma of upper secondary education (a certificate of applied arts - *maturità d'arte applicata*), which provides access to all university faculties.

4.2. University job-related training: university diploma courses

The introduction of university diplomas has brought Italy in line with the other European countries where there has long been a short-cycle 'lower' level of university education closely linked with the local economies. The duration of university diploma courses is not less than two and not more than three years. The Ministry for Universities now recognises 76 types of diploma, which can be grouped under 9 headings: scientific, medical, engineering, agricultural, economic, political and social, law, literature, and the Advanced Institute of Physical Education (*Istituto superiore educazione fisica*). There are plans to convert the latter into a body offering a degree course in motor sciences.

4.3. The regional initial training system

Initial vocational training can be subdivided into:

- basic post-compulsory training (level 1);
- post-diploma and post-degree training (level 2).

There are also courses for special target groups (the disabled, migrants, recovering addicts, ex-prisoners, etc.). A total of 12 135 courses initial vocational training courses were held in training year 1996/97, catering for 205 917 trainees.

Over the past few years, however, this classification is gradually being replaced by the European Social Fund classification based on strands and objectives, bearing in mind that this Fund provides financial support for about 70% of regional vocational training.

Basic training (*formazione di base*) (5 147 courses, 89 009 trainees) offers training opportunities as an alternative to school. They are directed at youngsters who have difficulty with over-theoretical and abstract school models and who otherwise would finish or drop out of compulsory school early, entering the labour market without any vocational knowledge, at the risk of cultural and social marginalisation. The courses are structured as long cycles, generally

two years and sometimes one or three years, leading to a job qualification. In terms of organisation and, to an extent, of content, such training is similar in its characteristics to training in academic education, and this entails the risk of overlapping and competing with the educational system.

Integrated training (*formazione integrata*) with State schools aims at promoting links between the school system and the regional training system. Within that arrangement, the most common procedure is that of post-qualification specialisation, i.e. two-year courses designed for young people from the Vocational Institutes who have obtained their third-year qualification and who wish to continue their studies by specialising in the same stream. State Vocational Institutes are obliged to offer post-qualification training integrated with the regional vocational training system in order to relate the courses more closely to jobs and create effective links with the labour market. The training route consists of three areas: two for which the school is responsible and one for which the regional training system is responsible. It leads to a twofold final qualification: the vocational certificate (*maturità professionale*) and the regional certificate (*qualifica regionale*).

The importance of level 2 training is growing (5 047 courses, 88 781 trainees). Over the past few years this type of medium- to high-level training has become far more popular.

The rise in the number of young people completing upper secondary school education and obtaining the diploma tends to defer the need for job-related training at tertiary level and has caused an explosion in the demand for post-diploma courses (within and outside the school, university and non-university). This has led to the need to develop this segment of training, in particular promoting differentiation by offering several training routes that reflect the various demands expressed by users. The courses generally take the form of short one-year cycles and in a few rare cases two-year cycles. They are aimed at young people who have taken their diploma of upper secondary education. This type of training is characterised by its high level of experimentation and a marked variety in the methodologies and teaching content.

Training for special target groups (*formazione per utenze speciali*) embraces a wide and varied mixture of intervention measures, currently funded to a great extent by European Community funds. These include: initiatives aimed at groups at risk of exclusion, initiatives for women, and training schemes introduced by specific State or regional laws. Further legislative references to promoting their integration are to be found in the regulations on apprenticeship, work/training contracts and placements. Other opportunities arise from the two sectors which, in the European Community's 'Employment' initiative, are directed to disadvantaged groups, 'Integra' and 'Horizon'.

5. Apprenticeship and work/training contracts

The main types of alternance training are apprenticeship and work/training contracts.

- The work/training contract (*contratto di formazione e lavoro*) has performed a crucial role over the past ten years as a good channel for access to the labour market for young people. The arrangement caters for young people aged from 15 to 32.
There are two types of contract:
 - the type A contract, aimed at the acquisition of advanced or intermediate vocational skills. The maximum duration is 24 months and there are 130 hours of theoretical training in the case of advanced skills and 80 hours for intermediate skills.
 - the type B contract, facilitating integration into work by providing work experience that helps a young person adapt his or her vocational abilities to the production and organisation

context. It may last for up to 12 months and include a minimum of 20 hours' theoretical training.

Subject to national regulations to the contrary, in initiating a work/training contract, the employer must draw up a training plan setting out the timing and procedures for the conduct of training and work and submit it to the competent Regional Employment Commission for approval. On-the-job training is not permitted.

- Apprenticeship (*apprendistato*) is a contract of employment that on the one hand places an obligation upon the employer to provide adequate vocational preparation by having the apprentice work side by side with skilled personnel and, on the other, imposes an obligation on the young person to attend training courses outside the workplace. The regions have responsibility for implementing training programmes for apprentices. Nevertheless, although there are many regional regulations providing incentives for the recruitment of young people under apprenticeship contracts, the stabilisation of their occupational status and the reimbursement of training costs incurred by employers, only in a few cases have arrangements been made to set up the outside training courses.

To make apprenticeship a more effective training instrument, Law 196 of 24 June 1997, 'Regulations on the promotion of employment', has outlined a new model of apprenticeship. This includes:

- extending the age group concerned: the maximum age at which a young person can take up an apprenticeship is raised from 20 to 24 (26 for Southern Italian regions, while 29 continues to be the age limit for the craft trade sector). The minimum age is 16;
- a reduction in the maximum duration of the contract from 5 to 4 years, with a minimum limit of 18 months;
- lifting of the restrictions on educational qualifications required for access to the apprenticeship contract;
- the average number of hours to be devoted to training outside the workplace is 120, with contribution relief being granted to employers on condition that the apprentices actually attend the training activity.

At present the laws and regulations and implementing directives are being defined and preliminary trial projects are being launched.

In the overall strategy for the reform of alternance training, the scenario starting to take shape is that of enhancing apprenticeship further so that it becomes the sole contract for the vocational integration of young people up to the age of 25. For young people over that age a new integration contract would be established. This would entail concessionary contributions for employers, the volume of which would depend on the social groups in difficulties.

In 1997, 393 138 apprenticeship contracts were entered into. In the same year workers launched in the working world under work/training contracts numbered 264 405. This means that the two types of contract combined accounted for 10.9% of total employment in the 15-32 age group and 14.1% of those in paid employment in 1997.

6. Continuing training

With the absence of a structured system of continuing vocational training (*formazione professionale continua*) in Italy, it is hard to outline a consistent and comprehensive picture of the measures implemented by various bodies.

6.1. Schemes promoted by the regions

In 1996/97 the regions provided 8 997 continuing training courses, in other words courses to be attended by workers in employment, on job mobility registers or on a temporarily redundant footing and the unemployed seeking new jobs. In particular, about two thirds of the training has been for workers in employment, 2 560 courses have involved the unemployed or workers temporarily laid off or on job mobility registers, whereas only 5.6% of the courses have been aimed at critical employment, i.e. workers at risk of unemployment as a result of structural changes in the economy and production system.

Overall in 1996/97, regional continuing training measures catered for 201 003 workers.

Over the past few years, the adoption of European Social Fund Objective 4 in the new planning for the Structural Funds has boosted the continuing training activity promoted by the regions, partly because of the increase in the volume of funds available, partly because the emphasis in planning has been more on employed or unemployed workers.

6.2. Continuing training measures pursuant to Law 236/93

Law 236/93, under which part of the resources derived from the employers' contributions of 0.30% of the wage bill are allocated to continuing training measures, has been implemented only in the past few years.

The difficulties encountered by the regions in implementing Objective 4 led to different options being adopted in implementing Law 236, especially as regards procedures. The mechanism identified for the allocation of resources - order of presentation of applications and meeting requirements as to suitability, with priority being given to schemes agreed by the social partners - enabled the arrangement to be set up rapidly.

The resources have been allocated to system schemes, schemes for the re-skilling and retraining of training agency operators: and in-company training schemes.

For 1998 the sphere of company training schemes has been extended to include 'individual training initiatives' (*azioni di formazione individuale*), which consist of measures designed to balance and develop the skills already possessed by workers in employment, based on plans drawn up by the individual workers.

6.3 Measures promoted at national level under the European Social Fund

With the help of the joint financing provided by structural funds, certain central State authorities are also promoting continuing training measures within the context of multiregional projects. Among these the most substantial is the activity promoted by the Labour Ministry:

- in pursuance of Objective 4, 2 350 continuing training schemes were approved for the three-year period 1994-96, of which 830 have been launched, involving 7 418 students;
- in pursuance of Objective 1 for 1996, 493 actions have been approved directed towards employed persons in companies in Southern Italy, and 204 for the long-term unemployed. The first type of activity involved 19 856 students, whereas it is planned to involve some 5 000 people in schemes directed towards the long-term unemployed.

Other measures have been promoted by the Ministry of Labour in pursuance of Objective 3, directed towards the unemployed, both those previously self-employed and those in paid employment who have been temporarily laid off or are on job mobility registers. The Ministry for Universities is also responsible for continuing training measures under the Multiregional Operating Programme, Objective 1, 'Research and technological development'. No figures are available for either of these schemes.

Lastly the Education Ministry is planning training for adults without a vocational qualification under a Multiregional Operating Programme, in pursuance of Objective 1. For 1995/96, 24 measures have been approved for 2 280 users.

6.4. Training activities in the workplace

In addition to the various institutional-type measures, some training is conducted by employers for their own employees. Such activities may be funded solely out of the employers' own resources or they may be eligible for a contribution from public bodies. For example, the regions - as part of their continuing training activity - fund schemes conducted by training agencies or by employers themselves. Under Law 236/93, on the other hand, company training actions are funded directly by employers.

In March 1997 in Italy 352 426 workers received specific in-house training. The schemes were directed towards initial job training for recruits/upgrading of skills, and the introduction of new technologies and organisational change, in almost equal proportions. Only a very small percentage of trainees were involved in continuing training for the purpose of retraining in other skills.

Regarding the duration of the initiatives, on the whole the training has been for short or very short periods, less than a week or a month. This suggests that most continuing training schemes are directed at middle-ranking or senior practitioners (executives, managers, etc.).

6.5. The provision of training by the Public Administration for its own employees

In 1996 this training provision in general consisted of the conduct of 5 067 courses. Within the Public Administration, the departments offering the most extensive training were the central authorities.

In ministerial departments, although this was where the largest number of civil servants were trained, it should be pointed out that only 33.4% of the personnel in service took advantage of these training initiatives and of these only 20.9% were women.

The target groups for the training were mainly middle- and senior- level managers and intermediate executives, because of the need for modernisation in public administration.

6.6. Initiatives promoted by the Chambers of Commerce

The Chambers of Commerce are independent associations performing the function of providing support to the system of companies, making use of 131 special agencies that offer highly specialised services. Training schemes are among the services they offer.

With particular reference to continuing training activities, in 1996 the Chambers of Commerce directly administered 484 courses and, through special associate agencies, they conducted 1 556. Overall the number of participants was 49 859.

7. The private provision of training

Besides the public-sector job-related training provided by the school system and the regional vocational training system, the private sector also offers training without any support from the public purse but funded through enrolment and attendance fees paid by trainees.

In some cases the regions grant recognition (*riconoscimento*) or authorisation (*autorizzazione*) to the providers of private vocational training, so that the certificates they issue are treated as equivalent to certificates obtained in the regional system.

Private-sector training, a dynamic and by now a quite considerable contributor to the overall supply of training, is greater in the service sector, at which 74% of the courses are directed (mainly concentrating on office work, which accounts for over 30% of total provision), followed by industry. The courses with highest attendance are in the fields of clothing/fashion, information technology, office work and various specialist branches of beauty care, followed at some distance by courses for careers in public relations and advertising, creative crafts, entertaining and the media.

8. The funding of vocational training

The picture of wide diversification in the provision of training is consistently reflected in the complex structure of spending.

- Regional funds for vocational training are derived from:
 - State financing (through the Regions' Common Fund (*Fondo Comune delle Regioni*)) and revenue from regional taxes, mainly used to finance initial training;
 - funds contributed by the ESF towards programmes co-financed at national level;
 - revenue from the employers' contribution (of 0.3% of their wage bills), which is placed in the rotating fund for vocational *training* (*Fondo di rotazione per la formazione professionale*) established by Framework Law 845/78. Two thirds of this amount goes to initial training and the balance of one third goes towards continuing training (although in the future the whole of the employers' contribution should be channelled towards the development of continuing training).

The statistics for the preliminary draft budgets of the regions for 1997 show that spending of ITL 4 833.9 billion lire (EUR 2.49 billion) was planned.

- Education Ministry. The total amount earmarked for education in 1997 was ITL 58 354.4 billion (EUR 30.13 billion), with 21.0% of this figure set aside for vocational training in school, in other words ITL 12 259.0 billion (EUR 6.33 billion).
- Ministry for Universities and Scientific and Technological Research. According to Isfol estimates, this Ministry allocated ITL 547.5 billion (EUR 282.76 million) towards University Diploma courses, the vocational stream of university education.
- Ministry of Labour and Social Welfare. Under the Multiregional Operating programmes, and also in 1997, this Ministry set aside ITL 988.6 billion (EUR 510.6 million). It also issued Circular 174 in late 1997 in implementation of Law 236/93, calling for tenders for schemes to a value of ITL 207 billion (EUR 106.9 million).
- Public Administration. In public-sector departments as a whole, the amount of ITL 65.9 billion (EUR 33 million) was set aside for continuing training to upgrade the skills of Public Administration staffs.
- Local bodies. These earmarked ITL 2 451.8 billion (EUR 1.26 billion) for vocational training in the schools, which was in addition to the spending by the Education Ministry.

9. Certification and qualifications

The Italian school education and training certification system has two altogether separate levels of responsibility: the school education system comes under the Ministry of Education, and the non-school system comes under the Ministry for Labour and the regions.

Schools also deliver certificates with vocational value.

9.1. Certification coming under the school and university system

The school system

Like the other streams in upper secondary education, the technical and vocational streams conclude, after a five-year course, with a State examination that leads to the 'maturità', i.e. certificate of completion of upper secondary education.

During the current school year (1998/99) new provisions covering the conduct of maturità examinations are coming into force. The State examination will consist of three written tests and an oral. The first written test ascertains language skills, the second covers one of the characteristic subjects in the course of study; the third is multidisciplinary and covers subjects studied in the final year, being structured so that it also assesses the pupil's knowledge of a foreign language. The oral is on subjects of multidisciplinary concern.

State Vocational Institutes and Art Institutes also prepare young people for an intermediate State examination that entitles them to a certificate of qualification at the end of the first three years.

The certificate of vocational qualification provides access to lower- and higher-level careers in the civil service. It also enables the holder to start work on activities calling for the vocational qualifications acquired, in accordance with collective labour agreements in the private sector which provide for a maximum three-month trial period.

Teacher training schools, following a three-year course of studies, award a diploma for 'nursery school teachers'.

The possession of certain technical secondary education diplomas, which are taken at Technical Institutes, qualifies the holder to a trial period work placement and to sit the State examination for enrolment in vocational colleges and also, if that examination is passed, to engage in an independent profession.

The University Diploma

University diploma courses are set up within university faculties. They include examinations in individual subjects and a final diploma examination. On obtaining a university diploma, the holder has access to relevant professions in the private sector and, after a year, in the public sector as well. As things now stand, the reference regulations are set out solely in Law 127 of 15 May 1997.

9.2. Certification coming under the vocational training system

Regional courses

The regions issue a qualification certificate to those considered as having successfully taken the courses. On the basis of this, the District Sections for Employment (*Sezioni Circostrizionali per l'Impiego*) issue a certificate enabling a person to enter working life with a specific job profile. This certificate is also a valid title allowing its holder to sit public competitive examinations for specific occupations. The examinations are the conclusion of a training path characterised by experiences that must be approved by the regional Training Departments (*Assessorati alla Formazione Professionale*). Certain regions have set up their own certification committees, whose task it is to ensure that the examinations comply with the vocational standards set out in collective agreements or demanded by the labour market in the region concerned, in order to ensure that the supply meets the local demand for labour.

Apprenticeship

As far as apprentices are concerned, the new regulations, which have just come into force, are based on Law 196/97, which states that the training commitment should average at least 120 hours' annual training, conducted either in the workplace or outside the enterprise. Training outside the workplace has the value of a training credit within the integrated training system (school and vocational training), and is entered in the worker's CV. The vocational skills acquired in the workplace are certified by the employer, who notifies the local public body responsible for employment services that the training objective has been achieved.

Certification of the skills acquired by training outside the workplace will be regulated by individual regions as laid down by the regulations referred to above.

10. Teachers and trainers in the vocational education and training system

Teachers and trainers belong to two different systems: education and vocational training. The methods of recruitment differ, as do their career prospects and contractual status.

Teachers in Technical and Vocational Institutes are civil servants (Education Ministry). They are entered in an official list of teachers on taking a public competitive examination if they have a specific degree in teaching. In the case of 'technical and practical' (*tecnico-pratici*) teachers, a '*diploma di maturità*' is sufficient. The former group teaches subjects of a general educational nature on the theoretical level, while the latter operate on the practical level in the workshop and laboratory.

Regional vocational training trainers are employed by or work with local bodies (regional, provincial and commune) or private bodies operating under an agreement. There are no formal channels for access to the profession, since no job profiles for trainers have as yet been established at national level. Recruitment is by call and selection. Every Region, however, maintains a Regional register of trainers operating in vocational training (*Albo regionale dei formatori operanti nella formazione professionale*).

11. Vocational guidance (*orientamento professionale*)

The overall framework for the assignment of responsibilities for guidance consists of two basic, separate and parallel streams:

- guidance in the school (*orientamento scolastico*) in the compulsory education cycle is provided by the school itself within individual disciplines. In upper secondary education over the past nine years a new practitioner has emerged: the school guidance services coordinator, whose duties are to plan guidance activities.
- university guidance (*orientamento universitario*) is provided by special centres set up in universities. Their function is to inform students about the organisation and workings of the university and on job opportunities and post-graduate training opportunities. Another task is to link with upper secondary schools regarding schemes for presentation of the various faculties and degree courses, as well as with other institutions for the planning of specific schemes.
- vocational guidance services are the responsibility of the regions. Most of these concentrate internally the tasks of promoting, planning and conducting guidance. There are two types of service: guidance centres and information points, supported by the Agencies for Employment (*Agenzie per l'Impiego*) and by labour market observation centres (*Osservatori sul mercato del lavoro*).

At local level these services are available together with other public or private services.

12. Redefinition of the Italian training system

The whole of the Italian training system is currently the focus of a sweeping redefinition through Law 196 of 24 June 1997, 'Regulations on the promotion of employment', the decree reforming school cycles and proposals on university education.

Law 196 of 24 June 1997 is a complex piece of legislation that contains measures making the labour market more flexible together with many measures relating to vocational training. In particular, Article 16 of the Law sets out major changes to the regulations on apprenticeship, designed to relaunch this arrangement as a favoured channel of training, which should no longer be used merely for remedial training of young people dropping out of the school system without qualifications but as a useful measure for supporting the integration of young people into the labour market.

The broadest commitment to the reform of the whole system of vocational training is set out in Article 17, which lays down the principles and general criteria for reorganisation, referring back to the government for detailed decisions on the rules and regulations. In particular, the government will regulate the issues of strategic importance: streamlining of procedures, accreditation, the construction of a national system of continuing training, definition of criteria for the certification of competences and the creation of a system of credit recognition.

Subsequently, Legislative Decree 112/98 completed the transfer to the regions of responsibilities for vocational training. In particular the regions were entrusted with 'all the functions and administrative tasks in this field', leaving the State in charge of international relations, guidelines and coordination tasks and identification of the standard of vocational qualifications and the minimum requirements for the accreditation of training bodies.

The reform now under way also extends to the education system, with the aim of integrating the two aspects of training: general education, and the side directed to the working world. Following intensive planning and consultation between the institutes and the social partners, this attempt at integration has led to the launching of a new provision of higher-level technical and vocational training.

In addition, in January 1999, approval was given to extending the period of compulsory school education to 9 years – from the age of 6 to 15. This step is in fact part of a broader process, under which the period of education and training will be extended to the age of eighteen, to be conducted within the school system, in regional vocational training or through apprenticeship, so that every young person can acquire an upper secondary education diploma or a vocational qualification.

The Education Minister has also tabled a draft Law in Parliament that would reform the whole framework of Italian schools so that it is more closely integrated with the working world (referred to as the 'reform of cycles' (*riforma dei cicli*)).

The spirit of reform is also extending to the university world. The need to harmonise study qualifications at European level points to the need for a system structured as three-year courses of study, at the end of which a first university diploma is awarded, with the option to continue with a supplementary two-year course leading to a higher qualification.

Annex 1: Bibliography

Il sistema di formazione professionale in Italia

Das Berufsbildungssystem in Italien

Alluli, Giorgio (coord.)

European Centre for the Development of Vocational Training, CEDEFOP

Luxembourg: EUR-OP, 2000, 155 p.

ISBN: 92-828-7371-4 (IT)

ISBN: 92-828-7368-4 (DE)

<http://www.trainingvillage.gr/etv/publication/download/monograf/7010it/7010IT.pdf>

NB: EN, FR and DE versions in the process of publication

Les chiffres clés de l'éducation en Europe

Key data on education in Europe

Schlüsselzahlen zum Bildungswesen in Europa

European Education Information Network, EURYDICE

Brussels: Eurydice, 2000, 260 p.

ISBN: 92-828-8537-2

http://www.eurydice.org/Documents/Key_Data/Fr/FrameSet.htm

http://www.eurydice.org/Documents/Key_Data/En/FrameSet.htm

http://www.eurydice.org/Documents/Key_Data/De/FrameSet.htm

Regards sur l'éducation: les indicateurs de l'OCDE

Education at a Glance: OECD Indicators 2000 Edition

Bildung auf einen Blick: OECD Indikatoren

Organisation for Economic Cooperation and Development, OECD

Paris: OECD, 2000, 412 p.

ISBN: 92-64-27199-6

ISBN: (EN) 92-64-17199-1

ISBN: (DE) 92-64-57199-X

Données mondiales de l'éducation = World data on education = Datos mundiales de educación

Amadio, Massimo

United Nations Educational, Scientific and Cultural Organisation, UNESCO

International Bureau of Education, IBE

Genève: UNESCO, 2000, 192 p.

ISBN: 92-3-103727-7

http://www.ibe.unesco.org/Inf_Doc/Nat_reps/wdepfome.htm

Annex 2: List of principal organisations

ANAPIA

Associazione Nazionale Addestramento
Professionale Industria e Agricoltura
Via In Lucina, 10
00186 Roma
Tel. 0668809347

ANAP LEONE XIII

Associazione Nazionale Addestramento
Professionale
Via Angelo Bargoni, 78 modulo P
00153 Roma
Tel. 065816505

ASS. FOR GEO S.c.r.l.

Via Merulana, 19
00185 Roma

Casa di carità arti e mestieri

Corso Benedetto Brin., 26
10149 Torino
Tel. 0113825206

CENSIS

Fondazione Centro Studi Investimenti Sociali
P.zza di Novella, 2
00199 - Roma
Tel. 06860911
<http://www.censis.it/>

CENTRO STUDI - OPERA DON CALABRIA

Via San Zeno in Monte, 23
37129 Verona
Tel. 045595099

CESCOT

Centro Sviluppo Commercio e Turismo
Via Messina 19
00198 Roma
Tel. 0644238396
Fax 0644250304

CGIL

Confederazione Generale Italiana del Lavoro
Corso d'Italia, 25
00198 Roma
Tel. 0684761
Fax 068845683
<http://www.cgil.it/>

CIF

Centro Italiano Femminile
Via Carlo Zucchi, 25
00165 Roma
Tel. 066622568

CIOFS - FP

Centro Italiano Opere Femminili Salesiane -
Formazione Professionale
Via San Saba 14
00153 Roma
Tel. 065729911
Fax 0657299154

CIPA-AT

Centro Istruzione Professionale Agricola -
Assistenza Tecnica
Via Mariano Fortuny, 20
00196 Roma
Tel. 063610995
Fax 063613153

CISL

Confederazione Italiana Sindacati Lavoratori
Via Po, 21
00198 Roma
Tel. 0684731
Fax 068546076
<http://www.cisl.it/>

CLES

Via Bruno Buozzi, 105
00197 Roma
Tel. 063216713

CNA

Confederazione Nazionale dell'Artigianato e della
Piccola e Media Impresa
Via Guattani, 13
00161 Roma
Tel. 06441881
Fax 0644249513
http://web.tin.it/cna_mn/

CNEL

Consiglio Nazionale dell'Economia e del Lavoro
VI. David Lubin, 2
00196 Roma
Tel. 0636921
Fax 063202867

CNIPA

Consorzio Nazionale Istruzione Professionale
Artigiana
Via Palestro 7
00122 Ancona
Tel. 071204531

CNOS FAP

Centro Nazionale Opere Salesiane - Formazione e
Addestramento Professionale
Via Appia Antica 78
00179 Roma
Tel. 065138236
Fax 065137028
<http://www.cnos.org/>

COLDIRETTI

Confederazione nazionale coltivatori diretti
Via XXIV Maggio, 43
00187 Roma
Tel. 0646821
Fax 064871199
<http://www.coldiretti.it/>

CONFAGRICOLTURA

Confederazione generale dell'agricoltura italiana
Corso Vittorio Emanuele II, 101
00186 Roma
Tel. 0668521
Fax 066861726
<http://www.confagricoltura.it/>

CONFAPI

Confederazione italiana della piccola e media
industria
Via Colonna Antonina, 52
00186 Roma
Tel. 066782441
Fax 066791488

CONFARTIGIANATO

Confederazione generale italiana dell'artigianato
Via S. Giovanni in Laterano, 152
00184 Roma
Tel. 06703741
Fax 0670452188
<http://www.confartigianato.it/>

CONFCOMMERCIO

Piazza G. Belli, 2
00153 Roma
Tel. 0658661
Fax 065809425
<http://www.confcommercio.it/>

CONFESERCENTI

Confederazione italiana esercenti
Via Farini, 5
00185 Roma
Tel. 064725
Fax 064746556
<http://www.confesercenti.it/>

CONFINDUSTRIA

Confederazione generale dell'industria italiana
Area di sviluppo associativo e formazione
Viale dell'Astronomia, 30
00144 Roma
Tel. 0659031
Fax 065919615
<http://www.confindustria.it/>

CONSORZIO SCUOLE LAVORO

Via XX Settembre 22
10121 Torino
Tel. 0115184715

ECIPA

Viale Castro Pretorio, 25
00185 Roma
Tel. 064469586

E.I.S.S.

Ente italiano di servizio sociale
Viale Ferdinando Baldelli, 41
00146 Roma
Tel. 065402083
Fax 065402762

ENAIP

Ente Nazionale Acli Istruzione Professionale
Via Giuseppe Marcora, 1820
00153 Roma
Tel. 0658401
<http://www.forobit.it/enaip-lazio/>

ENAO

Via Rosamini, 10
37123 Verona

ENAP

Ente Nazionale Addestramento Professionale
Via F. Rosazza, 38
00153 Roma
Tel. 065819207

ENDOFAP

Ente Nazionale Don Orione Formazione
Aggiornamento Professionale
Via della Camilluccia, 112
00135 Roma
Tel. 0677205706
Fax 0677078883
<http://www.intels.com/donorione.lazio>

ENFAP

Ente Nazionale Formazione Addestramento
Professionale
Largo Ascianghi, 5

00153 Roma
Tel. 065884325
Fax 0685282591

Tel. 06445901
Fax 0644251609
<http://www.isfol.it/>

ENGIM
Ente Nazionale Giuseppini del Murialdo
Via degli Etruschi, 7
00185 Roma
Tel. 064456284
<http://www.racine.ra.it/engim/>

Ministero del lavoro e della previdenza sociale
Ufficio Centrale per l'orientamento e la formazione
professionale dei lavoratori
Vicolo d'Aste, 12
00159 Roma
Tel. 0643531076
<http://www.minlavoro.it/>

FORMEDIL
Ente nazionale per la formazione e l'addestramento
professionale nell'edilizia
Viale di Villa Massimo, 39
00161 Roma
Tel. 0644238760
Fax 0644238656

Ministero della Pubblica Istruzione
Direzione Generale dell'istruzione Classica,
Scientifica e Magistrale
Viale Trastevere 76
00153 Roma
Tel. 0658491
<http://www.istruzione.it/>

FORMEZ
Centro di formazione e studi per il Mezzogiorno
Via Salaria, 229
00199 Roma
Tel. 0685354627
Fax 0684893242
<http://www.formez.it/>

Ministero dell'università e della ricerca scientifica e
tecnologica
Pl. Kennedy, 20
00144 Roma
Tel. 0659911
<http://www.mur.st.it/>

IAL Nazionale
Istituto Addestramento Lavoratori
Via Trionfale, 101
00136 Roma
Tel. 0639728172
<http://www.ial.lazio.it/>

OBN
Organismo Bilaterale Nazionale per la formazione
Viale Pasteur, 6
00144 Roma
Tel. 065913181

INECOOP
Istituto nazionale per l'educazione cooperativa
Via Antonio Gramsci, 14
00197 Roma
Tel. 063216124
Fax 063226652

SFO S.d.p.a.
Viale Pasteur, 6
00144 Roma

INFORCOOP S.c.r.l.
Istituto nazionale di formazione cooperativa
Via di Santa Costanza, 46
00198 Roma
Tel. 0685355897

SMILE
Sistemi e metodologie innovative per il lavoro e
l'educazione
Via Buonarroti, 12
00185 Roma
Tel. 0647824901
Fax 0647824965

INIPA
Istituto nazionale istruzione professionale agricola
Via XXIV Maggio, 43
00187 Roma
Tel. 0646821
Fax 064682359

UIL
Unione Italiana Lavoro
Via Lucullo, 6
00187 Roma
Tel. 0647531
Fax 064753208
<http://www.uil.it/>

ISFOL
Istituto per lo Sviluppo della Formazione
professionale dei Lavoratori
Via G.B. Morgagni, 33
00161- Roma