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DITOGA

**Digital tracking of VT graduates via auto-analytics
to enhance the quality and sustainability
of vocational and educational training programmes**

National Report – Italy

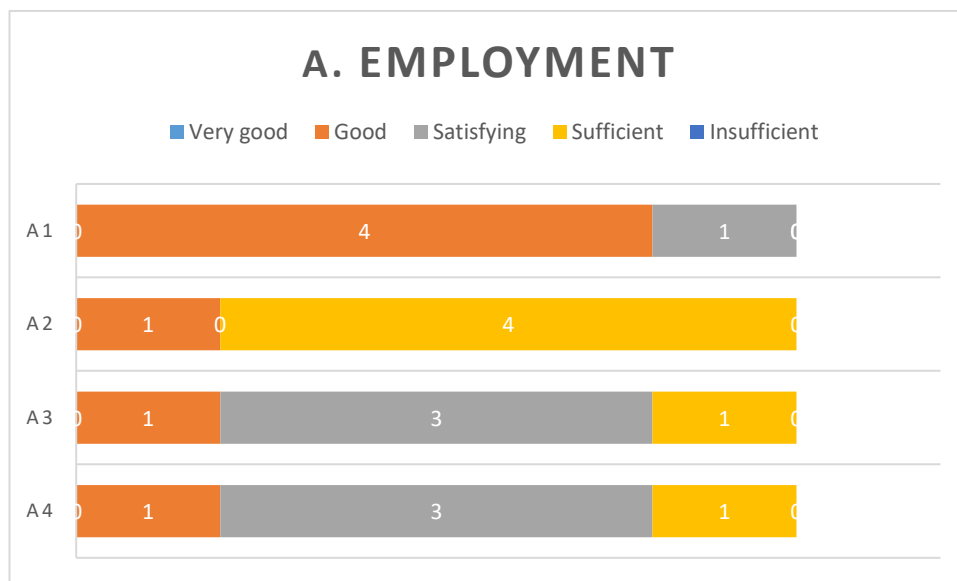
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A. Questionnaires - Results

1. Companies: demands of the world of work beyond the educational horizon.

Companies involved in the DITOGA research in Italy were a total of five, and they represented mainly two fields: two of them work in the tourism sector, while three companies deal with healthcare and social care services (e.g. for elderly and / or disabled people). All these companies (most of them have the status of social enterprises) took part in our investigation since they usually welcome VET students in internship (in the frame of school education or vocational training). Furthermore, four out of five enterprises are part of the CO&SO network, therefore they have direct contact with our organization when they need to train their staff in different areas.

A. EMPLOYMENT



In general, interviewees agreed on the fact that trainees adapt to the new job requirements / job profile quite well (4 stated “good” and one stated “satisfying” to this question).

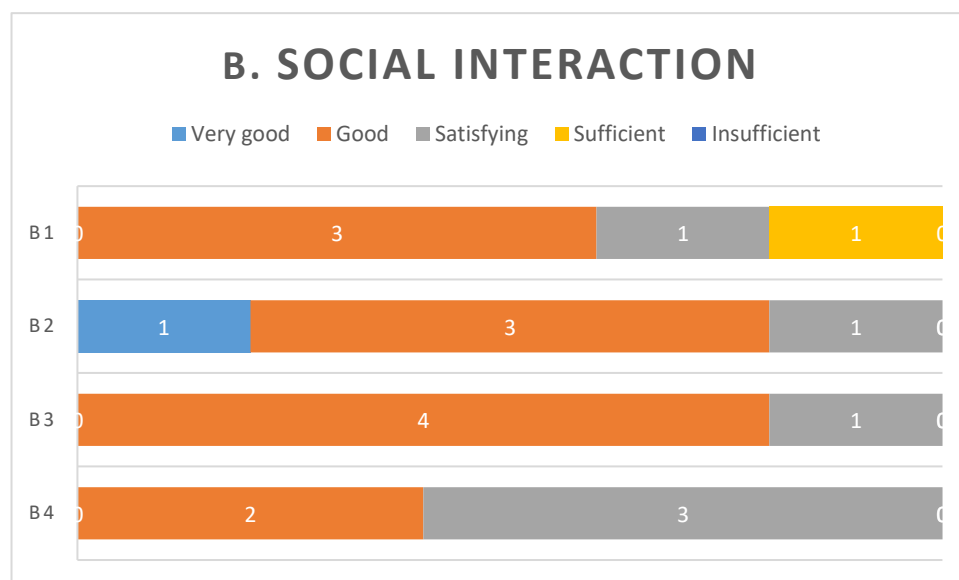
However, new workers / trainees don’t look much able to differentiate from other workers, therefore they seem not to be able to brand themselves in a convincing manner.

This answer is also reflected in their capacity of portray themselves professionally in front of an employer, since the majority of respondents said that this skill has been demonstrated in a “satisfying” way.

At last, companies thought that trainees / new workers have a medium understanding of their tasks, skills and knowledge required by the occupation, since in this case, too, the majority of answers have been “satisfying”. A company representative stated that it depends on the age of the person: in the case of high school students in internship, they have less understanding than a 25-years old person at his/her first work experience.

Regarding employment transversal skills, we consider new workers / trainees / apprentices should increase their “branding” skills in order to better differentiate from other workers.

B. SOCIAL INTERACTION



In general, respondents agreed on the fact that new workers / trainees / apprentices take initiative (three out of five).

A very positive aspect highlighted is that trainees look open-minded and willing to improve. In fact, all respondents gave a positive score to this question and all seemed glad about it as it is considered one of the key factors for success.

Punctuality and the respect of break times and working hours is also appreciated positively, therefore employers assume new workers / trainees are able to learn and respect easily these different moments foreseen for interaction with colleagues.

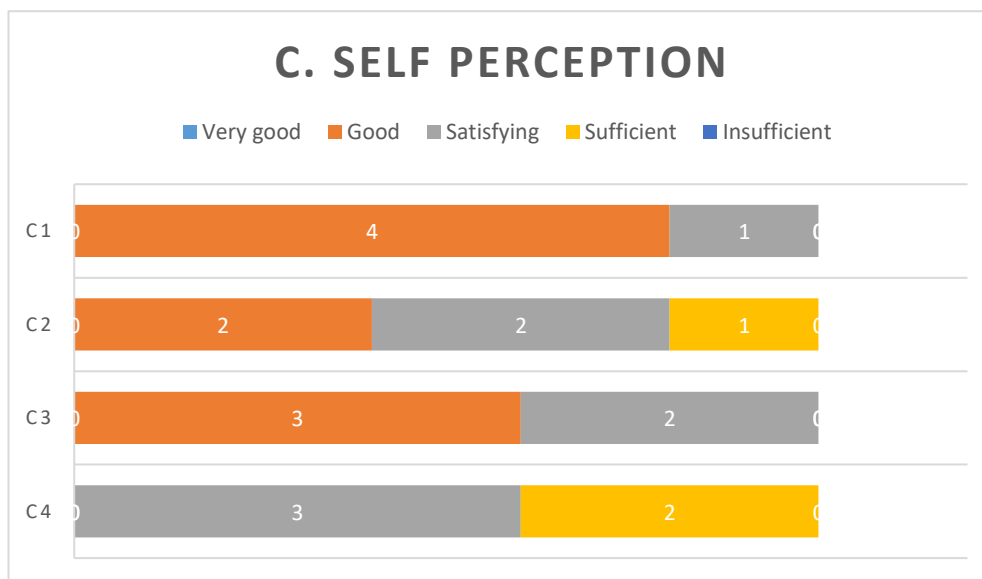
A quite positive score has also been given to trainees' / new workers' capacity of cooperation and coping with feedback / criticism, although this is a bit less appreciated (three answers stated “satisfying”). In general, it has been stated that younger apprentices / trainees have more difficulties to accept criticism.

Furthermore, an interviewee has written that acceptance of criticism isn't always possible and it depends on the person. They have had two totally different experiences with two trainees.

To conclude, a respondent working in tourism stated that trainees / new workers must participate in all activities so to get used and to learn how to manage critical situations and different problems which may arise.

Overall, trainees' / apprentices' / new workers' social interaction skills have been assessed positively by employers (or their representatives).

C. SELF PERCEPTION



Four out of five persons have written that new workers / trainees are afraid to admit uncertainty or to ask questions when they are unsure.

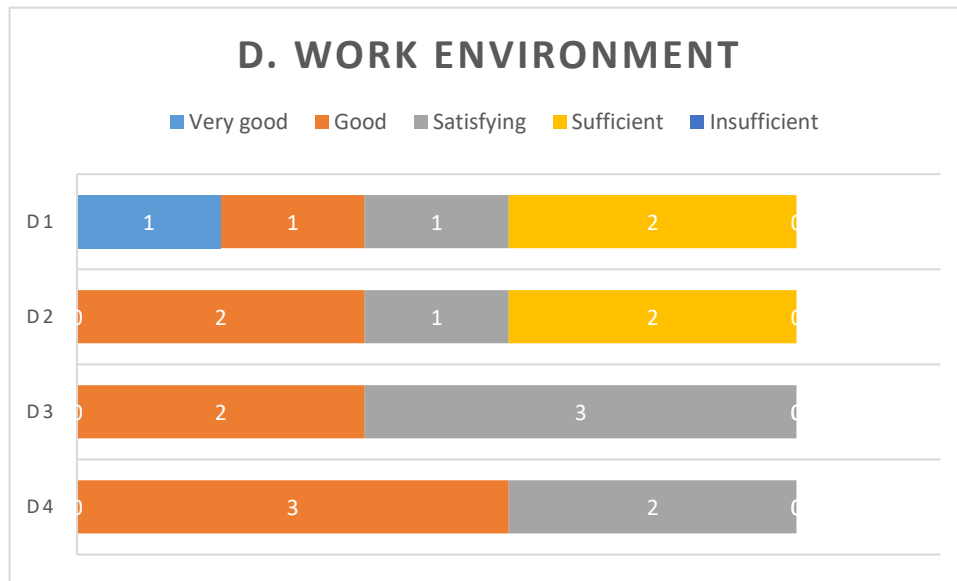
On the other hand, it is hard to assess if they are aware of their strengths and weaknesses: two participants answered that they do so, two said that this skill is satisfying, while the last one stated that this skill is sufficient.

Furthermore, three respondents wrote that trainees clearly state what they like and dislike about their tasks and profession, while the remaining two wrote this skill is satisfying.

On the capacity to estimate their own abilities realistically, the majority of interviewees showed a medium-low assessment: it depends on the person but in particular on the age of the new worker / trainee: a person stated that younger trainees tend to overestimate their competences. Furthermore, it has been said that it depends on his/her prior knowledge about the professional role.

Overall, it has been hard for companies' representatives to assess self-perception skills of new workers / trainees and we think we would need more answers in order to deeper investigate this issue.

D. WORK ENVIRONMENT



It hasn't been possible to realistically assess if in general trainees / new workers are capable to deal with the demands of the physical environment as answers have been very different from one to another.

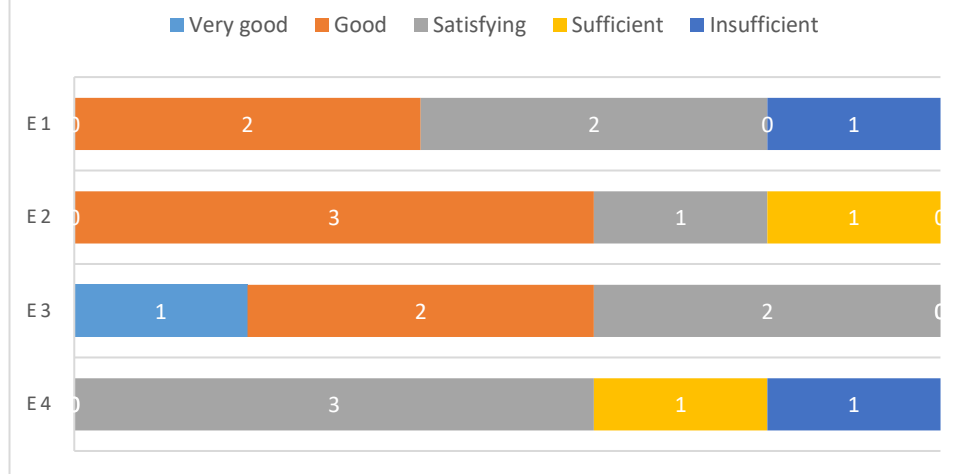
Trainees' realistic understanding of the demands of the work place has also been a very tricky issue to assess: two respondents answered positively, an interviewee stated "satisfying" and two stated "sufficient". We can presume new workers / trainees have this skill, although we believe a further investigation must be done.

According to companies involved in the research, new workers and trainees are able to recognize and adapt to the values of the company although the majority of respondents stated "satisfying".

In addition, interaction with customers appropriately and in a good manner has been evaluated from the majority of interviewee as "satisfying".

E. EDUCATION AND TRAINING

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New workers' / trainees' language skills to carry out their work properly has been assessed as good by four people (2 "satisfying"), however a respondent said that this skill hasn't been sufficient: the company representative explained that this answer is motivated by the fact that a trainee they welcomed had foreign origins and wasn't able to speak Italian in a proper way.

Despite of the different areas of activities, the acquisition and demonstration of sufficient digital skills has been assessed very positively: three "good" answers, a "satisfying" and a "sufficient".

All respondents agreed on the fact that new workers / trainees are willing to improve their occupational specific knowledge and skills and, as we will see in the key attributes for success for teamwork, this is a very positive aspect highlighted by companies.

The most negative score has been provided for the question "do new workers / trainees / apprentices have any skill gaps that hinder their performance" as three people evaluated this gap as "satisfying", while a person stated "sufficient" and the last one "insufficient".

A participant added that skills gaps must be filled in from the first guidance interview.

Furthermore, the top three attributes to be part of a successful team according to companies' representatives are:

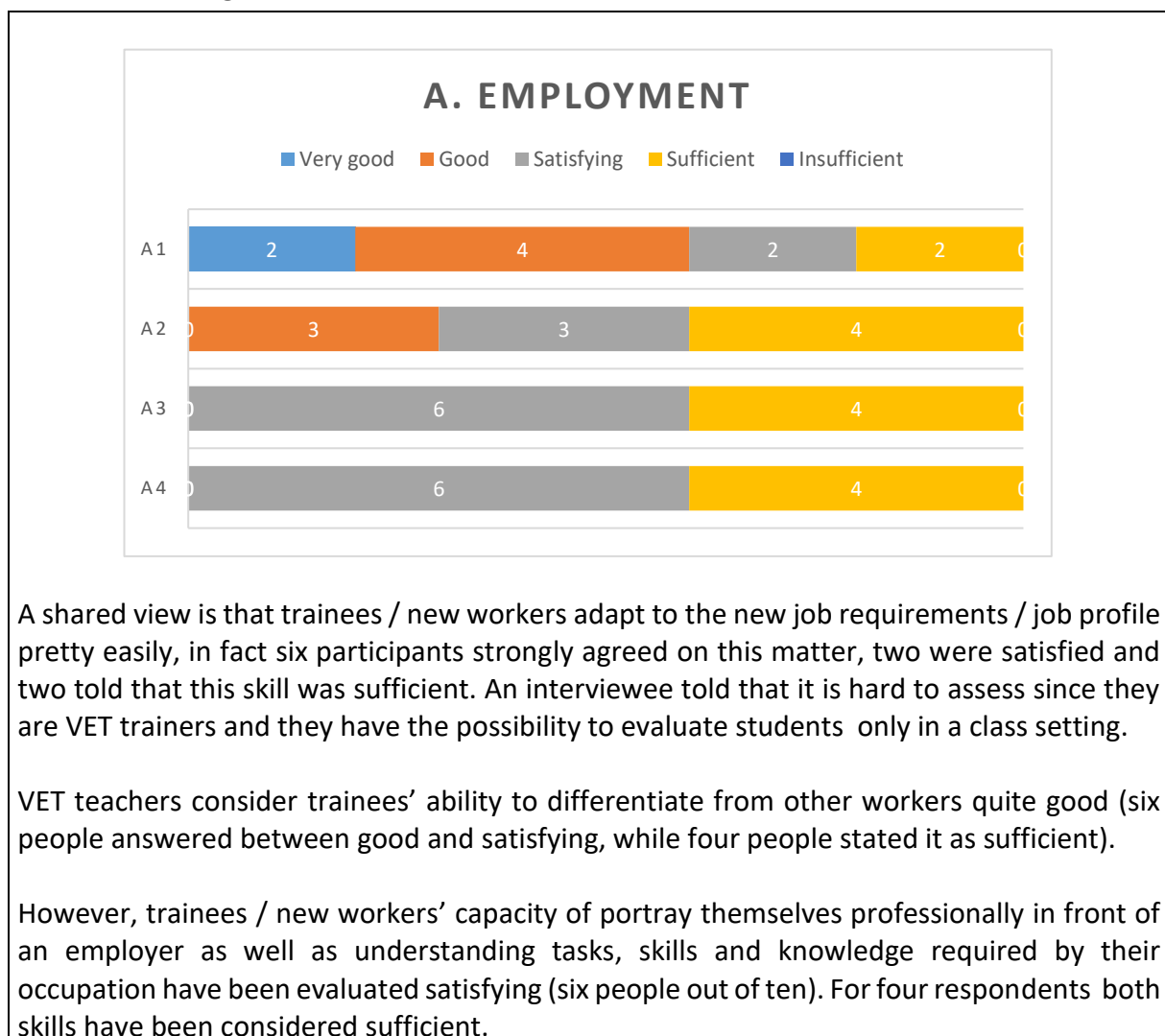
- good interpersonal skills (including teamwork and ability to have good relationship with clients) was mentioned a key factor by two persons
- work-related skills (a key factor for two respondents)
- listening skills and ability to ask for clarification and further explanations
- adaptable / flexible
- Italian language skills

- motivation and willing to learn
- empathy.

2. VET Professionals/Teachers/Trainers: perspective on the key factors and relevant requirement necessary for aligning their training programmes to the current needs of the work field.

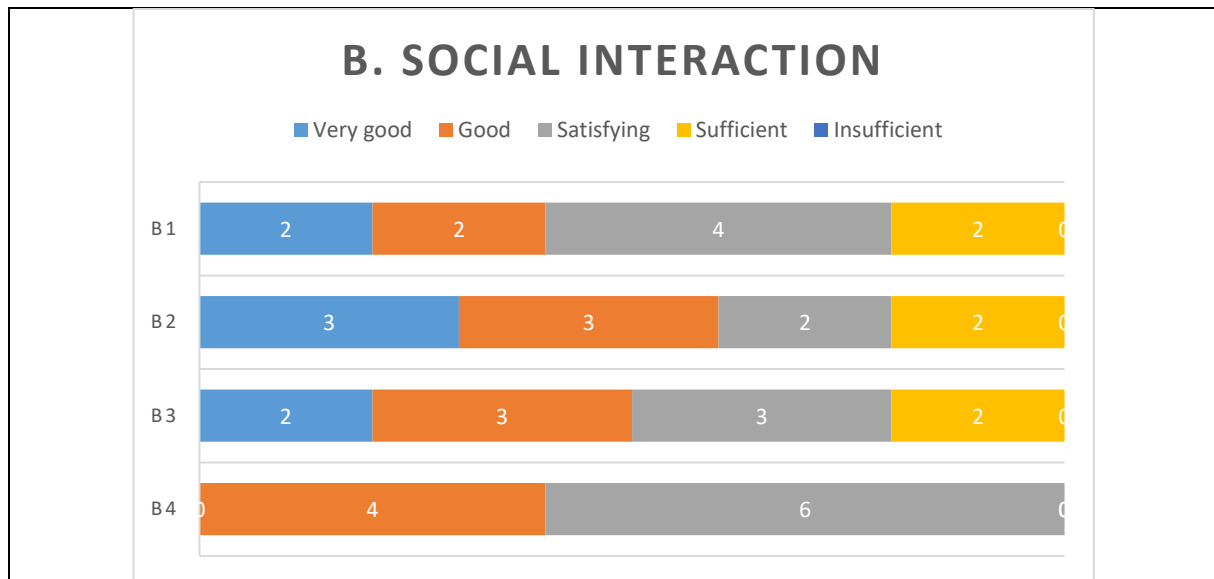
Participants to the focus group for VET professionals / teachers were a total of ten people. Seven of them are freelance VET trainers. They are in charge of different subjects within FCN's vocational training courses such as hygiene, psychology, workplace safety and protection, cooking techniques, etc. The other three teachers are members of a vocational training institute in Florence and they deal with subjects such as computer science, technology and English language.

A. EMPLOYMENT



To conclude, we think it is interesting to compare VET trainers' and companies' point of view regarding the different view they have got about trainees' ability to differentiate from other workers and use Unique Selling proposition. We think this issue should be further investigate.

B. SOCIAL INTERACTION



This item has been assessed very positively (the most positive one in the whole focus group) since eight interviewees out of ten told that new workers / trainees / apprentices take initiative. Only two respondents said that they have sufficient skills to take initiative.

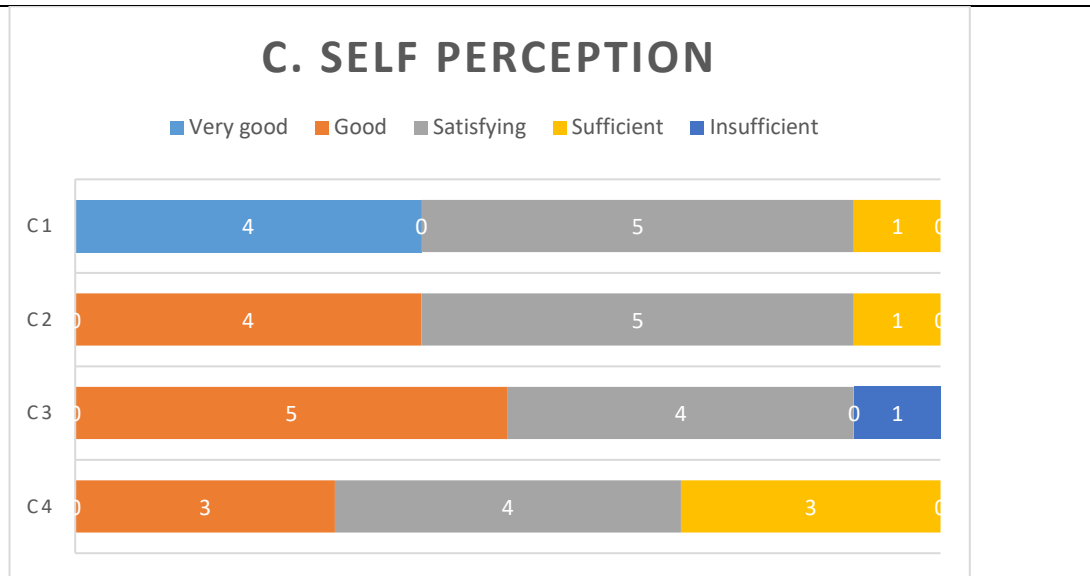
VET trainers are also glad about the trainees' / apprentices' open-mindedness and their wish to improve their skills since, again, eight interviewees scored it with a high mark (six answers stood between "very good" and "good").

Punctuality and the respect of break times and working hours is considered an acquired skill by eight people (2 people stated "very good" and 3 "good").

Trainees' / new workers' capacity of cooperation and coping with feedback / criticism has been evaluated as good by four people and satisfying by six people. So, in general, it is considered that new workers are enough skilled on this matter and that criticism is used in a constructive way; however, a participant told that it depends on the age of the new worker / trainee, and another one said that in his opinion a lot depends on the attitude, the internship related-subject skills and the basic skills of the person involved. Thus, this position seems to be in agreement with the one shown by companies representatives.

Overall, these skills have been assessed very positively and they look the most positive ones in the whole focus group.

C. SELF PERCEPTION



Four VET trainers / teachers told that new workers / trainees demonstrate very good capacity to admit uncertainty or to ask questions when they are unsure. But, five participants said that this skill is satisfying. Therefore, this aspect seems to be a bit in contrast with what companies' representatives thought.

Trainees awareness of their strengths and weaknesses has been assessed between "good" and "satisfying" by nine people. However, five people agreed on the fact that this is rather satisfying.

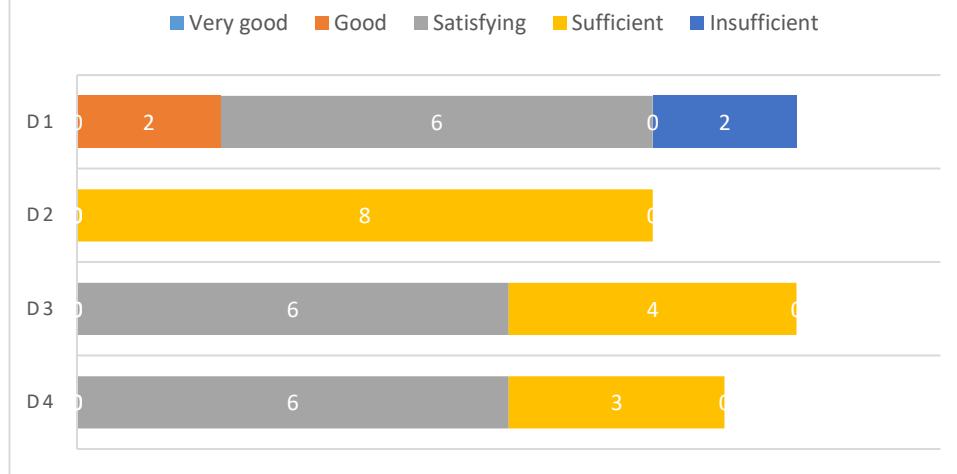
Agreement hasn't been reached for the third item of this cluster as five respondents said that trainees clearly state what they like and dislike about their tasks and profession, while four participants told this skill is satisfying, and one person rated it as insufficient.

The majority of interviewees have shown a medium-low assessment on trainees' / apprentices' capacity to estimate their own abilities realistically: a part from three „good“, answers have been four „satisfying“ and three „sufficient“. A participant added again that a lot depends on the attitude, internship related-subject skills and basic skills of the person involved. Thus, confirming the opinion of companies.

To conclude, comparing this cluster with the assessment provided by companies, we think VET trainers / teachers have a higher consideration of their students' self-perception.

D. WORK ENVIRONMENT

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According to VET teachers / trainers opinion (eight out of ten) trainees / new workers are on the whole able to deal with the demands of the physical environment. Surprisingly, two teachers considered this skill insufficient, however they preferred not to comment their rate.

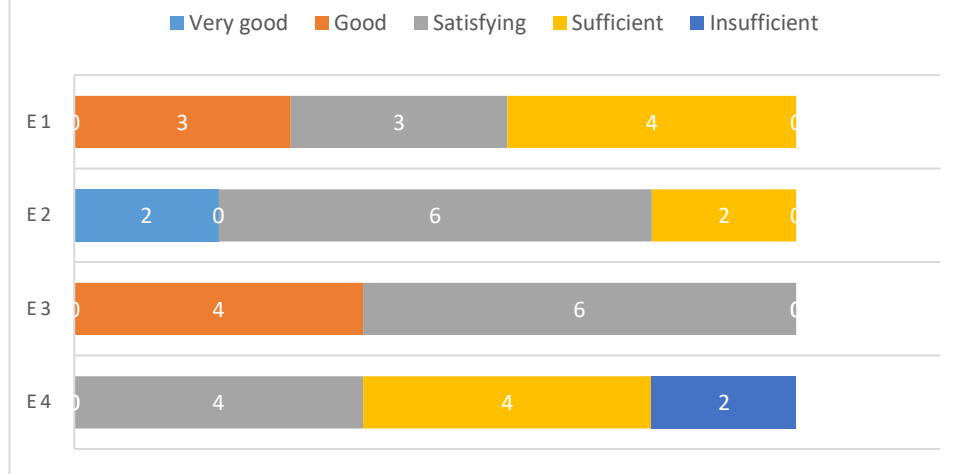
Trainees' / new workers' realistic understanding of the demands of the workplace has been evaluated pretty negatively (the most negative one in the whole focus group). In fact, eight people rated this skill as sufficient, while two teachers preferred not to answer. In general, this answer seems to be even more negative than the one provided by companies' representatives.

According to VET trainers involved in the focus group, new workers and trainees are able to recognize and adapt to the values of the company, although the majority of respondents stated "satisfying", and four of them considered this skill as sufficient.

Also, the appropriateness of interaction with customers has been assessed by the majority of participants as a satisfying skill. But, a person preferred not to answer.

E. EDUCATION AND TRAINING

E. EDUCATION AND TRAINING



Trainees' / new workers' sufficient language skills to carry on their work properly has been rated by six people between "good" and "satisfying", while four people considered it as a sufficient skill.

According to two VET teachers, demonstration of digital skills looks very good, while six people considered it "satisfying". On the whole, it has been assessed as an appreciated skill.

All participants agreed on the fact that new workers / trainees are willing to improve their occupational specific knowledge and skills in a rather satisfying way. In fact, four of them answered "good" while six people rated it as satisfying. We consider this answer confirms what has been stated by companies' representatives.

Similarly to company representatives' opinion, the question "Do new workers / trainees / apprentices have any skill gaps that hinder their performance" received a pretty low score: four people said this gap is satisfying, four participants told this skill is sufficient and two persons rated it as insufficient. Therefore, it appears that skill gaps may hinder trainees / new workers performances and that, according to VET teachers, this gap must be reduced before an internship takes place. A participant, anyway, highlighted that several factors may hinder trainees' performance. Furthermore, two participants stated that trainees have any skill gaps and one of them pointed out: "According to my experience if the vocational course is of good level, trainees receive an adequate technical background, obviously improved with the experience in the field but good enough as a starting point. It is necessary that the course foresees many hours of technical and practical preparation through exercises, simulations, role-play, work on cases and for this you need experienced teachers working in the specific field".

The top three attributes mentioned by VET trainers/teachers to be part of a successful team included:

- listening and observing skills while maintaining a critical thinking approach (listening skills was mentioned again by three persons)
- curiosity and willing to learn (two persons stated it but curiosity was considered important for further three respondents)
- humbleness (mentioned by three persons)
- spirit of initiative (considered a key attribute by three participants)
- good basic preparation in relation to the field of work (a key factor for two persons)
- motivation (considered important by three persons)
- respect of rules in the working environment/ team with humbleness
- punctuality
- flexibility
- creativity
- dynamic and proactive
- ability to get involved and accept constructive criticism
- self-confidence.

B. Desk Research

A. Describe initiatives in your country that focus on tracking of VET graduates and their future career paths in the working world.

Through our desk research we could find several reports carried out by different institutions such as the Ministry of Education, University and Research (MIUR), the Institute for the Development of Vocational Training of Workers (Isfol) in order to understand different aspects of the VET system in Italy. We also found a regional report regarding Tuscany about the importance of vocational training to satisfy the demand of up to date digital competences and professionalism for companies¹. However, all these reports are not specifically aimed at tracking VET graduates in their future career path in the world of work. As far as specific regard on this matter, we found two interesting programmes: AlmaLaurea and AlmaDiploma.

AlmaLaurea www.almalaurea.it

AlmaLaurea is an inter-university consortium established in 1994 counting 75 universities and representing 90% of university students. The Consortium is funded by the Universities that are part of it, by funds from the Ministry of Education, University and Research, by the companies and the bodies that use the services offered. From 2015 AlmaLaurea is member of SISTAN, the National Statistics System.

¹ Irpet, 2017 "I fabbisogni di competenze 4.0 del sistema produttivo toscano" downloadable from www.irpet.it/wp-content/uploads/2018/01/rapporto-figure4-0_fase1.pdf

AlmaLaurea **surveys the Profile and the Employment status of the university graduates annually after 1, 3 and 5 years** and provides to the member Universities, to the MIUR and to the Italian National Agency for the Evaluation of the University and Research Systems (ANVUR) reliable documents and data bases to simplify the decision making processes and the planning of the student training activities, guidance and services. The **annual report** is the tool that deepens the educational and employment status of graduates after one, three and five years from graduation, **investigates the prospects of the labor market** and the **relationship between university studies and employment opportunities**. Returns a wide and detailed picture of the type of work performed, the profession, the salary of the employee and their satisfaction with the work done, the branch and sector in which they work, the use of skills acquired at university².

Furthermore AlmaLaurea:

- **Monitors** the students' learning paths and **analyses** the graduates' features and performance at the university and in the job market, making it possible to compare different university courses and venues (universities)
- Collects and makes available online the **curriculum vitae of the graduates** to facilitate the meeting between supply and demand of qualified jobs
- **Evaluates the needs and professional profiles required** by public and private, Italian and foreign companies and carries out **staff recruitment** and search via AlmaLaurea Srl, a subsidiary of the AlmaLaurea consortium, authorised by the Ministry of Labour and Social Policies to carry out staff recruitment and selection.

AlmaDiploma www.almadiploma.it

The experience of AlmaLaurea led, in 2000, to the creation of AlmaDiploma, that aims at bridging and connecting secondary schools, universities and the job market. Among others, it:

- Facilitates the access of graduates to the world of work
- Support companies in their research for qualified personnel
- Provide schools with information to verify the effectiveness of the training courses offered.

AlmaDiploma is a school association aimed at supporting upper secondary schools in the evaluation process of training systems, in the design of training activities and in their vocational and career guidance policies. AlmaDiploma, which is supported by the Ministry of Education, University and Research, counts 310 upper secondary schools among its members.

Every year, AlmaDiploma carries out surveys that generate useful reports to **evaluate** the internal and external **effectiveness of upper secondary education**. These surveys are carried out on students and graduates of the educational institutes associated with AlmaDiploma:

- AlmaDiploma Graduates profile: obtained from the elaboration of the AlmaDiploma questionnaires filled in by students shortly before getting the diploma certificate, it analyzes the characteristics and the performances of the graduates allowing their comparison.

² Reports are downloadable from <http://www.almalaurea.it/universita/occupazione>

- AlmaDiploma Graduates' outcomes at distance. This survey analyzes the outcomes of graduates at one, three and five years from the graduation and allows to evaluate the quality of the training acquired. The survey is particularly meaningful as it involves the students already covered by previous surveys, identifying the changes that have taken place. Important issues contained in this report are about:
 - Evaluation of the school experience
 - Employment and training outcomes
 - University education
 - Non-university post-diploma training
 - Entry into the labour market
 - Characteristics of current work
 - Characteristics of the company
 - Wages/salaries
 - Satisfaction with current job
 - Use and request of the diploma in the current job.

From the AlmaDiploma website it is possible to download previous reports since 2003³. This survey includes Technical and Vocational educational institutes, however it doesn't involve VET training providers accredited to the Regional authority (providers of regional vocational trainings). Furthermore, it is developed from the perspective of schools and former students, but it doesn't involve companies.

Libretto Formativo del Cittadino

The last initiative we may mention, even though we consider it to be more a "skills portfolio" useful for clients than a way to track career path of individuals useful for VET institutions, is called "Libretto formativo del Cittadino". It is inspired by a general legislative recommendation (in Law 30 and Decree 276, both from 2003), which was defined operationally at the State-Regions Conference and is thus an example of socio-institutional coordination. The "Libretto formativo del cittadino" is a document divided into two sections. One section contains a record of the professional and training history of the individual, while the other section lists the individuals' competences, legitimising these qualifications through certification, with a logic similar to the Europass portfolio⁴.

In 2005, an inter-ministerial decree (Decree of 10 October 2005) gave the Libretto official status and established the format it should take. The Libretto is presented as the 'citizen's identity card for countrywide mobility, from the point of view of both their learning experience and work experience'.

The process of skill audits defined for the Libretto includes four stages:

- Reception and guidance. Before introducing the Libretto in detail, practitioners must inform the beneficiary of its general characteristics and the implications of its use. The individual's motivation and the nature of their personal project should also be specified at this stage.
- Reconstruction of the applicant's experience and competences. During this stage, the practitioner analyses the individual's education and training history, employment experience

³ Reports and data are downloadable from <http://www.almadiploma.it/indagini/occupazione/default.aspx> consulted on 04/12/2018

⁴ Further information as well as a template for this document can be found at www.librettocompetenze.it/materiali/Libretto.pdf consulted on 06/12/2018

and any self-learning they have achieved. The results of this analysis and a summary version of it are recorded under the responsibility of the individual concerned.

■ Production of proof or evidence, documents "supporting" the reconstruction of the individual's experience. Possible types of evidence are:

- education and training qualifications issued by the Ministry of Education or by the Regions;
- certification and testimonials of other training activities;
- documents concerning employment experience;
- competences that emerged clearly through the interview.

However, the guidelines also mention "examples of products accomplished". Practitioners must not merely "demand" evidence: they must also help Libretto users to find and present it.

■ Recording of the data and information to be included in the Libretto, and its compilation. This stage concerns the formalisation of the information collected. As a result, the quality of this process largely determines the quality of the final document.

The "Libretto del Cittadino" is differently used in the 21 Italian Regions, in Tuscany it is widely disseminated and used even in the Public Employment Services.

B. Do the above-mentioned initiatives also include EU- initiatives and concepts?

The different reports we found as well as AlmaLaurea and AlmaDiploma don't use EU tools nor use EU concepts. However, in several reports we can find comparisons with other EU countries / statistics. For what concerns the "Libretto Formativo del Cittadino", we found the same logics as in the Europass documents.

C. What initiatives are there in your country to define skills and competences?

Vocational training is a regional competence in Italy. However, a national harmonisation process has started in order to make regional qualifications comparable and recognisable.

That's why, the first important initiative we must mention in order to define skills and competences concerns the **institution of a formal, non-formal and informal competence recognition and certification system** that is uniform **at national level**, but that at the same time is sufficiently flexible (able to adapt to the regional specificities recognised by Italian legislation). As a result of years of debate and initiatives since 2012, a national legal framework on validation of competences has progressively developed in Italy:

■ The National Law 92/2012, reforming the Labour market, foresees the immediate institution of a national system of competence certification and validation of non-formal and informal learning.

■ Subsequently on 16 January 2013, the national Legislative Decree on the national certification of competence and validation of non-formal and informal learning was declared, starting with an implementation phase.

On 30 June 2015, an Inter-ministerial Decree, DI (Ministry of Labour and Ministry of Education) defined, as follows, the **National Framework of Regional Qualifications** according to Decree 13/2013 established:

1. A mechanism of mutual recognition among regional qualifications
2. Process, attestation and system standard procedures for the services of identification/validation of non-formal and informal learning and certification of competences.

Key points of the Decree 13/2013 concern the definition of three types of standards for validation and certification services:

- process standards that outline three main steps: identification, assessment and attestation
- attestation standards that outline what kind of information must be registered
- system standards that outline the roles and responsibilities and guarantee adequacy, quality and protection of beneficiaries.

The Decree 13/2013 mentioned above therefore establishes a ‘National Framework of Vocational, Education and Training qualifications’⁵. This tool, which is the single framework for the certification of competences at NA level, is a comprehensive collection of national, regional and sectoral frameworks that already exist, under the responsibility of the competent authorities or “entitling bodies”.

The **National Qualifications Framework** lists the different professional roles (*figure professionali* in Italian) and their respective qualifications and learning pathways, as well as minimum educational and training standards (applicable at national level). The qualifications referring to a given national professional role must be described in terms of **learning outcomes** and referenced to the correspondent **EQF level**.

Atlante del lavoro e delle qualificazioni

The second initiative which has been developed to define skills and competences and, in particular, has been created to **support recognition among the different Italian regions**, is promoted by a team of experts of Isfol and it is called “Atlante del lavoro e delle qualificazioni” (Atlas of Professions and Qualifications)⁶. This is a detailed map of professions and qualifications, described according to a common and shared language. It is composed by several informative tools, each one with a specific purpose and use. It is organized into three main sections:

- **Atlante Lavoro**, which describes the contents of different professions in 24 professional economic sectors following a scheme that identifies for each sector the work processes, the process sequences, the Areas of Activities (*Aree di Attività - ADA*) and the specific activities to be carried out.
- **Atlante e professioni** that collects the regulated professions (Directive 2005/36 / CE and subsequent additions), the apprenticeship professions framework (made of all the professional roles available in the National Collective Labour Contracts related to the vocational apprenticeship), the Associations of Professionals (Law n.4 / 2013) which gathers the professions not organized in professional registers.
- **Atlante e Qualifiche** which collects the qualifications issued in the various areas of the lifelong learning system: School, Education and Vocational Training, Higher Education and Regional Vocational Training. “Atlante e Qualifiche” includes the National Framework of qualifications (mentioned in the first initiative) which consists of four different sections. At the moment only

⁵ https://atlantelavoro.inapp.org/repertorio_nazionale_qualificazioni.php

⁶ <https://atlantelavoro.inapp.org>

two of the four sections are available for consultation, in particular: **Vocational education and training**, which includes three-year and four-year vocational education and training (IeFP), higher technical education and training (IFTTS and ITS); the **National Framework of Regional Qualifications** (at the moment the frameworks of 18 Regions are available)⁷.

Among others, Atlante del Lavoro e delle Qualificazioni is useful for:

- The transparency and reorganization of the qualification system of Italy
- The national recognition of regional qualifications and the identification of potential equivalences
- The recognition of formative credits / debits towards formal learning paths
- Support for the validation and certification of competences acquired in non-formal and informal learning contexts
- Career guidance, also with a view to profiling and skills audit
- Support in the planning the public training offer
- Support for the alignment of production needs expressed by the business system with the supply of skills provided in the qualification systems
- Support the evolution of skills in the demand of the labour market.

Regional Framework of Professional Roles – Tuscany

Referring to Tuscany region, where FormAzione CO&SO Network is located, the definition of skills and competences is well supported by the **Regional Framework of Professional Roles**. The professional Roles included in the Regional Framework of Professional Roles (RRFP), are connected to the 22 national roles referred to in the ministerial decree of 11 November 2011 and to the State-Regions Agreement of 19 January 2012⁸, and represents the starting point for planning training courses aimed at the qualification as a result of three-year courses of Vocational Education and Training (IEFP).

A database⁹ allows access to the Regional Framework of Professional Roles of Tuscany Region, elaborated as part of a project for the construction of a standardized regional system for the recognition and certification of competences for individuals. The database allows to explore the contents according to three areas:

- Regional economical/professional sectors
- Professional roles
- Areas of Activities - Knowledge – Skills¹⁰.

This regional framework is part of the National Framework of Regional Qualifications.

D. Do the above-mentioned initiatives also include EU- initiatives and concepts?

⁷ https://atlantelavoro.inapp.org/atlante_repertori.php

⁸ http://archivio.pubblica.istruzione.it/dg_post_secondaria/avviso180112.shtml

⁹

<http://web.rete.toscana.it/RRFP/gateway?passo=index&applicativo=RRFP&funzionalita=index&operazione=index&anonimo=y#>

¹⁰ For further information about areas of activities in the RRFP please check question E

The modular and the learning outcomes (LOs) approach has been implemented in different areas of the Italian qualifications system, although differences, mainly terminological, still remain among different subsystems.

To be included in the National framework each qualification must be referenced to EQF and over time there will be progressive work of descriptive standardisation to allow greater permeability between sub-systems and recognition of credits.

Thanks to this framework, therefore, it is possible to match the individual's competences in to a certain EQF level.

Application of ECVET principles to VET qualifications

According to the Recommendation (European Parliament and Council of the EU, 2009), the ECVET was to be gradually applied to VET qualifications at all levels of the EQF and used for transfer, recognition and accumulation of LO as from 2012. However, various reasons prevented rapid progress: lack of clarity of the ECVET concept and technical specifications and incompleteness of the testing phase seem to hinder Italy, followed by ECVET not being a priority, missing components and lack of capacity or resources.

VET and HE structures are compatible with ECVET principles. Most reforms included designing learning outcomes-based curricula and units. The Ministry of Education, University and Research issued guidelines for ET providers that include learning outcomes. Higher technical education and training is organised in modules and units; training credits are recognised by HE institutions and are ECTS-compatible. In principle, the ET system enables switching between learning pathways.

E. Does your organization have and use standardized curricula/concepts, maybe self-developed ones, to define skills and competences?

Vocational training is a **regional competence** in Italy. Regions issue **public calls** to subsidize different training courses at all levels (post-secondary school, post-graduation, updating, placement and relocation of workers). Accredited training agencies apply for these funds and, if the project is approved, they are entitled to start the training course. **Only accredited training providers can apply for grants** through public tenders. Public tenders are usually state funded / EU funded e.g. through ESF.

Our organization, FormAzione CO&SO Network, is part of the VET system of Tuscany region and is therefore accredited as training provider by Tuscany Region. Since vocational qualifications are recognized at regional level and a region may recognize a qualification that another one doesn't, actions realized by different organizations may be similar and overlapping. Therefore, the private sector plays a complementary, very important and active role in offering and organizing vocational training courses both for workers (lifelong trainings), for unemployed people of all ages, for disadvantaged, etc.

As far as the use of standardized curricula / concepts to define skills and competences, our training agency makes use of the **Regional Framework of Professional Roles (RRFP)** of Tuscany

region or, if a professional role hasn't been implemented yet in this framework, we make use of the old Regional Framework of Professional Profiles (RPP) which is slowly disappearing. In fact, the RRFP is slowly replacing the RPP.

As already mentioned, the RRFP allows the exploration of professional roles through **Areas of Activities, (ADA)** that is to say a description of the worker's performance in a certain area of activity. Each area of activity has got a **unit of competence**, that is to say the indication of **skills and competences the individual must own in that specific area**.

This way of describing a Professional Role is more usable for credit transfer and recognition / comparison of professional roles/qualifications between different regions. Furthermore, the RPP didn't describe the professional profile using Areas of Activities, thus making the profile less transferable. Here below we attach two examples of job descriptions: both of them referred to the job profile of "home care assistant" according to the old (RPP) and the new (RRFP) framework.

To conclude, our VET programmes are all based on the concepts developed in the RRFP: we can either issue a whole qualification and we can issue a certificate of competence, stating that the individual has acquired a specific Unit of Competence. In both cases, qualification and certificate of competence are built using the ADA concept.



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Example of new **Regional Framework of Professional Roles (RRFP)** of Tuscany region:

REGIONE TOSCANA SETTORE PSE E SISTEMA DELLA FORMAZIONE E DELL'ORIENTAMENTO
REPERTORIO REGIONALE DELLE FIGURE PROFESSIONALI (RRFP)
DETTAGLIO SCHEDA FIGURA PROFESSIONALE

Denominazione Figura	Addetto all'assistenza di base (448)
Settori di riferimento	servizi socio-sanitari (42)
Ambito di attività	produzione di beni e servizi
Livello di complessità	gruppo-livello A
Descrizione	Operatore dell'assistenza assistenziale, la cui attività è indirizzata a mantenere o recuperare il benessere psico-fisico di soggetti fragili, caratterizzati da parziale o totale perdita di autonomia, e aiutarli nelle diverse attività di vita quotidiana (ADL) e aiutarli nell'espletamento delle sue funzioni personali essenziali. Adotta tecniche operative che promuovano la partecipazione dell'assistito e salvaguardino il mantenimento delle sue capacità. Si occupa anche della cura e della gestione dell'ambiente di vita (domicilio, stanza di degenza) ed accompagna la persona all'esterno per l'accesso ai servizi territoriali e alle risorse del territorio, al fine di ridurre i rischi di isolamento e di emarginazione. Svolge la propria attività in base a criteri di buona discrezionalità e alta riproducibilità in affiancamento a diverse figure professionali sia sociali (es. Animatori) sia sanitarie (infermiere, Fisioterapisti, etc.), agendo in base alle competenze acquisite e in applicazione dei piani di lavoro e dei protocolli operativi predisposti dal personale sanitario e sociale responsabile del processo assistenziale. La sua attività si svolge in servizi assistenziali e socio-sanitari a ciclo diurno o residenziale. Il suo piano di lavoro è definito dalle figure dell'Equipe Multiprofessionale (infermiere, Fisioterapista, Animatore) ed è finalizzato alla realizzazione degli obiettivi del piano personalizzato elaborato nella struttura. Nei servizi domiciliari, sotto il piano di lavoro definito dal proprio Responsabile in base agli obiettivi contenuti nel Piano Assistenziale Personalizzato dell'utente definito dai competenti Servizi Socio-sanitari, promuovendo la partecipazione del caregiver (familiare o assistito) ed altre risorse volontarie del territorio.
Contesto di esercizio	
Tipologia Rapporti di lavoro	Soltanto la figura opera in qualità di dipendente di imprese non profit o profit che operano nel settore socio-sanitario, o come socio lavoratore di una cooperativa sociale. A tale figura possono applicarsi tutte le tipologie di rapporto di lavoro previste dalla normativa, subordinato, autonomo, a collaborazione.
Collocazione contrattuale	Se il rapporto di lavoro è subordinato, il livello contrattuale della figura è indicato nel Contratto Collettivo Nazionale di Lavoro di riferimento. Negli altri casi, i contratti prevalentemente usati sono: contratto di lavoro a progetto, prestazione occasionale.
Collocazione organizzativa	A seconda del contesto operativo in cui si trova ad operare, la figura svolge il proprio lavoro in base alle indicazioni del Responsabile del servizio e/o delle figure del'Equipe Multiprofessionale che ha in carico il progetto assistenziale dell'utente, adattando le prestazioni da erogare in base al suo livello di autonomia dell'utente e sollecitando la sua partecipazione alle attività.
Opportunità sul mercato del lavoro	Il settore socio-sanitario offre all'operatore Addetto all'assistenza di base interessanti spazi occupazionali, data l'obbligatoria previsione di tale figura professionale all'interno di strutture/servizi socio-educativi, assistenziali e socio-sanitari. Le realtà lavorative principali in cui opera sono: servizi residenziali e semiresidenziali per anziani fragili o non autosufficienti o persone disabili, servizi socio-educativi residenziali o semiresidenziali per minori; servizi domiciliari di assistenza sociale o integrata.
Percorsi formativi	La professionalità si forma attraverso il canale della formazione professionale regionale dopo l'assolvimento dell'obbligo d'istruzione. L'istituzione di frequenza al corso di Formazione Obbligatoria per Assistenti Familiari permette il riconoscimento di crediti formativi in ingresso al percorso formativo riferito alla figura in oggetto.
Indici di coerenza	
Sistemi di classificazione e fini statistici	
ISCO 1988	513 - PERSONAL CARE AND RELATED WORKERS - 5133 - Home-based personal care workers 513 - PERSONAL CARE AND RELATED WORKERS - 5132 - Institution-based personal care workers
ISTAT Professioni (CP2011)	5.4.4.3.0 - Addetti all'assistenza personale 5.4.4.1.0 - Personale di compagnia e personale qualificato di servizio alle famiglie 5.3.1.1.0 - Professioni qualificate nei servizi sanitari e sociali
ATECO 2007	87.10.00 - Strutture di assistenza infermieristica residenziale per anziani 87.30.00 - Strutture di assistenza residenziale per anziani e disabili 88.10.00 - Assistenza sociale non residenziale per anziani e disabili
Sistemi di classificazione e repertori di descrizione	
Unioncamere EXCELSIOR	30.04.06 - Addetti dell'assistenza socio-sanitaria
Repertorio Professioni ISFOL	

Job description

Repertorio ENFEA	
Repertorio OBNF	
Repertorio nazionale delle figure per i percorsi I.F.T.S	
Repertori regionali per la Formazione professionale	
Fonti documentarie	

ELENCO AREE DI ATTIVITA'

DENOMINAZIONE ADA	Accompagnamento alla fruizione dei servizi e supporto all'integrazione sociale
Descrizione della performance	Attivare interventi di vigilanza e di relazione con l'assistito volti a proteggere il suo stato di debolezza psico-fisica e promuovere attività di relazione sociale.
UC 1183	
Capacità	Aiutare l'assistito assicurandosi l'isolamento.
Capacità	Ascoltare la persona, anche nelle sue comunicazioni auto-narrative, rispondendo alle sue esplicite o indirette richieste di relazione.
Capacità	Attivare relazioni e comunicazioni di aiuto con l'utente, la famiglia e i servizi socio-sanitari competenti, allo scopo di favorire l'integrazione sociale e il mantenimento e recupero dell'identità personale.
Capacità	Fornire
Capacità	Interagire
Capacità	Orientare all'origine
Capacità	Realizzare (semplice)
Capacità	Supportare la persona nelle occasioni di incontro e relazione sociale, anche fuori dal contesto domestico, in modo da mantenere attiva la sua relazione e il suo interesse con il mondo esterno.
Capacità	Valutare il proprio lavoro e rilevare i bisogni di sviluppo di competenze per un continuo miglioramento professionale.
Conoscenza	Elementi base di tecniche di ascolto e comunicazione per stabilire un'appropriate relazione con l'assistito, in particolare con persone affette da demenza senile, di tipo alzheimer o soggette ad altre disabilità cognitive.
Conoscenza	Elementi di procedure per approcci
Conoscenza	Funzioni, organizzazione, accompagnamento
Conoscenza	Metodi e tecniche complete assieme al servizio richiesto/spotaneous
Conoscenza	Norme di economia familiare e di organizzazione delle attività domestiche, della rete dei servizi territoriali e di emergenza per effettuare i necessari spostamenti utili al disbrigo di pratiche e commissioni e alla gestione del budget familiare.
Conoscenza	Norme elementari di relazione e comunicazione per stabilire un clima cordiale e equilibratamente amicale con la persona.
Conoscenza	Principali risorse della comunità territoriale: associazioni di promozione sociale, cooperative sociali, volontariato ed altre forme di associazionismo.
Conoscenza	Tecniche di relazione, comunicazione e socializzazione per stabilire un clima cordiale e amicale stimolando la collaborazione con la persona, la famiglia e la rete dei servizi territoriali, attraverso una corretta analisi del contesto familiare e sociale.

DENOMINAZIONE ADA

DENOMINAZIONE ADA	Assistenza all'utente nello svolgimento delle ADL/ADL
Descrizione della performance	Assistere la persona nella cura del proprio corpo in ordine a necessità di igiene personale, corretta alimentazione e mantenimento delle possibili autonomie funzionali.

List of Areas of Activities

1st Area of Activities

Description of skills in this specific area

Description of competences in this specific area



Example of old Regional Framework of Professional Profiles (RPP):

REGIONE TOSCANA

ADDETTO ALL'ASSISTENZA **Job description**

Settore ISFOL: 28-SERVIZI SOCIO EDUCATIVI
SubSettore ISFOL: 2801-Servizi sociali
Codice Profilo: 2801011

Descrizione

E' una professionalità che opera prevalentemente nel settore della sanità e assistenza sociale. Si occupa di assistenza diretta, specie in situazioni di bisogno particolari, e di cura dell'ambiente di vita, sia a domicilio dell'utente che nelle strutture di cura residenziali. Opera in collegamento con i servizi e con le risorse sociali.

Codice ATECO

85-SANITÀ E ASSISTENZA SOCIALE

Contenuti di base

*diritto all'assistenza nella costituzione della Repubblica Italiana;
*ordinamento dello Stato;
*legislazione sociale;
*principali leggi nazionali e regionali in materia di assistenza;
*concetto di salute;
*bisogni degli utenti e risposta di assistenza domiciliare e tutelare;
*elementi di igiene e profilassi;
*nozioni di puericultura, riabilitazione, geriatria e psichiatria;
*elementi di assistenza infermieristica;
*elementi di dietetica;
*aspetti e problemi dello sviluppo della persona;
*comunicazione interpersonale;
*elementi di psicologia differenziale e di sociologia per operare in contesti familiari e tutelari problematici;
*orientamenti ed obiettivi dei servizi socioassistenziali con particolare riferimento all'organizzazione territoriale degli stessi;
*utenza dei servizi domiciliari e tutelari;
*rapporto tra operatore e utente;
*strumenti di aiuto nel lavoro professionale;
*elementi di cultura generale riguardanti il rapporto di lavoro;
*igiene del lavoro, prevenzione e pronto soccorso

Contenuti tecnico-professionali

*rapporto professionale con l'utente e il suo contesto di vita;
*analisi dei bisogni e delle situazioni di rischio;
*analisi delle risorse attivabili;
*piano d'intervento concordato con l'utente;
*cura della persona;
*igiene domestica e prevenzione degli incidenti domestici;
*interventi per favorire l'autonomia della persona;

Basic knowledge needed

Technical-professional knowledge needed

*alimentazione;
*cura della salute;
*informazione e sostegno per attivare prestazioni assistenziali e altri interventi connessi ai diritti di cittadinanza;
*sostegno a mantenere o ripristinare l'integrazione sociale;
*utilizzo della comunicazione nella relazione di aiuto;
*osservazione dell'utente e del suo contesto familiare e ambientale;
*raccolta di dati e informazioni sulla situazione dell'utente e sull'evoluzione dell'intervento professionale;
*predisposizione di elementi di valutazione per l'équipe di lavoro;
*valutazione periodica dei risultati ottenuti;
*previsione dell'evoluzione del proprio ruolo professionale

Contenuti trasversali

Requisiti di ingresso

Istruzione primo ciclo: diploma di scuola secondaria di primo grado o titolo equivalente, o dell'obbligo di istruzione e possesso della certificazione di idoneità all'istruzione superiore che devono adempiere al diritto-dovere all'istruzione e formazione professionale; oppure assolvimento di obbligo scolastico con licenza elementare + esperienza lavorativa triennale e compimento del 18° anno di età alla data di avvio del percorso formativo.

Criteri di selezione

*test di valutazione attitudinale e colloquio individuale;
*sensibilità organizzativa e attitudine al contatto umano

Sbocchi occupazionali

*servizi di assistenza domiciliare;
*residenze sanitarie assistenziali e strutture tutelari;
*cooperative sociali;
*centri diurni

Durata

*ore 600

Professionalità docente

*operatori del Servizio Sanitario Nazionale ed operatori dei servizi sociali locali con esperienza specifica;
*laureati e diplomati con titolo inerente alle materie specifiche di insegnamento;
*operatori con esperienza di lavoro nei servizi sociali e sanitari;
*operatori con esperienza nel campo della formazione (in particolare quella rivolta alla preparazione di operatori sociali, educativi, sanitari)

Attrezzature e sussidi didattici

*aula attrezzata con sussidi audiovisivi ed informatici muniti di software specifici

Note

*Ai sensi dell'art.21 dell'allegato 1 "Regolamento del corso di formazione per Operatore Socio Sanitario" al DGR 867 del 05-08-2002, l'attestato di qualifica di O.S.A. (Operatore Socio Assistenziale) rilasciato ai sensi della LEGGE 845/78 e' equiparato a quello di A.A.B. (Addetto

Transversal knowledge needed



F. How do you identify skill mismatches and skill gaps in your organization?

Qualification courses must respect the contents and provide the knowledge / skills / competences that are required by the competent regional authority. These are described in the Regional Framework of Professional Roles (in the case of Tuscany Region) or similar.

In Tuscany accredited training providers (such as FCN) must involve companies in the evaluation process of each student during a qualification training course by **supplying the company tutor a questionnaire to be filled in by the end of the internship / work placement** period foreseen by the training. The questionnaire serves to understand the main tasks carried out by the student and skills acquired as well as possible skill gaps in relation to the profession in question.

An example of evaluation questionnaire used by FCN can be found below.

At last, for the whole duration of the vocational training course, some assessment grids may be used to assess students' entry or ongoing skills level. These evaluations may lead to further training path (when the foreseen level of a specific skill hasn't been reached). However these assessment grids are not mandatory.

SCHEDA VALUTAZIONE STAGE

La presente scheda deve essere compilata dal Tutor aziendale.

1. Indichi i principali compiti svolti dall'allievo durante lo stage:

2. A suo parere l'allievo avrebbe voluto svolgere altri compiti durante lo stage?
 sì no
Se sì, quali?

3. L'allievo ha incontrato difficoltà durante lo svolgimento dello stage?
 sì no
Se sì, quali? Come sono state affrontate?

4. Esprima una valutazione relativamente ai seguenti aspetti dell'allievo.

	1	2	3	4	5	6	7	8	9	10
Attitudine al ruolo professionale										
Interesse per il ruolo professionale										
Curiosità										
Capacità										
Capacità di lavoro										

5. Voto globale in centesimi: _____ / 100

Data _____

Firma del Responsabile dell'Azienda Ospitante _____

Firma Direttore Progetto _____

Fine documento ■

Main tasks

	1	2	3	4	5	6	7	8	9	10
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										

Evaluation of the student's attitude towards the job profile in question, his/her curiosity, commitment, punctuality, autonomy, team working, problem solving and time management skills, personal hygiene, ability to acquire new skills. Evaluation is on a 1-10 scale