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TEACHERS AND TRAINERS IN A CHANGING WORLD

Building up competences for inclusive, green and digitalised vocational education and training

ITALY

Teachers and trainers in a changing world

Italy

Building up competences for inclusive, green and digitalised vocational education and training (VET)

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Table of contents

CHAPTER 1.   Introduction

Teachers and trainers have a fundamental role in VET as well as in general Education in Italy. For this reason, a lot of reforms and interventions implemented in the last years pay particular attention to their training, retraining and recruitment procedures. The role and professional competences of teachers are strategic aspects for the national policy agenda and become even more relevant after the Covid-19 outbreak and the need to equip the teaching and scholastic staff with all those competences (digital but not only) crucial to face the challenges posed by the schools' closure and the distance teaching and learning. The pandemic scenario forced a higher investment in new education and didactic methodologies and tools linked to innovative digital technologies and related competences in order to overcome the health emergency period and to align the teaching and training sector with the social and economic trends.

The main professional categories of teachers and trainers provide two different pictures where teachers have well-defined procedures in terms of recruitment and employment while for trainers no specific requirements apply to obtain the qualification to access the trainer profession, having teaching contexts that can vary a lot.

In the last years, in line with a rising awareness about the key role of both professions, greater attention is paid to the entry requirements for teachers' and trainers' recruitment as well as pre- and in-service training ([1]). But a part of the investment in national training plans for teachers, the country-specific context also shows the need to tackle the issues of teacher oversupply in some subjects and in some geographical areas. In fact, recent policy interventions implemented special recruitment plans with the purpose of solving the long-standing problem of 'waiting lists' (*graduatorie ad esaurimento*) ([2]) of qualified teachers.

The ageing in the teaching force is another important phenomenon, observable and predicable also in the Italian education and training sector. This phenomenon is the result of the lack in planning performed in the past that has prolonged the working life of teachers, affecting the turnover of the sector. In 2008-18, the average age of teachers in Italy rose by almost one year, moving from 52,4 to 53,3 years for male, and two years (from 49,9 to 52,0) for female teachers. In fact, in the same period, the number of female teachers aged between 60 and 64

([1])   www.istruzione.it/allegati/2016/Piano_Formazione_3ott.pdf and
        www.istruzione.it/piano_docenti.

([2])   www.miur.gov.it/web/guest/reclutamento-e-servizio-del-personale-scolastico.

years has passed from 44 000 to more than 91 000 and their relative weight on the total of female teaching staff has doubled, moving from 8% to 17% while female teachers with more than 64 years have tripled. In addition, the inflow due to new recruitment was not regular in the above-mentioned period, showing a spike in 2015 and subsequently a reduction with levels that risk being insufficient to compensate the number of teachers that will retire and leave the sector in coming years [3].

In order to substitute the teachers and trainers that will exit in the coming years, long training periods will be needed which will require a particular attention to the planning of their exits and recruitments as well as the planning of continuing training supply and training provision for teachers and trainers at national, regional and local level.

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[3] Source: MEF-RGS 2009-2018 https://bit.ly/35jdXRQ 14.06.2021; in: R Angotti R., Filippi M., Polli C., 2021.

CHAPTER 2. Types of teaching and training professionals

2.1. Main categories

In Italy, there are two main types of professionals that are involved in Initial Vocational Education and Training (IVET): teachers and trainers. Teachers work in public and private VET schools while trainers in VET centres or other training settings. Based on the activities covered within or outside different training contexts, trainers can play different roles which can be identified as tutor, counsellor, trainer coordinator, etc. Both categories of professionals are committed to providing learners of VET schools and institutions at which they work with equal and quality learning and training opportunities. Within a multi-level and multi-stakeholder governance framework, VET involves a broad number of national, regional and local actors. In fact, the Ministries of Education and Labour define common rules and principles at national level, Regions and Autonomous Provinces have exclusive legislative power on VET at regional level while at local level the autonomy of education and vocational training institutions must be respected. Social partners are also key players and contribute with an active role to the Italian VET system. Following the structure of the Italian education and training system, IVET is provided at upper secondary level by schools through five-year programmes (EQF level 4) and by vocational education and training institutes through four-year (EQF level 4) and three-year (EQF level 3) programmes. All upper secondary education programmes are school based but could be also delivered as apprenticeships.

2.2. VET schools

Based on an articulated and rich supply, initial VET is offered by vocational schools (*istituti professionali*), through five-year pathways leading to professional education diplomas. Moreover, IVET can be provided by vocational education and training centres that offer three-year pathways (*istruzione e formazione professionale*, IeFP) leading to a vocational qualification (*attestato di qualifica di operatore professionale*) and four-year pathways leading to a technician professional diploma (*diploma professionale di tecnico*). At post-secondary level, Italy offers Higher VET (HVET) as higher technical education for graduates of five-year upper secondary programmes, or four-year IeFP programmes supplemented with a higher technical education and training (*istruzione e formazione tecnica superiore*,

IFTS) course lasting one year (foreseen by Law 107/2015). HVET includes, indeed, higher technical education and training (*istruzione e formazione tecnica superiore*, IFTS), with one-year post-secondary non-academic programmes leading to a high technical specialisation certificate (*certificato di specializzazione tecnica superiore*, EQF level 4), and higher technical programmes provided by higher technical institutes (*istituti tecnici superiori*; ITS) which offer two- to three-year post-secondary non-academic programmes which lead to a high-level technical diploma (*diploma di tecnico superiore*, EQF level 5).

2.3. Teaching and training professionals by type of VET school

In a national scenario characterised by a heterogenous VET supply (see Section 2.2), teaching and training professionals have different features in terms of training (pre- and in-service training) and professional requirements as well as type of recruitment and employment contracts. The main two categories/types of professionals are: teachers and trainers. At IVET level, teachers work mainly in State schools. They are employed by the Ministry of Education and are recruited through a public selection (based on specific competition requirements and the need to pass a state exam) that ends up with an employment contract which allows them to acquire the status of public employee. Apart from teachers, the professionals involved in IVET are trainers who operate in vocational education and training centres managed by the regional/provincial/municipal authorities as well as in private vocational training centres accredited by the Regions. They are employed directly by the VET centres after a direct selection and recruitment, not regulated by law, which leads to a private employment contract. Therefore, trainers are mainly private employees with fixed short-term contracts. Finally, in relation to dropout and second chance projects in Italy, all teaching and training staff working with young people are committed in guidance actions and activities foreseen in the curricula in order to avoid early school leaving and support learners' integration in the different IVET pathways/qualifications.

In relation to inclusive didactics, a key role is also played by support teachers that work at all levels of the Italian education systems. The support teachers, beside a university degree, need also to complete a specialisation called 'formative and active traineeship' for support teachers (*tirocinio formativo attivo - sostegno*). These courses have a limited access. In fact, every year, the Ministry of Education establishes the number of available positions, based on the general need of teaching staff and on the specific needs of support teachers as calculated at regional level. At the end of the specialisation course, the support teachers acquire

60 ECTS and pass a final examination. The final evaluation covers both theoretical teachings and laboratories and traineeships. Support teachers at secondary level must also pass the qualifying open competition described at Section 3.3 for secondary teachers that, for support teachers, also includes the assessment of special teaching knowledge and inclusive teaching. Once recruited, qualified support teachers start a one-year induction period that coincides with their initial education for teaching (D.Lgs. 59/2017 as modified by Law 145/2018).

Besides support teachers, all teachers must acquire teaching competences suitable to favour the school integration of pupils with disabilities as well as linguistic and digital competences.

CHAPTER 3. Teaching and training professionals in school-based settings

3.1. Legislation

In Italy, there is a huge difference between regulations concerning CPD of teachers and trainers: on the one hand teachers are employed by the Ministry of Education and work in State vocational schools and in centres for adult education; on the other hand trainers mainly work in vocational training centres that are managed directly by the regional/municipal authorities, as well as in private vocational training centres accredited by Regions; some trainers also work in businesses, consultancy agencies, non-profit organisations, and public employment services. The State and in particular the Ministry of Education strictly regulate VET teachers' training: specific laws concerning pre-service, in-service training and entry requirements are set and valid throughout the Italian territory. VET trainers' training is not regulated at a national level; there is no nationally recognised register of trainers or formal recruitment procedures. The National Collective Labour Contract only sets minimum conditions concerning entry requirements and professional refresher programmes. Greater constraints exist for human resources in the public and private bodies which provide training with public funding. To access these funds, the organisation must be accredited by the competent authorities (Regions and Autonomous Provinces) on the basis of quality standards, which also affect the skills of trainers, as indicated by the Agreement on the National accreditation system of training and guidance providers (March 2008) ([4]) still in place and by the specific regional accreditation systems.

3.2. Qualification and competence requirements

Teachers and trainers' entry requirements are really different from each other. As far as teachers are concerned, all the requirements are set at national level. In particular, the Law 107/2015 (the so-called Good School law) ([5]) and the

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([4]) Agreement among the Ministry of Labour and Social Security, the Ministry of Education, the Ministry of University and Research, the Regions and the Autonomous Provinces of Trento and Bolzano for the definition of the minimum standards of the new accreditation system of the training centres for the quality of services of 20 March 2008.

([5]) Law 13 July 2015, n. 107 – Reform of the national education and training system and delegation for reorganisation of the legislative provisions currently in force.

Legislative Decree 59/2017 (as modified by law 145/2018) ([6]) has reformed the entry requirements of teachers, in order to improve the quality of the teaching profession from a social and cultural point of view. To be enrolled at secondary school, teachers must follow all these steps: 1) a five-year bachelor degree in specific teaching subjects (e.g. math, chemistry, foreign languages, etc.) and in addition specific university courses in anthropologic/psychologic/pedagogic subject and in teaching methods and technologies; 2) a teaching habilitation in the specific subject that will be taught by means of a national examination, during this exam also a B2 level of a foreign language is tested ([7]); 3) after the habilitation the new teacher has to attend one year of probation/training to be enrolled (as described in paragraph 3.3.).

VET trainers' pre-service training is not regulated at a national level; there are no formal recruitment procedures. As regards access requirements to the training profession, the National Collective Labour Contract only sets minimum requirements: a degree or an upper secondary school diploma plus professional experience (valued by employers) in the relevant sector.

Concerning the accredited centres, the above-mentioned National Agreement (see Section 3.1) sets some entry requirements for trainers and for other professionals that are involved in different key functions (management, administrative and economic management, need analysis, design, delivery). For trainers, the level of education and work experience (university degree or secondary education diploma with work experience) are established.

Although no specific requirements are requested to be enrolled as a trainer, the number of trainers with a university degree has increased, thus showing that greater attention is paid to the entry requirements in the recruitment process.

3.3.   Initial training programmes

Concerning the enrolment of teachers, the Law 107/2015 called Good School, regulates the year of probation/training which new entrants must attend to be employed ([8]). The Ministerial Decree No 850 of 27 October 2015 of the Ministry of Education has defined objectives, training activities, verification methodologies

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([6])   Legislative degree 13 April 2017, n.59 – Reorganisation, adaptation and simplification of the initial training system and of access to the teacher roles in secondary schools in order to make it functional to the social and cultural valorisation of the profession, in accordance with article 1, paragraph 180 and 181, letter b), of law 13 July 2015, n. 107.

([7])   https://miur.gov.it/diventare-docente-nella-scuola

([8])   www.miur.gov.it/formazione-in-ingresso-neoassunti

and criteria to test new employed teachers in the year of probation/training. The training pathway is divided in the following steps: a new employed teacher carries out a skills-assessment with the help of a tutor, assigned by the school manager ([9]). Then, based on the skills assessment results, the tutor advice and the school needs, the school manager and the new employed teacher draw up an IPD training path with cultural, didactical, methodological, and relational objectives and the related training activities. Each teacher must attend 50 hours of training, divided into four phases which include: preliminary meetings (6 hours); at least four training workshops (12 hours); peer to peer activities in classroom (12 hours); online training activities (20 hours).

Besides, in the probation/training period teachers must do at least 180 working days (which include 120 teaching activities). At the end of the probation/training year, the school manager assesses the teacher by verifying if he/she has reached the professional goals and acquired the competences as established at the beginning of the probation/training period. To this end, the school manager takes into consideration the advice of the Teachers Evaluation Committee. This Committee gives its advice after an interview with the teacher based on the preliminary results provided by the tutor and the report made by the school manager. The Committee's opinion is obligatory but not binding for the school manager who evaluates the teacher. A positive evaluation confirms the teacher in his/her position. In case of negative assessment, the teacher can repeat the probation/training year only once (DM 850/2015).

Nevertheless, in recent years the awareness of the importance of preservice training for trainers is increasing and several universities have been offering degrees and masters' programmes for trainers ([10]).

Within the national framework, each Region and Autonomous Province establishes its own standards for initial trainers' training with a view to ensuring

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([9]) All teachers must complete a probation/training period of one year after their recruitment at school. During this period, teachers are supported by a tutor. The school manger identifies the teachers of the school who will work as tutors of newly recruited teachers. The tutor has the following tasks: to welcome the teacher in the school community, in class teaching and in collegiate moments; to support him/her in order to improve the quality and efficacy of teaching and to draft a report on the teacher's experience for the final evaluation of the probation/training year (DM 850/2015).

([10]) Some examples are:
www.uniroma3.it/corsi/dipartimento-di-scienze-della-formazione/l/2020-2021/scienze-delleducazione-per-educatori-e-formatori-0580706201900002/;
https://corsi.unibo.it/magistrale/ScienzeEducazionePermanente;
www.unipa.it/dipartimenti/sc.psicol.pedag.edellaformazione/cds/scienzedellaformazionecontinua2054.

high quality VET services financed by public funds. Private VET centres, which do not use public funds, can regulate the matter of trainers training autonomously.

3.4. Requirements for continuous professional development

The above-mentioned Good School Law establishes also that teachers' in-service training is compulsory and continuing, without any specifications about the training activities duration. According to this law, teachers' in-service training must be in line with the school training supplies, the "School improvement plan" and the Ministry of Education priorities and it must involve all open-ended contract teachers. This law provides incentives to support teachers CPD and systematic need analysis mechanisms. Training initiatives for teachers can be designed by the school individually or in a network, fostering collaboration with universities, research institutes, professional associations and accredited bodies. Each school has to draw up a 'School teachers CDP Plan' that can include self-training, peer learning, research activities but also workshops and working groups to deepen or improve specific subjects or skills. The plan must describe the main features of the training activities and the methods to assess and certificate training results. Each school or network of schools sets up the CDP training plan based on the needs of the context and the priorities established at national level by the Ministry of Education in a special note. For example, among the priorities fixed in 2019/20 are included: civic education, scientific/mathematical/technological disciplines, formative evaluation procedures, tackling early leaving and fostering inclusion, digitization of schools.

There are no indications at national/regional level for trainers. VET trainers' in-service training is not formalised, it varies greatly, and participation is discretionary. The National Collective Labour Contract of VET professionals ([11]) states that all trainers have the right to take part to training initiatives. So, training must be financed by the employer (by the VET centres) and must be considered as working time.

Concerning the public funded training, the national accreditation system ([12]) has established that trainers and other professionals who run key functions (management, administrative and economic management, need analysis, design,

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([11]) https://ilccnl.it/ccnl_Formazione_Professionale_.html

([12]) www.gazzettaufficiale.it/atto/serie_generale/caricaDettaglioAtto/originario?atto.da taPubblicazioneGazzetta=2009-01-23&atto.codiceRedazionale=09A00508&elenco30giorni=false

delivery), must attend refresher programmes to upgrade their professional skills but no indication has been given about duration of these training activities. The specific regional accreditation systems have given more specifications about duration; some regions have set the obligation to draft a training plan for the whole staff.

As a matter of fact, in-service training varies from Region to Region (for e.g. in-service training services tend to be more structured in the northern and central regions). The trainers training supply is determined by the free market and the most important providers are public and private training bodies and consortia, consultancy firms, professional associations, universities, social partners, Chambers of Commerce, and some business schools. Some sectorial professional associations also act as accrediting bodies in the private sector, in the area of business and management training (for example, the Italian Trainers' Association, AIF) ([13]). Large companies or public administration departments with permanent internal training services usually contribute to the funding of these activities or invest directly in the continuing training of trainers.

Activities are mainly promoted by the regional authorities and funded by the ESF and by Joint Inter-Professional Funds for Continuing Training (*Fondi paritetici interprofessionali*). In conclusion, there is a widespread awareness of the importance of CPD of the staff working in the training system to increase quality. This awareness is evident through the surveys conducted and the data collected by Inapp (Section 3.5).

3.5. Data on teachers and trainers in school-based settings

On a biannual basis, data are regularly collected by Inapp through the Vocational Training Supply Survey (*Indagine sull'Offerta di Formazione Professionale*, OFP ([14]). This survey is foreseen in the National Statistical System and according to it training providers employed about 56 000 staff in 2019 (56 438), 73.3% of whom were teachers and an additional 11.5% were employed to provide other training services (e.g. tutors, designers) (see Table A.1. in Annex 1).
Overall, there are 11 353 teachers employed in IVET courses, equal to 29.1% of the total (see Table A.2. in Annex 1).

([13]) https://associazioneitalianaformatori.it

([14]) https://inapp.org/it/dati/OFP   and   https://www.cedefop.europa.eu/en/news/italy-results-third-vocational-training-supply-ofp-survey

Over the past three years, 86.2% of VET centres (1 197 out of 1 389) have carried out refresher and retraining activities for their staff. The main reasons for which staff refresher and retraining activities were implemented were, above all, the fulfilment of regulatory obligations (84.1%) and then the updating of existing skills (64.9%), the fulfilment of an obligation under the accreditation system (60.2%) and the acquisition of new skills (60.1%). Training aimed at improving the quality of the product/service is also of some importance, with 42.8% of responding providers nationally involved (see Table A.3. in Annex 1).

A research (*EQAVET e la qualità della IeFP in Italia*) ([15]) was carried out by Inapp in 2018 and 2019 involving 500 trainers working in accredited vocational training centres. The results of this research and its data show that trainers' education level is very high, indeed: 61% of trainers interviewed have a university degree (EQF level 6) and 7% have post-graduate degree. To these interviewees can be added the 28% of trainers with a secondary education diploma while the percentage of those who only have a vocational certificate is very low (4%) (Table 1).

Table 1.   **Level of education of trainers, Italy (%)**

Level of education	% of interviewed
Vocational certificate	4
Secondary school diploma	28
University degree	61
Post graduate degree	7

Source: Inapp, EQAVET e la qualità della IeFP in Italia, 2020

No additional data on CPD are available.

([15]) https://oa.inapp.org/xmlui/bitstream/handle/123456789/713/INAPP_Carlini_Evan gelista_EQAVET_Qualit%C3%A0_IeFP_Italia_IR_12.pdf?sequence=1&isAllowed=y

CHAPTER 4. Training professionals in work-based settings

4.1. Definitions

According to the Italian training context, several different training professionals work in VET on the basis of their tasks and activities. Typical training professionals in work-based settings include company tutors and training tutors.

With regards to these two professional figures, the company tutor plays a key role for the apprentice in workplace learning, while the training tutor is the reference figure for training courses outside of the company and his role is regulated by the training institution (training centre, school, etc.).

The company tutor is an expert employee who works in the same workplace as the apprentice. She/he is appointed by the employer. She/he must have at least three years of work experience and have the same employment level or higher than the apprentice's one at the end of apprenticeship. In small companies (with less than 15 employees) the company tutor role can be played by the employer himself.

4.2. Legislation

All the regulations concerning apprenticeships in the last years, including Legislative Decree 167/2011 (Consolidated act on apprenticeships, known as the TUA – *Testo Unico dell'Apprendistato in Italia*), require the presence of tutors who support the apprentice throughout the entire training process, thereby guaranteeing the integration of any external training with the internal training of the company. More recently the Legislative Decree 81/2015 ([16]) and the Ministry Decree of 12 October 2015 ([17]), concerning training standards of apprenticeship system and general criteria to implement apprenticeship pathways, confirm the requirements of training tutor and of company tutor, already set in the ministerial Decree 22/2000 ([18]).

([16]) Legislative Decree No 81 of 15 June 2015 – Organic legislation of the employment contracts.

([17]) Ministerial Decree of 12 October 2015 – Definition of the training standards of apprenticeship and general criteria for the realisation of apprenticeship pathways in accordance with Article 46, Paragraph 1 of the Legislative Degree No 81 of 15 June 2015.

([18]) Ministerial Decree No 22 of 28 February 2020 – Roles related to the professional experience required to carrying out the functions of company tutor.

4.3. Provisions for continuous professional development

(a) The company tutor must have 'suitable training and skills', as defined by the regional legislation or, in the absence of this, as described in the national collective labour contract. The company tutors' CPD can be different from Region to Region and is based on the specific sector where the tutor works. Concerning the methodological requirements and the operational tools used, many distinctive features characterise the training pathways addressed to company tutors. According to the Ministerial Decree 22 of 28 February 2000, Regions define tutors training programmes in order to develop a set of technical and transversal skills:

(a) know the regulatory context concerning the alternance system;
(b) understand the company tutor function and the contractual issues concerning apprenticeships training;
(c) manage the reception of the apprenticeships, fostering their placement within the working environment;
(d) manage relationships with people outside company involved in the apprentice's training, in order to foster integration between extra-company training and work experiences within the company;
(e) plan and support learning pathways and work socialisation fostering the acquisition of the skills required by the job and facilitating the apprentice's learning process throughout the entire training pathway;
(f) evaluate learning and acquired skills, as well as the progress and results achieved by the young apprentice during his/her placement and professional development.

Concerning the alternance training, after a proposal by the Ministry of Labour, the Regions and Provinces carried out an important project 'Support, development and reinforcement of the dual system within vocational education and training' (*Azioni di accompagnamento, sviluppo e rafforzamento del sistema duale nell'ambito dell'Istruzione e Formazione Professionale*), which started in 2015/16 training year with the goal to support the dual system implementing trainers actions for training tutors.

4.4. Data on trainers in work-based settings

Regions and Autonomous Provinces can design training interventions addressed also to company tutors, even if a legislation that establishes the duty of training for these professionals does not exist. The participation in these training pathways

takes place on voluntary basis and the number of company tutors who decide to participate appears constantly decreasing. In 2016, the company tutors were 1 995, with a reduction of 9.1% compared to the previous year, while in 2017 these tutors amounted to only 816 (-59,1% compared to 2016). Only two of the ten local administrations involved in the tutors training, that is the Autonomous Province of Bolzano and Sardinia have realised continuing training paths. In 2016, the Piemonte Region has trained 930 tutors (+7,9% compared to 2015), 526 Sardinia (-4,9%), 309 Calabria (not active in 2015) and 230 the Autonomous Province of Bolzano (+2,2%). Regarding the training hours provided, in 2016 only two administrations have delivered data: the Autonomous Province of Bolzano (where 81 tutors have attended courses of 36 hours and other 149 pathways shorter than 16 hours) and the Calabria Region which has implemented for each tutor training interventions of 8 hours. Piemonte and Sardegna have provided the training through e-learning systems. Also, in 2017 emerges the commitment of the Autonomous Province of Bolzano that involves 187 tutors in training with interventions which have a variable duration (maximum 36 hours) and the Apulia Region with pathways of 32 hours for 11 training tutors involved in the dual system and five company tutors ([19]). Throughout these training interventions, it is meant to reinforce the tutorial function in the apprenticeship pathways aimed at promoting the training success of the apprentices and fostering the didactic and organisational relationship between training institutions and companies, resulting from the shadowing of the apprentice in the apprenticeship pathway and the monitoring of its smooth running.

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[19] Source: INAPP (2019). *L'apprendistato tra continuità e innovazione. XVIII Rapporto di monitoraggio.* Roma.

CHAPTER 5. Partnerships between schools and companies

5.1. Examples of practice

From 2015 ([20]) to 2017, a number of 'protocol agreements' were signed between the Ministry of Education and different industry organisations (there are more or less 100 agreements at national level and 150 agreements at regional level), i.e. the general confederation of Italian industry (Confindustria), the National association of industrial companies' executives (Federmanager), the Federation of Italian Associations of hotels and tourism (Federalberghi), the Bank of Italy (Banca d'Italia), etc. The agreements concern a cooperation framework aimed to support the implementation of school-work exchange projects, including apprenticeship.

In the cooperation framework with industry, the protocol agreements have led to relevant results. For example, the Protocol between Ministry of Education and Federmeccanica (industrial association) has enabled to realise an important national project for the school-work exchange, ended in 2019: the pilot project called 'Traineeship' involving Federmeccanica, Indire and the Ministry of Education. Altogether 50 schools (in 18 Italian Regions) participated in the project through a co-planning and sharing system involving schools and enterprises ([21]).

The 'Traineeship' project is based on the principles and indications expressed in the law 107/2015 'Good School Law' and proposes a method oriented to the harmonious development of all phases leading to a meaningful experience for the student, significant for the company and integrated with other school activities. In the alternation courses, launched through this project, multiple and distinct professionals have been involved, operating in both the school and the host

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([20]) In 2015, the Italian government adopted a reform of the national education system emphasising alternance between classroom work and periods of workplace training. The main objective is to boost school-to-work transition by increasing employment opportunities and guidance for students. The reform calls for improving the coordination of work-based training in the education system and a greater cooperation between schools, local communities and enterprises. The policy aims to strengthen work-based learning experiences in schools, including apprenticeship that offers a more structured path, longer duration of on-the-job training, greater integration between companies and schools and therefore a greater opportunity for employment. Objectives of policy is to set up a specific pedagogical methodology aimed at reinforcing the school-work exchange programme.

([21]) Federmeccanica, Indire (2017), Progettare, gestire e valutare i percorsi di alternanza scuola lavoro: l'esperienza del progetto pilota 'traineeship'.

companies, which have supported the internal and external tutors, both in the design and implementation of customised courses.

Worth mentioning is also another important project called 'Con la scuola' (www.conlascuola.com), created by the Snam company, which started in 2018-2019 in collaboration the Elis Consortium, the Luiss Business School, Indire and Invalsi. This initiative was spread in 40 higher schools all over the national territory with the aim to enhance the link between the world of work and the education-training system, involving 300 teachers and providing to teachers and school managers methodologies and tools in order to support the acquisition of competences by young people for the transition to work.

5.2. Cooperation between VET schools and companies

In the last 5 years, the need to intensify the relationship between the education system and the world of production is strongly hinted by the national legislation (Law 107/2015, Legislative Decree 81/2015, State-regions agreement 2015 about the experimentation of the dual system). The implementation of the policies identified in the legislative framework is reinforced by specific agreements signed by national and/or regional business associations, by competent institutions and the representatives of the training system at national or regional and local level and fostered through national wide projects and initiatives.

A relevant initiative at national level is managed by CNOS-FAP Federation which has established ongoing relationships with companies, giving rise to various forms of collaboration, particularly in the mechanical, electrical and graphic sectors in which it mainly operates, developing a form of collaboration at a higher level than that of the single vocational training centre. To date, a total of 47 agreements at national level have been signed with companies, mainly large ones[22]. Within the abovementioned agreements, the identification and the employment of trainers can vary based on the required needs.

5.3. Hybrid teachers and trainers

In Italy, the hybrid' teachers/trainers model is not foreseen.

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(22) https://www.cnos-fap.it/page/collaborazioni-con-imprese

5.4. Data on cooperation and hybrid teachers

It is possible to obtain information on partnerships between education and companies through the Vocational Training Supply Survey (*Indagine sull'Offerta di Formazione Professionale*, OFP) ([23]) carried out by Inapp.

Now in its third edition, the OFP shows the existence of a wide and articulated network of territorial relationships between training facilities and firms, especially micro, small and medium enterprises but also large ones and, to a lesser extent, with industrial districts and other types of clusters, with a slight decrease between 2018 and 2019 (see Table A.4. in Annex 1).

The OFP survey also reveals the purpose of these territorial networks. It is interesting to note that, in more than a third of the cases, these networks are aimed at training and updating trainers (35.2%), at the exchange of laboratories or equipment (16.8%) but, above all, at adapting the training offer to the professional needs of the local socio-economic context (70%) (Table A.5. in Annex 1).

Another interesting aspect is the degree of effectiveness of territorial cooperation, evaluated by the vocational training centres directors for training and refresher courses for trainers with a score of 7.8, on a scale from 1 to 10 (Table A.6. in Annex 1).

([23]) https://inapp.org/it/dati/OFP; **and** https://www.cedefop.europa.eu/en/news/italy-results-third-vocational-training-supply-ofp-survey

CHAPTER 6. National and EU-funded projects and initiatives

Law 107 of 2015 made school staff training compulsory, permanent, and strategic, recognising it as an opportunity for effective professional development and growth, for a renewed social credibility of contribution to innovation and qualification of the education system. The subsequent National Plan for Teacher Training 2016-19, linked with the National Digital School Plan (PNSD), implemented the planned measures with an investment of EUR 325 million for in-service teacher training. Among the nine macro-areas identified in the National Training Plan were included: teaching for competences and methodological innovation, digital competences and new learning environments. Based on these areas, the schools then included the training plan for teachers in their Three-year Educational Offer Plan (the so-called PTOF). Within IVET, in each pathway, there is a Technical Scientific Project Committee composed of the director of the training institution, the pathway referent and two teachers involved in the pathway itself, which in addition to the competences related to the students, foresees the realisation of accompanying actions and the training of teachers and trainers. The training initiatives were also

supported by other sources of funding: the European Social Fund resources and other Ministry of Education funding, including that for the Teacher's Card (^{24}).

6.1. Digital skills for remote and blended teaching

In the context of European reference frameworks, the self-assessment tool for educational institutions called SELFIE (Self-reflection on Effective Learning by Fostering Innovation through Educational Technologies - SELFIE) has, as its coordinator for experimentation in Italy, the National Research Council (CNR - Istituto per le Tecnologie Didattiche - ITD) with the collaboration of educational authorities at a regional level and educational research institutes (INDIRE and IPRASE), as well as the Training Centre for Learning in the Digital Age and the Educational Foundation. At the end of the 2017/18 pilot action, a total of 201 schools in 10 Regions, and 31 912 users, actively participated and contributed to SELFIE ITALIA (including 1 507 school leaders and support staff; 5 690 teachers and 24 715 students). This made Italy the country that made the largest contribution to the European SELFIE Pilot initiative, providing 47% of the total contributions.

The new SELFIE initiative was then launched by the Commission on 25 October 2018 and is open to all European schools. In the framework of the European

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(²⁴) With the Teacher's Card, teachers can sign up for refresher and professional development courses, choosing from a list of accredited/qualified bodies for teacher training that can be consulted on the Ministry of Education website: the SOFIA Platform (Operational System for Teacher Training and Refresher Initiatives) https://sofia.istruzione.it/ with an online catalogue of courses also aimed at teachers' digital skills. Since March 2020, the Covid-19 crisis has also allowed the purchase of hardware and software for professional updating, including for distance teaching, through the teacher's card tool. The Covid crisis then multiplied the training initiatives for teachers accessible online. A special section of the Ministry of Education's website has been dedicated to the Coronavirus with platforms and tools made available free of charge thanks to specific protocols signed by the Ministry: cooperation tools, exchange of good practices and twinning between schools, training webinars, multimedia content for study, certified platforms (also in accordance with privacy protection rules) for distance teaching. The Ministry has also specifically earmarked EUR 5 million in Decree-Law No 18 of 17.3.2020 for educational institutions to train school staff in distance learning methodologies and techniques. Solidarity initiatives (thanks to agreements between the Ministry and Indire) between schools to overcome the COVID-19 emergency and, at the same time, experiment with solutions for distance teaching using innovative methodologies and tools, have also made it possible for teachers and school managers to work together thanks to the National networks of the Educational Vanguards http://innovazione.indire.it/avanguardieeducative, the 'Small Schools' Movements https://piccolescuole.indire.it/ricerca/ and the and the European eTwinning community https://etwinning.indire.it/

initiative DigCompEdu, the European Commission, Joint Research Centre has developed a new self-reflection tool for teachers of all levels called SELFIE for TEACHERS which will be validated in four Member States (Estonia, Italy, Lithuania and Portugal). In the pre-pilot phase (period: 2 December 2020 to 12 January 2021) in Italy eight regions, ten schools, and about 500 teachers were involved. After testing, the SELFIE for Teachers tool was made available by the European Commission from autumn 2021.

Within the National Recovery and Resilience Plan (NRRP), specific measures are foreseen for the introduction of digital competences also in initial teacher training. In particular, Investment 3.4 for Advanced University Teaching and Skills, aims to qualify and innovate, through a set of measures, university (and doctoral) courses, financing the creation of three Teaching and Learning Centres (TLC) to improve the teaching skills (including digital skills) of teachers in universities and teachers in schools, in all subjects, including traditionally less digitally oriented disciplines. The NRRP ([25]) submitted in April 2021 to the European Commission includes also some specific actions to be implemented for teacher recruitment and training. NRRP Measure M4C1 Reform 2.1 'Teacher Recruitment', to be implemented by law in 2022, envisages a reform of the teacher recruitment system, redesigning the competitive procedures for the recruitment of teaching staff and strengthening, in an innovative way, the training and probationary year, through a more effective integration between disciplinary and laboratory training, with the new technologies and with professional experience in educational institutions. The process of strengthening skills is completed by a system of continuous in-service training, also to tackle chronic territorial mismatching. NRRP Measure M4C1 also foresees Reform 2.2 to be implemented in 2022 'Tertiary advanced school and continuous training for school managers, teachers, administrative and technical staff': the legislation shall include provisions aimed at building a quality training system for school staff in line with continuous professional and career development, the establishment of a qualified body in charge of school staff training guidelines, the selection and coordination of training initiatives, and shall link them to career progressions, as provided for in the recruitment reform. The implementation of a system of initial and continuous training should make it possible to overcome the

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([25]) The NRRP is organised into 16 components and structured into six areas of intervention (Missions). Italy indicated 74 reforms to be adopted between 2021 and 2026: nine horizontal, 18 enabling and 47 sectoral. The nine horizontal reforms are grouped into two areas: public administration and the judicial system. The enabling reforms are grouped in measures aiming to simplify and rationalise the legislation and to promote competitiveness. The sectoral reforms are divided according to the six missions of the EU RRF and the respective components proposed in the Italian Plan. https://www.governo.it/sites/governo.it/files/PNRR.pdf

current fragmentation of training paths, which currently lack a unified national strategy.

NRRP Measure 4C1 foresees the adoption by the end of 2022 of a 'School 4.0 Plan' to foster the digital transition of the Italian schools. In 2021, actions under the same Measure 4C1 - Investment 3.1 'Integrated digital teaching and training on the digital transformation for school staff' will be implemented with a national digital education hub. The aim is to develop innovative and digitalised models for managing the training of school staff, in line with the European reference frameworks on digital competences (DigComp 2.1 and DigCompEdu), monitoring, self-assessment, evaluation and certification of the skills achieved, and management of training courses at national and international level, particularly on the most advanced aspects of digital didactics relating to the learning-teaching of computational thinking, artificial intelligence, robotics, the use of information and big data.

6.2.   Green skills for sustainability

The integrated strategic actions, foreseen in the framework of the 2030 Agenda for Education for Sustainable Development, innovative business and consumption models, have implemented training supply along the following pillars: supporting new sustainable economic policies aimed at a rational and efficient use of resources and a reduction of production systems impact, consumption and lifestyles on the environment; the management of environmental emergencies and the safeguarding and enhancing of the environmental heritage and protection, promoting and securing the territory in order to avoid hydrogeological risks.

The National Conference for Environmental Education and Sustainable Development of the General States of the Environment, has drawn up a final document ([26]) for the implementation of the 2030 Agenda for Education for Sustainable Development, innovative business and consumption models, stating the importance of implementing teachers and trainers training. Teachers must be enabled to integrate environmental and sustainable development issues into their studies by implementing teachers training, both initial and in-service. The training must develop self-assessment skills of the existing educational paths. The training and updating process must include a network of stakeholders, including those of the third sector well experienced in the field of sustainable education, by making use of scientific research as well as production and management places, with

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([26]) https://www.mite.gov.it/sites/default/files/archivio/allegati/educazione_ambientale/documento_tavolo2_svilupposostenibile_rev7.pdf

proper courses and internships, to connect schools with excellent and innovative knowledge. European exchanges should be planned as well as rewards based on the skills acquired. In order to concretely implement these needs, existing tools must be implemented, such as the Teacher Training Plan, in which elements of education for sustainable development must be included.

6.3. Preventing early leaving from VET

Inclusion is a key priority in the National agenda related to education and training as well as other key policy sectors in Italy. Moreover, the National Plan for Teacher Training 2016-19, designed by the Ministry of Education, foresees an in-service training intervention for coordinators of processes and teachers that realise didactic activities dedicated to students with disabilities or special needs. Up to now, this training activity has involved about 10 000 teachers.

Inclusion as principle, within different programmes, projects, and initiatives in Italian VET schools and centers, applies to all learners (with disabilities, social and economic disadvantages, immigrant, etc.) and involves actively all teaching and training staff through measures focused on personalization and didactic flexibility and, in the case of immigrants with difficulties in mastering the Italian language, on linguistic support. The Italian Government through its teaching and training professionals also guarantees the right to education to students who are unable to attend school because hospitalised, detained or at home for a long illness [27]. In 2019, the Ministry of education launched the National portal for hospital and home education (Portale nazionale per la scuola in ospedale e l'istruzione domiciliare) which is a reference tool for providing information to families, students and teachers who need to know good practices and to be kept updated. In 2018/19, education in hospitals has involved 61 516 students, 870 teachers in hospital and 214 hospital classes [28].

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[27] www.miur.gov.it/web/guest/scuola-in-ospedale-e-istruzione-domiciliare.

[28] Source: https://scuolainospedale.miur.gov.it.

CHAPTER 7. National surveys of teaching and training populations

In the two-year period 2018-19, INAPP has carried out two research activities as part of a study on the quality of the VET system and the implementation of the EQAVET Recommendation in Italy ([29]):

a) an in-depth study about the training and updating projects for trainers promoted by the Regions through the collection and analysis of documentation and interviews with the representatives of the Regional administrations;

b) a survey about trainers aimed at describing their professional profile and their training and updating courses, through the submission of a questionnaire to about 500 trainers working in VET accredited centres.

The first research activity highlights how training of trainers is promoted by many Regions and is mainly focused on specific topics of particular interest of the administrations. The training promoted by Regions is linked to the need to standardise processes and procedures, to introduce new working modalities and it is focused on specific issues while training bodies are in charge of standard training for their staff. This framework does not strictly impose training contents and methodologies, giving autonomy and freedom of action to training institutions, fostering a plurality of different approaches, as long as they are consistent with the main elements established by the accreditation legislation.

The documentation collected about the training for trainers projects puts evidence on three particular subjects that can be considered as training proposals by the Regions for VET staff: teaching based on skills and certification systems; new technologies and issues and students' inclusion. Worthy of note is the experience of the Bolzano Province (considered as an Italian best practice) which carries out courses aimed at obtaining "teaching habilitation" for those working as trainers within VET training centres. Each candidate submits to the Province the required documentation in order to obtain the evaluation of their eligibility. In addition to academic qualifications, it is necessary to pass a first assessment during the first year of teaching that gives a "substantial eligibility" to cover the position. Passed the steps to access the trainer position, she/he must participate to periodic updating and assessment paths. These activities are promoted by the Province through specific training plans for trainers, financed with provincial funds. The courses last approximately 50 hours and deal with basic skills for teaching

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([29]) INAPP, *EQAVET e la qualità della IeFP in Italia*, Roma, 2020.

qualification. In the last 5 years (2015-19) between 11 and 27 trainers attended the course. According to their interviews, trainers constantly request further training courses, supported by the managers of the Italian Provincial VET Directorate who allocate funds and connect trainers with training companies, such as the Erickson Study Center.

Regarding the survey about trainers, the profile of trainers shows professionalism and stability, underlining that teaching in professional training centres is increasingly a vocational choice that allows a stable employment. The result is a relatively young workforce with good basic qualifications which guarantees teachers growth and a high level of training quality for students. In terms of teaching processes, teaching based on skills is known and applied, especially for technical subjects.

It is also important to point out that VET institutions and trainers invest on both training and self-training: almost all the interviewed (95%) report to have participated in some training activity during the last 2 years (2018-19). Training of trainers is now a widespread practice, fully part of the professional culture and practice of the VET system. Under the label "training" very different experiences in terms of type and duration are set. The 70% of the interviewees attended updating courses mainly face-to-face and the same percentage took part in conferences and seminars or in working groups. Less than a third (31%) attended e-learning courses. In addition to these structured activities, 64% state that they learn on a regular basis reading specific publications, magazines and websites, confirming a widespread culture of self-training. More in detail, concerning learning methodologies, three quarters of the trainers interviewed (74%) took part in structured updating courses (face to face or online), one fifth (19%) attended conferences and working groups inside or outside the institution (but without attending any course), while 7% confirm that they don't have attended any structured training activity. Beyond participation in training and updating initiatives, it is important to analyse data regarding the duration of training attended. According to the interviewees' statements, these activities had a significant number of hours, confirming the focus on this issue by the VET centers and trainers. Over the two-year period, the trainers report that they attended updating face-to-face courses for an average of 51 hours, participated in e-learning updating courses for 48 hours, attended seminars for 31 hours, participated in working groups for 38 hours and carried out self-training activities for 145 hours. The privileged subjects of training are teaching methodologies (74%), technical skills (71%) and legislation (63%). The majority also participated in activities aimed at enhancing their relational skills (57%), while less than a third deepened their IT skills (30%). With regards to the training supply promoted by the organizations, the

70% of interviewed trainers report that the updating and training activities attended are training and updating obligations that the institution must fulfil in order to obtain or maintain its accreditation. In 64% of cases, trainers inform that a concrete investment plan has been approved in their institution, aimed at their staff training and updating, or that in any case training supply is financially supported (9%). Although the activities for teaching staff prevail, followed by coordinators and designers, in 88% of cases the institutions organise courses addressed to their employees with a supply addressed to all the staff. The research data shows that the VET system has a growing interest in quality of its supply and in training trainers, as a fundamental element for VET institutions, training bodies as well as trainers.

CHAPTER 8. Conclusions

In 2020, through a policy act ([30]), the Ministry of Education has given priority to initial training and continuing professional development of teachers as well as of all school staff showing that training of teachers is high in the national policy agenda and is considered a key feature for improving and innovating the education system helping schools to face social, cultural and economic changes. In particular, the Ministry of Education has identified the following national goals as key priorities:

(a) to make initial training and access to the profession defined and based on long-term planning;
(b) to define the compulsory annual number of hours for CPD activities in the national labour contract;
(c) to activate urgent measures for the recruitment of teachers and school staff.

The above listed priorities and the crucial role of teachers and trainers in the Italian VET system became even more evident during the Covid-19 pandemic. Due to the global health crisis, teachers and trainers faced several difficulties which started from the need to improve their digital didactic methodologies and equip themselves with relevant and adequate skills related to the use of new technologies for teaching. Consequently, the lesson learnt is that the investment in training (pre and in-service) as well as skilling and up-skilling of the teaching workforce should be a strategic issue within national and regional/local policies. This investment requires more attention to both initial education and training for teachers and trainers and CPD that should be carried out through training opportunities offered by different providers (universities, public and private training institutions, companies, etc.).

The presence of qualified and well-trained teachers and trainers will guarantee to achieve high quality in education and training and higher involvement of students with a positive impact on the reduction of early school leaving and dropouts. Furthermore, in order to reach a higher teachers and trainers job satisfaction and wellbeing, it will be important to further regulate and, in the specific case of VET trainers, to define the enrolment procedures, providing better and more structured recruitment interventions. As a matter of fact, research evidence shows that the trainers' profession is more and more a stable employment and teaching in professional training centres is increasingly a vocational choice.

([30]) https://www.miur.gov.it/web/guest/-/atto-di-indirizzo-politico-istituzionale-per-l-anno-2020.

In conclusion, European and national policies stress the importance to invest in knowledge and competences for the socio-economic development of our societies, through the maintenance of the levels and quality of occupation, inclusion of vulnerable groups and active ageing of the population. These central points are even more emphasised by the global pandemic situation and the need to elaborate integrated upskilling and reskilling strategies for the adult population, in line with the ongoing fast digital transformation. Likewise, it is necessary to invest in the enhancement of training interventions addressed to young people, in order to guarantee their employability and facilitate the transition processes from school to work. Moreover, the high level of young people neither in Employment or in Education or Training (NEET) and the still significant amount of early school leavers imposes a constant monitoring of the VET systems quality. In this framework, the functions and role of the teaching resources, in the specific characteristics of different profiles (teachers, trainers, tutors, career counsellors, etc.), acquire a crucial meaning for the implementation of the learning processes and, for this reason, teachers and trainers recruitment policies as well as their training (pre and in-service) must be highlighted in the strategic axis that accompany the reforms of the Education and Training sectors

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Annex 1. Further tables

Tables and data mentioned in Sections 3.5 and 5.4.

Table A 1.   Distribution of staff employed in 2019 by surveyed training centers, functional area and employment contract type, Italy

Functional Area	Permanent contract	Fixed-term contract	Other employment contracts	Total
Management	2.4	0.1	1.3	3.9
Teachers for the provision of training services	**10.1**	**2.8**	**60.4**	**73.3**
Other training services	**5.3**	**0.8**	**5.3**	**11.5**
Secretary, logistic and support services	4.6	0.5	0.9	6.0
Administration	3.6	0.6	1.2	5.4
Total	26.1	4.8	69.1	100.0
N.	*14 707*	*2 718*	*39 013*	*56 438*

Source: Inapp, OFP Survey (2019 and 2020 editions).

Table A 2.Teachers employed in IVET and CVET courses, Italy, 2019

	Geographical area				Total Italy
	Nord-west	Nord-Est	Centre	Sud and Islands	
N.					
Teachers involved in Ivet courses	4 987	2 793	1 043	2 530	11 353
Teachers involved in Cvet courses	6 798	6 398	4 509	6 421	24 126
% on total teachers for the provision of training services					
Teachers involved in Ivet courses	39.4	27.8	16.5	25.3	29.1
Teachers involved in Cvet courses	53.7	63.6	71.2	64.1	61.8

Source: Inapp, OFP Survey (2019 and 2020 editions).

Table A 3. **Objectives of refresher and retraining activities for human resources employed in the VET centers surveyed, by geographical area, Italy (2018, 2019)**

	Geographical area (%)				Total Italy		
	Nord-West	Nord-Est	Centre	Sud and Islands	N.	%	
					2019	2019	2018
Adaptation to the regional accreditation system / fulfilment of obligation foreseen by the regional accreditation system	50.1	53.7	64.6	57.7	669	55.9	60.2
Updating for legal obligations (legislative degree 81/08 ex Law 626/94, HACCP, etc.)	87.5	85.1	78.2	74.9	979	81.8	84.1
Updating of the existing competences	65.2	73.9	64.9	52.4	757	63.2	64.9
Acquisition of new competences	60.6	64.9	55.4	55.0	702	58.6	60.1
Internal mobility of staff	4.6	8.0	2.6	3.9	54	4.5	5.7
Personal career development	11.1	11.2	8.5	7.2	114	9.5	10.4
Changes in products or in services or in the production technologies	16.5	16.0	16.2	14.7	190	15.9	15.2
Changes in the labour policies	27.6	30.9	22.1	28.3	324	27.1	26.3
Changes in the marketing policies	13.2	18.1	14.4	11.7	166	13.9	16.5
Enhancement of product/services quality	39.2	44.1	43.5	37.1	484	40.4	42.8
Other	2.3	0.5	1.8	1.6	21	1.8	1.2
Total	*431*	*188*	*271*	*145*	*1 197*		

NB: Respondents 2019: 1 197 training centres have declared that they have realised updating and retraining activities for staff in the last three years.

Respondents 2018: 1 378 training centres have declared that they have realised updating and retraining activities for staff in the last three years.

The total is higher than 100 since multiple responses were allowed.

Source: Inapp, OFP Survey (2019 and 2020 editions).

Table A 4. **Organisations with which the interviewed accredited training providers have consolidated territorial relations, by geographic area, Italy (2018, 2019) (%)**

	Geographical area				Total Italia		
	Nord-West	Nord-Est	Centre	Sud and Islands	N.	%	
					2019	2019	2018
Publica administration (Regions, Provinces, Municipalities)	78.5	87.6	74.5	81.6	1105	79.8	82.3
Employment services	51.8	63.8	51.6	63.2	786	56.8	58.2
Training agencies of the same institution Other agencies different from those of the own institution	38.1	29.0	18.2	24.6	392	28.3	30.1
Guidance centres public or private	55.9	59.0	49.7	46.5	724	52.3	54.3
Large companies (companies with at least 250 workers)	25.6	37.6	17.3	26.1	355	25.7	27.9
Micro, small and medium companies (companies with until 250 workers)	**34.6**	**41.9**	**23.6**	**22.0**	**410**	**29.6**	**30.3**
Employers' associations, trade unions and bilateral bodies Chambers of commerce	**83.7**	**84.8**	**71.1**	**72.4**	**1076**	**77.7**	**80.9**
Associations and/or third sector/volunteering bodies or with cultural and/or social objectives	49.7	64.8	45.0	57.8	736	53.2	56.0
Public social-health services (for disadvantaged, drug addicts, disabled people, etc.)	41.1	44.3	33.6	48.6	581	42.0	44.9
Adult education centers (CPIAA), University of the Third Age, Research & Development for innovation and technologic transfer centres, technological hubs	32.3	31.4	15.7	28.4	377	27.2	29.3
Business incubators	19.8	20.0	13.8	7.9	209	15.1	16.3
Industrial districts	12.5	24.3	11.0	12.8	194	14.0	16.1
Research institutes and universities (both public and private)	8.2	12.4	9.4	9.5	131	9.5	9.8
Scholastic institutions	**5.8**	**8.6**	**3.1**	**5.1**	**75**	**5.4**	**7.1**
	27.3	42.9	40.9	37.3	493	35.6	37.5
	52.9	66.7	56.3	61.1	804	58.1	61.0
Fab lab, Maker space, Innovative Start-up, etc.	2.6	7.6	2.5	1.5	42	3.0	3.5
Other	0.6	2.9	1.3	1.0	17	1.2	1.4
Total	*465*	*210*	*318*	*391*	*1.384*		

NB: The total is higher than 100 since multiple responses were allowed.
Source: Inapp, OFP Survey (2019 and 2020 editions).

Table A 5. **Final purposes of the territorial networks of which the interviewed structures are part, by geographical area, Italy (2018, 2019) (%)**

	Geographical area				Total Italy		
	Nord-West	Nord-Est	Centre	Sud e Islands	N.	%	
					2019	2019	2018
Integration and re-integration in the labour market	51.0	57.6	46.2	57.5	730	52.7	51.7
Adaptation of training supply to the professional needs of the local socio-economic context	**66.2**	**79.0**	**67.6**	**71.6**	**969**	**70.0**	**73.3**
Exchange of laboratories/tools	**13.5**	**22.4**	**18.6**	**16.4**	**233**	**16.8**	**17.3**
Enhancement of processes and products of services provided	44.3	45.2	39.6	41.2	588	42.5	45.3
Development of social inclusion services	27.1	32.9	18.6	33.2	384	27.7	28.4
Promotion and development of services for recognition, validation, and certification of competences	19.8	22.9	17.6	26.1	298	21.5	23.7
Local development	27.5	34.8	23.3	27.6	383	27.7	29.5
Trainers' training and updating	**38.7**	**35.7**	**31.8**	**33.5**	**487**	**35.2**	**36.2**
Exchange of best practices	41.7	45.2	38.7	35.5	551	39.8	39.7
Other	3.9	4.8	2.2	1.3	40	2.9	2.5
Total	*465*	*210*	*318*	*391*	*1.384*		

NB: The total is higher than 100 since multiple responses were allowed.
Source: Inapp, OFP Survey (2019 and 2020 editions)

Table A 6. **Degree of effectiveness of territorial cooperation with respect to goals. Italy (2018, 2019)**

	Average 2018	Average 2019
Integration and re-integration in the labour market	7.4	7.4
Adaptation of training supply to the professional needs of the local socio-economic context	7.7	7.7
Exchange of laboratories/tools	7.5	7.5
Enhancement of processes and products of services provided	7.7	7.7
Development of social inclusion services	7.6	7.5
Promotion and development of services for recognition, validation, and certification of competences	7.6	7.5
Local development	7.6	7.6
Trainers' training and updating	**7.8**	**7.8**
Exchange of best practices	7.8	7.8

NB: *1=not at all effective; 10=completely effective (averages).*
Source: Inapp, OFP Survey (2019 and 2020 editions).