

SIVSEN

Social Enterprise Comparison Survey

Italy National Context Report

2021



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The SIVSEN project learns from the social enterprise sector to ensure that the knowledge, skills, and mindsets applicable to working in a social enterprise are embedded in Vocational Education to create enhanced opportunities for growth and internationalisation of social enterprises.

SIVSEN Social Enterprise Comparison Survey is coordinated by



Italy National Context Report is developed by the same team from Materahub.

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INTRODUCTION

The SIVSEN Comparative Analysis, respectively Social Enterprise Comparative Survey are aimed to explore the transition from education (e.g. vocational college, universities) into a social enterprise workplace, including international programmes that exist within the partner organizations, other sectors, VET and higher education institutions.

During the spring and summer of 2021, the SIVSEN partners conducted research on the social enterprise sector and their interaction with the education system and work placement programmes run for learners by VET and higher education institutions, with a special focus on work placement programmes in social enterprises.

First, the partners researched already available data, reports, and studies on the topics mentioned above. They prepared four reports on their national contexts and one comparative analysis for the UK, Sweden, Italy, and Romania. Further, they wanted to explore the relationship between the social enterprise sector and the VET and higher education organizations in more depth. Thus, they organized focus groups and online surveys with 51 social entrepreneurs or representatives of social enterprises and 46 representatives of universities, high schools, public or private VET providers, etc.

This report here presents the national context for Italy, looking at three key areas relevant for the SIVSEN research and its objectives: 1) the educational system; 2) the apprenticeship system; 3) insights into education and apprenticeships in the social entrepreneurship sector.



1. Educational system in Italy

The Italian education and training system is organised on the basis of the principles of subsidiarity and autonomy of educational institutions. The State has exclusive legislative competence for the 'general rules on education' and for determining the essential levels of services that must be guaranteed throughout the national territory. The State also defines the fundamental principles that the regions must respect when exercising their specific powers. The Regions have competing legislative powers in the field of education and vocational training. At the State level, the Ministry of Education, Universities and Research (MIUR) is responsible for the administration of the education system at the central level. The education system is organised as follows

1) integrated zero-six years system, non-compulsory, with a total duration of 6 years, divided into:

- early childhood education services, managed by the local authorities, directly or by stipulating agreements, by other public bodies or by private individuals, which take in children between three and thirty-six months old;
- pre-schools, which may be run by the State, by local authorities, directly or by stipulating agreements, by other public bodies or by private individuals, for children between three and six years of age;

2) first cycle of education, compulsory, of a total duration of 8 years, divided into

- primary school, lasting five years, for pupils from 6 to 11 years old;
- secondary school, lasting three years, for pupils aged 11 to 14;

The aim of the lower secondary school is to increase students' independent study skills and strengthen their aptitude for social interaction, to organise and improve their knowledge and skills and to provide adequate tools for further education and training.

3) Second cycle of education, with a duration of five years, for students who have successfully completed the first cycle of education. Schools, for this level of instruction, are divided into licei and technical and vocational colleges) for students aged between 14 and 19;

- Licei aim to prepare students for university studies and the world of work through the acquisition of appropriate skills, abilities and knowledge and by providing them with cultural and methodological tools to develop a critical and planning attitude.
- The technical pathway, offered by technical institutes, has the general objective of providing students with a solid scientific and technological cultural base in the economic and technological sectors.
- The vocational route is offered by vocational colleges. Professional institutes aim to provide students with a solid general technical and professional cultural base in the service and industrial and craft sectors, with a view to a rapid entry into the world of

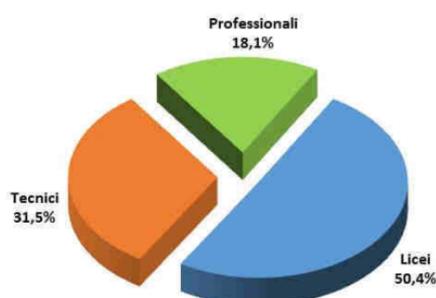


work. At the end of the course, students receive a secondary school diploma, which gives access to university, the higher education system for art, music and dance and higher technical education (ITS).

- three-year and four-year vocational education and training (VET) courses under regional responsibility, also aimed at students who have successfully completed the first cycle of education.

In the following graph you can see the percentage of Italian students attending technical institutes, lice or vocational institutes for the school year 2019/20.

Graf. 3 - Alunni delle scuole secondarie di II grado per percorso di studio_ A.S. 2020/2021



Source: Focus "Principali dati della scuola - Avvio Anno Scolastico 2020/2021" Settembre 2020, Ministero dell'istruzione. Link: <https://www.miur.gov.it/documents/20182/2512903/Principali+dati+della+scuola++avvio+anno+scolastico+2020-2021.pdf/a317b7bb-0acc-d8ea-a739-1d58b07d5727?version=1.0&t=1601039493765>

From the graph it can be seen that the majority of Italian students 51% chose to attend high schools (Licei), while 31.5% chose technical institutes and only 18.1% chose vocational institutes.

4) Higher education offered by universities, higher education institutions for art, music and dance (AFAM) and higher technical institutes (ITS) with different types of courses:

- tertiary education pathways offered by universities
- tertiary education courses offered by AFAM institutions (Alta Formazione Artistica, Musicale e Coreutica)
- vocational tertiary education pathways offered by ITS (Istituti Tecnici Superiori)

Obligatory education

Compulsory education covers 10 years, from 6 to 16 years, and includes the eight years of the first cycle of education and the first two years of the second cycle (Law 296 of 2006), which can be attended in state secondary schools or in regional vocational education and training.

Moreover, the right/duty to education and training is granted to all young people for at least 12 years or, in any case, until they obtain a three-year vocational qualification by the age of 18, in accordance with Law 53/2003.

Compulsory education can be carried out in state and parochial schools (Law 62 of 2000), which constitute the public education system, but it can also be carried out in non-parochial

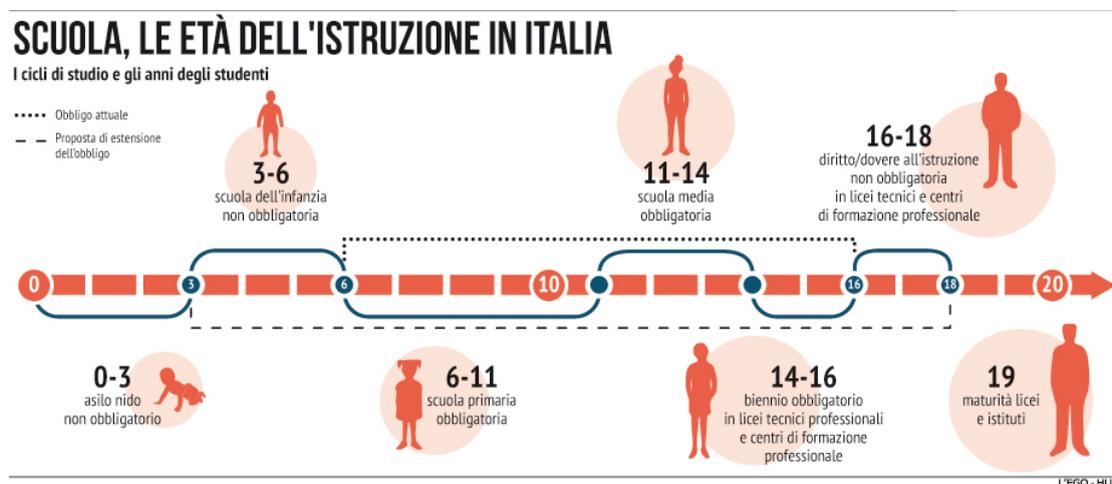


schools (Law 27 of 2006) or through family education. In the latter two cases, however, the fulfilment of compulsory schooling must be subject to a number of conditions, such as passing aptitude tests.

Non-state education

Article 33 of the Italian Constitution lays down two fundamental principles: the State's obligation to provide a state school system for all young people and the right of natural and legal persons to establish schools and educational establishments at no cost to the State.

Parity schools are entitled to award qualifications with the same legal value as those of the corresponding State schools; they have full freedom as regards cultural orientation and pedagogical-didactic direction and benefit from more favourable tax treatment if they are non-profit making.



Education in a home setting

Law 107/2015, which introduced the 'integrated 0-6 system', recognises 'educational services in a home context' for children under the age of 3 as one of the alternatives to the provision of crèches. Regions and local authorities organise and monitor the service in their own areas.

Parental education

Pupils and students can also fulfil their obligatory education through parental education. Centrally enacted legislation regulates this type of education during compulsory education covering the first cycle of education and the first two years of the second cycle of education, up to the age of 16.

During compulsory education, parents can opt for parental education at any time during the school year. However, they must certify that they have the technical and economic capacity to provide this type of education on their own (legislative decree 297/1994 and legislative decree 76/2005).

Students attending compulsory education in a home-based context must sit a qualifying examination every year in order to continue in the same path and, in any case, to be admitted to the final State examination held at the end of the first cycle of education.



1.1 Regulatory frameworks

Italian school legislation is based on the 1948 Constitution of the Republic of Italy, which establishes the right and duty of parents to instruct and educate their children (Art. 30).

Article 34 sets out the duties of the State:

“School is open to all. Lower education, provided for at least eight years, is compulsory and free.

The able and deserving, even without any financial resources, have the right to attain the highest levels of education. The Republic shall make this right effective by providing scholarships grants, family allowances and other benefits, which shall be granted by competitive examination.

Other fundamental and mandatory principles are freedom of teaching, the right of universities, academies and institutions of higher learning to establish their own autonomous systems, the right of private individuals to set up schools and educational establishments, at no cost to the State.”

These principles are listed in Article 33.

The application of the fundamental principles of the Constitution has inspired all subsequent legislation. For school levels, the regulatory framework is very complex, as there are several regulations and laws that determine it. In summary, the reference standards are:

- Regulation No 275 of 8 March 1999, which attributed and regulated the teaching, organisational and research autonomy of schools;
- Law no. 296 of 27 December 2006 (and subsequent Ministerial Decree no. 139 of 22 August 2007) which, among other things, established that the length of compulsory education is to be increased to ten years;
- Law no. 133 of 6 August 2008, which laid the measures for the containment of public spending, also with regard to school organisation. Among the measures provided for by the law are the reorganisation of the school network (Presidential Decree 81/2009), the reorganisation of the first cycle and timetables (Presidential Decree 89/2009) and the reorganisation of the second cycle of education (Presidential Decree 87/2010, Presidential Decree 88/2010, Presidential Decree 89/2010);
- Law No. 107 of 13 July 2015 reforming the education system (e.g. enhancement of teachers' merit, new recruitment procedures).

In general, the national policies implemented in the last twenty years in the educational field in Italy can be framed within the broader perspective of lifelong learning. However, the implementation of lifelong learning strategies coming from the European level, which have as their reference point the person as a learning subject, has a transversal character which involves not only the school sector but also the work sector and continuous vocational training.



1.2 Alignment to labour market needs

As far as the adjustment of professional profiles for the labour market is concerned, we have to say that the school is certainly the subject appointed to lead the country's transition towards the adjustment of training and school curricula necessary to launch the country towards technological innovation and environmental sustainability. Since the end of the 1990s the Ministry of Education, in compliance with European directives, has focused the reform of Italian schools on the development of new non-disciplinary skills. The overcoming of frontal education, based exclusively on the acquisition of knowledge, was linked to the need to develop and support the individual as a citizen, thus giving students the ability to orient themselves and act in the social life they would find at the end of their studies.

The figure of the "guidance tutor" is also established (but it is not made clear whether at school or school network level), who is able to guarantee the "coordination and organisation of the activities of the institutions and relations with the other parties involved". Above all, the law creates the institution of **alternation between school and work**, to all intents and purposes the most ambitious project for the development of those "accompanying activities and educational counselling to support individual planning". Guidance activities are de facto placed under the responsibility of the individual school and include a link with other social players in the area and under the aegis of the provincial education offices. The school institution, however, is now in a new phase of reform, also in view of the transformation and change driven above all by the covid-19 pandemic, which has led the Italian government to have to rethink once again how to link schools more closely with the world of work.

The skills required of today's students to enter the world of work and fully exercise their rights as citizens are based on their ability to make informed and critical use of the new communication and analysis tools, but also to understand and deal with the continuous and sometimes sudden changes that the times impose.

A specific line of action of the Ministry, with reference to the recovery and resilience programme of the Italian government in the post-pandemic phase, will concern interventions aimed at bridging the so-called skill mismatch between education and the world of work. To this end, the training offer will be strengthened, particularly in the enabling skills 4.0, correlated to the productive vocation of the reference territory, in order to adapt the response of the education and training system to the strong demand for professionalism in terms of managerial, scientific and highly specialised technical skills. In the general vision of school and education outlined above, guidance is taking on an increasingly decisive role.

3.1 Quality Assurance

❖ NON-FORMAL APPRENTICESHIP

The professional training envisaged by the apprenticeship contract takes place under the responsibility of the employer, and is supplemented by the public training offered within or outside the company. The region informs the employer, within forty-five days from the



communication of the establishment of the relationship, about the modalities of the public training offer, including the locations and the calendar of the courses, also making use of accredited training bodies.

Tutor:

The training activity within the company is compulsorily entrusted to the responsibility of a tutor or company contact person. In particular, the legislation prescribes the following requirements for workers who perform the role of company tutor:

- have at least 3 years of seniority (but this requirement does not apply if there are no workers with this characteristic in the company);
- have a level of classification equal to or higher than that which the apprentice will have at the end of the apprenticeship;
- carry out work activities consistent with those of the apprentice.

The tasks of the company mentor:

- ❖ accompany the apprentice during the apprenticeship period;
- ❖ to pass on the skills needed to carry out work activities;
- ❖ promote the integration of training initiatives outside the company and training in the workplace;
- ❖ collaborate with the training structure outside the company (if opting for external training) in order to enhance the learning pathway in alternance;
- ❖ expressing its own assessment of the skills acquired by the apprentice for the purpose of certification by the employer.

❖ **FORMAL APPRENTICESHIP AT SCHOOL: "ALTERNANZA SCUOLA LAVORO"**

As regards the form of apprenticeship that takes place at school, during what is known in Italy as the school-to-work alternation period, there are two tutors. The alliance between schools and host structures takes the form of collaboration between internal and external tutors aimed at ensuring that the student's or pupil's work experience is successful. The functions of the internal tutor (teacher):

- draws up, together with the external tutor, the personalised training pathway, which will be signed by the parties involved (school, host structure, student/parental guardians);
- assists and guides the student during the work experience and, together with the external tutor, checks that it is carried out correctly;
- manages relations with the context in which the work experience takes place, liaising with the external tutor;
- monitors the activities and deals with any criticalities that may emerge from them;



- evaluates, communicates and enhances the objectives achieved and the skills progressively developed by the student;
- promotes evaluation activities on the effectiveness and consistency of the work experience pathway by the student involved;
- informs the relevant school bodies (Headmaster, Departments, Board of Teachers, Technical and Scientific Committee) and updates the Class Council on the progress of the courses, also with a view to possible realignment of the class;
- assists the Headmaster in drawing up the evaluation sheet on the structures with which agreements have been stipulated for work experience activities, highlighting their training potential and any difficulties encountered in collaboration.

The teacher is designated by the school among those who, having applied, have documented and certifiable qualifications, also drawing on the staff development. The external tutor, selected by the host structure from persons who may also be external to it, is the student's reference figure within the company or organisation.

The functions of the external tutor:

- collaborates with the internal tutor in the planning, organisation and evaluation of the work experience;
- He/she promotes the student's integration into the working environment and supports and assists him/her during the work experience;
- Ensures that the student is informed/trained on the specific risks of the company, in accordance with internal procedures; plans and organises the activities on the basis of the training project, also coordinating with other professional figures in the host structure;
- involves the student in the process of evaluating the experience; provides the educational institution with the agreed elements for evaluating the student's activities and the effectiveness of the training process.

The interaction between the **internal** tutor and the **external** tutor aims to define organisational and didactic conditions favourable to learning both in terms of orientation and competences; guarantee the monitoring of the progress of the pathway, in itinere and in the concluding phase, in order to intervene promptly on any critical points; verify the process of certification of the activity carried out and of the competences acquired by the student; collect elements that allow the reproducibility of the experiences and their capitalisation.



2. Apprenticeship system in Italy

● APPRENTICESHIP IN ITALY

Introduced in Italy in 1955 as an employment contract for young people, the apprenticeship was reformed several times in the following decades. In 2003 the apprenticeship took on its current configuration in particular through the definition of three distinct types of apprenticeship. The 2015 reform of employment contracts then reviewed the legal framework for the three types of apprenticeship, which at the time of the analysis had the following characteristics:

The apprenticeship contract is divided into types, with different purposes and entry requirements:

- **apprenticeship contract for vocational qualification and diploma:** it is aimed at young people aged between 15 and 25. For minors, it allows them to complete their compulsory education and to fulfil their right to education and training up to the age of 18; for adults, it can be a chance to acquire at least a nationally recognised qualification. In fact, this type of apprenticeship makes it possible to obtain a vocational qualification after three years and/or a vocational diploma at the end of the fourth year;

- **professional apprenticeship contract or trade contract:** this is aimed at young people aged between 18 and 29. This type of apprenticeship is also open to 17-year-olds, if they have already fulfilled their right to education and training by obtaining a qualification or diploma. This type of apprenticeship allows apprentices to acquire a professional qualification, as provided for by collective labour agreements, and to develop basic, transversal and technical-professional skills;

- **high level training and research apprenticeship contract:** it is aimed at young people aged between 18 (or 17, if they have a professional qualification) and 29; this type of contract has several purposes:

1. it can be an option to obtain an upper secondary education diploma, a higher technical certification, or university and higher education qualifications, such as a three-year or master's degree, a first- or second-level master's degree, a PhD;
2. it can encourage the insertion of young people who will be engaged in the areas dedicated to research into the company;
3. it can be a way to carry out apprenticeships in ordinary professions that have regulated this possibility.

● APPRENTICESHIP AT SCHOOL

The increase in 'on-the-job' learning is at the heart of all European employment strategies and the dissemination of high-quality work-based learning is one of the pillars of the 'Europe 2020' strategy to promote smart, sustainable and inclusive growth.

The European Commission has set out objectives for the development of excellent vocational education and training, specifying a number of directions in which to move:



1. work-based apprenticeships, including quality internships and apprenticeship periods, and dual learning models to facilitate the transition from study to work;
2. partnerships between public and private institutions;
3. mobility through the "Erasmus for All" programme, now "Erasmus +".

All of these issues have been taken up at European and national level and are contained in the Youth Guarantee plan, which aims to modernise schools by opening them up to the outside world, thus transforming the concept of learning into a lifelong activity and restoring dignity to school training (and work experience). The aim of alternance is to integrate the education, training and work systems by means of collaboration between different areas, with the aim of creating a transversal learning moment linking theoretical education to the field of application. For companies, this means strategically investing in human capital, training professionals who can be useful for the future, in the field of training, but also in orientation towards lesser-known activities in order to facilitate the future matching of labour supply and demand. The school-to-work alternation period consists of 400 hours for technical institutes and 200 hours for high schools.

Alternance is a compulsory training course which is more structured and extensive than the classic internship. In contrast to an internship, which is merely a training tool, alternance is in fact a part of school education and involves moving from school to the company at various times. Usually the young people involved in this alternation are aged between 16 and 19.

School-to-work alternation, first introduced in 2003, is a teaching method that allows students to combine theoretical schooling with a period of practical experience in a public or private organisation. In 2015, school-to-work alternation was made compulsory, with the Buona Scuola reform, for all students in the second two years and final year of secondary school. Law no. 107/2015 provides for 400 hours of compulsory alternance in the last three years of technical and professional institutes and 200 hours in the last three years of high schools. This does not mean that all these hours must be spent in a company, but is simply the amount of hours to be dedicated to activities related to alternance, such as, for example, simulated training company activities, safety training, or modules for in-depth study of the local industrial fabric and the activities of local companies.

The student's stay in the company is in any case agreed between the school and the company during the planning of the training course on the basis of their mutual needs.

Training institutes, on the basis of special agreements stipulated with companies, are required to organise for their students periods of vocational training in companies or other activities that favour integration with the world of work (orientation days, meetings with companies and professionals, internships, field research, project work), for a total amount of 400 hours for technical institutes and 200 for high schools.

Law 107/2015 also introduced the possibility of carrying out school-to-work alternation during the suspension of teaching activities, both in Italy and abroad, as well as the obligation to include courses on health and safety in the workplace in the training programme.



The compulsory school-to-work alternation, introduced with the Good School reform, is based on a number of well-defined objectives

- to encourage young people's orientation in order to enhance their personal aspirations, interests and learning styles, as well as to help them develop the ability to choose autonomously and consciously
- supplementing the training acquired during the school career with the acquisition of more practical skills, which will help them get closer to the labour market
- offer students opportunities for personal growth, through extracurricular experience that helps develop their sense of responsibility
- encourage intergenerational communication, laying the foundations for a mutual exchange of experiences and mutual growth.

In order to guarantee continuity between the training activities carried out at school and those carried out in the company, an educational tutor is appointed, generally a teacher, who assists the students and checks that the school-work alternation course is being carried out correctly, and a company tutor, who helps the student to integrate into the company and collaborates with the school to allow the activities to be checked.

First and foremost, school-to-work alternation reduces the gap between the school system and the world of work, bringing training closer to the skills and professional requirements of the economic and productive world. By encouraging the creation of stable relations between schools and businesses, it makes it easier for companies to find the professionals they are looking for.

Systematically practising alternating school-work programmes ensures that the new generations are more quickly integrated into the world of work, making it easier for companies to find resources with skills that are already trained and used to interfacing with a company.

In addition, alternating school-work programmes allow companies to gain greater recognition in the local area, promoting their social role and their commitment to training new generations of workers.

2.1 Information, Advice and Guidance

A traineeship is the provision of practical experience in a productive context, for a limited period of time, which allows the trainee to become acquainted with the world of work and encourages his/her professional and personal growth.

Two different types of traineeship are distinguished in relation to the general purpose pursued:



1. Extra-curricular traineeships

They consist of a period of work orientation and "on the job" training (in a working context) and which does not. This is a period of work orientation and on-the-job training (in a working context) and does not constitute an employment relationship. It is aimed at creating a direct contact

direct contact between a host organisation and the trainee, with the aim of enriching the trainee's knowledge and the aim is to create direct contact between the host organisation and the trainee in order to help enrich the trainee's knowledge, acquire professional skills and enter or re-enter the labour market.

2. Curricular traineeships

They are part of a formal learning process carried out as part of a curriculum (of a university, a school, etc.). The aim is to refine the learning process through study/work alternation.

In order to activate an internship, an agreement between a promoter (university, high school, employment agency, training centre, etc.) and a host (company, professional studio, cooperative, public body, etc.), is required (a training plan). The traineeship promoter and the host organisation each appoint a tutor, who will help the trainee to draw up the training plan, to integrate him/her into the new context, to define the organisational and teaching conditions, to monitor the training course and to certify the activity carried out. The skills and results achieved by the trainee are recorded in the training booklet. Although they do not constitute an employment relationship, traineeships governed by the guidelines are subject to compulsory reporting by the host.

● How to find an apprenticeship offer

As with finding a job, finding a company willing to start an internship relationship requires patience.

While for curricular internships it is generally the schools and universities that make an internship compulsory, things are different for extracurricular internships. The most effective way to successfully find a company that is willing to accept an internship offer is to send a self-application directly or to check job offers on the web. In order to maximise the chances of having your application accepted, the advice is to work on writing an effective covering letter, which shows that you have the right requirements and motivation.

Where to apply for an internship:

- At the counters and offices dedicated to internships in your region;
- The Chamber of Commerce;
- Guidance centres;
- Informa Giovani in the main municipalities;
- Universities (Job Placement or Career services) or schools;
- Job Centres (CPI).



- **APPRENTICESHIP AT SCHOOL**

Alternance school-work is an educational method that allows students attending higher education institutions (vocational, technical and high schools, etc.) to spend part of their training in a company or organisation. The setting up of the National Register for alternation between school and work at the Chambers of Commerce represents a linking tool to facilitate the meeting between companies and educational institutions. In fact, Law no. 107/2015 has provided that this tool will make it possible to find out which companies are willing to host students and to enter into agreements. The National Register for Alternating School-Work, is divided into two parts:

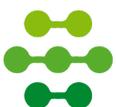
- 1) an open and consultable area in which all companies and public and private bodies available to carry out school-work alternation courses are registered.
- 2) the special section of the Register in which the enterprises involved in alternance courses must be registered will allow information to be shared on their personal details, the activity carried out, partners and other collaborators, turnover, net assets, website and relations with other operators in the sector. The skills acquired will constitute a credit both for the continuation of the scholastic or training pathway to obtain a diploma or qualification, and for any transitions between systems, including the possible transition into apprenticeships. At the end of the course, therefore, certificates of attendance, certificates of competence and credits will be issued.

2.2 Employment outcomes

- **Advantages for apprentices**

Young people have the opportunity to enter into a real employment contract, benefiting from the insurance and social security protection provided for permanent contracts and at the same time have the opportunity to obtain a qualification or develop specific skills in a research project consistent with their studies. They can define a training path in line with their personal needs, skills and aspirations, also in relation to the activities they will carry out in the company.

In addition, they have the opportunity to "orient themselves" in a more concrete way in the world of work. At the end of the apprenticeship relationship, in the event of termination, it is



possible for the apprentice to plan further training development of his/her professional skills through the activation of a new contract for the pursuit of a higher qualification or research activities. In case of early termination of the apprenticeship contract, the young person is ensured the validation of competences acquired in the working context.

- **Advantages for the employer**

Companies hiring an Apprenticeship contract for advanced training and research have the opportunity to evaluate new resources, are involved in the definition of the university training pathway or of the research project according to their specific needs and requirements. Moreover, they include in their workforce high-level professionals with specialised skills, who, in a long-term strategic vision, can contribute to innovation and increase labour productivity. Economic advantages have always made apprenticeships one of the most attractive employment contracts for companies and professionals. The conclusion of an apprenticeship contract allows significant savings, especially for smaller employers (up to 9 employees). The reduction in contribution rates varies according to the size of the company and the duration of the relationship. The framework of social security discounts also includes a package of employment incentives, most recently extended by the 2020 Budget Law for first-level apprenticeship contracts for professional qualification and diploma, upper secondary education diploma and higher technical specialisation certificate. In particular:

- Contribution relief, up to the year following the end of the training period
- Economic benefits, deriving from the possibility to classify the apprentice up to two lower levels
- Regulatory benefits, because apprentices are excluded from the calculation of the workforce
- Incentives for the training of apprentices, at regional level and through interprofessional funds

2.2 Certification and accreditation

At the end of the apprenticeship experience and at the end of any deadlines set by the parties or provided for by the type of apprenticeship, it is important to evaluate, on the basis of the indicators defined during the planning stage, the experience and the results achieved. In the evaluation phase it is useful to consider three different types of results

- those achieved by the young person during the experience,
- those related to the organisation and the relations developed with the training institution training institution;



- those achieved by the enterprise in the light of the reasons that led it to the apprenticeship.

The evaluation of the experience of the young person will determine whether the company and the apprentice intend to continue the employment relationship and will take into account several aspects. The document required by national legislation - to be completed at the end of the training phase of the apprenticeship contract (when the qualification has been obtained or the objectives set out in the contract have been achieved) is the **Individual Dossier**.

On the other hand, with regard to the certification of the skills acquired by the apprentice, according to the provisions of Legislative Decree no. 13 of 2013, and the Ministerial Decree of 30 June 2015, it is exclusively the responsibility of the training institution of origin of the student.

The training institution, with the help of the employer/company counsellor, evaluates learning, also for the purpose of admission to the final examinations of the apprenticeship courses, and

the individual file of the apprentice. The validation of skills is also guaranteed in cases of abandonment or early termination of the contract, setting the minimum period of apprenticeship at three months. In order to be entitled to final assessment and certification, the apprentice, at the end of the training, must have attended at least three quarters of both internal and external training regulated in the Individual Training Plan.

APPRENTICESHIP AT SCHOOL

Evaluation is a fundamental element in verifying the quality of learning, in the construction of which different contexts (school, work) and different actors (teachers/trainers/students) contribute, so it is appropriate to identify evaluation procedures and criteria. The main phases of evaluation are:

- description of the competences expected at the end of the course;
- assessment of entry competences;
- programming of observation tools and actions;
- verification of the results achieved in the intermediate stages;
- assessment of output competences.

The final results of the assessment are summarised in the final certificate, with the contribution of the external training tutor. The final assessment of learning, at the end of the school year, is carried out by the teachers of the class council.

Certification of the skills developed through the work experience method can be obtained in the intermediate and final assessments of the school years of the second two years and the last year of the course of study. In all cases, this certification must be acquired by the date of the examination for admission to the State examinations and included in the student's curriculum.

The certification forms, drawn up and filled in in agreement between the school and the host organisation, contain the following elements:



- the personal data of the recipient;
- the data of the school;
- references to the type and content of the agreement that enabled the work experience;
- the skills acquired, indicating, for each of them, the reference to the school system and to the course of study;
- the data relating to the work contexts in which the pathway took place, the methods of learning and assessment of competences
- the language used in the working context.

In the curriculum of each student, to be entered in the school's Single Data Portal, educational institutions will include the work experience.

In the case of multi-year courses, credits acquired at the end of the school year in which the work experience was carried out may be certified for admission to the following year.



3. Insight into Education and Apprenticeships in Social Entrepreneurship sectors in Italy

In Italy there is no standard framework/programme (governed by laws/regulations) or specific to the social sector for work experience, but there are many social and non-profit organisations that provide internship periods for young people attending school within their structures. The Italian social sector is complex, well-structured, and works closely with the public administration, so although there is no specific national programme, as can be seen from the table, there are many agencies/ongs that train young people in the workplace and the percentage shows that many Italian young people decide to work in this sector.

These social enterprises/ongs have developed their own guidelines/timetables to allow for non-formal apprenticeships. It is likely that these have grown organically to meet the challenges of their organisation/sector, while aiming to ensure that the benefits to young people, themselves and any associated educators are maintained through adherence to safeguarding policies and procedures.

Formal training initiatives for work experiences placements in SE sectors

Name of promoting / provider organisation / network (e.g. high schools, universities)	Type of training initiative (courses, programmes, projects, case studies, etc.)	Objective/s of the training initiative	Links / references	Notes
Centro Servizi volontariato Padova in coordination and collaboration with school	Programme, 80 hours (or 380) of internship in one of the following areas: <ul style="list-style-type: none"> - social (elderly, disabled, minors, families, ...) - health - cultural - environmental - intercultural, social cooperation, human rights and peace 	In order to foster the professional and personal growth of young people, guaranteeing them the acquisition of transversal skills, CSV Padua proposes to the Schools, thanks to the collaboration with associations and cooperatives: > 20 hours of experiential training on the following topics <ul style="list-style-type: none"> - knowledge of the Third Sector and Social Economy (history, reference laws) - team building - social planning 	https://csvpadova.org/progetto-alternanza-scuola-lavoro-nelle-associazioni/	



CENTRO SERVIZI PER IL VOLONTARIATO TERRE ESTENSI MODENA	The activities are differentiated to meet the needs of individual institutions, ranging from the provision of up-to-date lists of associations, the organisation and management of classroom training to the identification of internship sites and the overall responsibility for the work experience placements of an entire institution. Training is also provided for tutors at host sites.		https://www.volontariato.it/alternanza-scuola-lavoro/	
FORTES is a social enterprise offering out-of-school placements and apprenticeship projects with schools.		<p>Sectors:</p> <p>education projects which, through lifelong learning, promote economic development that respects people and the environment;</p> <p>companies, in order to develop actions that enhance their training role, consolidating the relationship with the world of education in a perspective of Corporate Social Responsibility;</p> <p>local institutions, to contribute to more sustainable, innovative and effective socio-economic development models.</p>	https://www.fortes.it/formazione-in-europa/progetti-regionali/programmi-con-stage	
Liceo delle Scienze Umane, Linguistico, Economico Sociale "Isabella d'Este"	140 h di alternanza realizzate da gennaio 2016 a febbraio 2017	<p>the girls and boys created a real mini-company (instrumental training enterprise), creating goods and services useful to the community.</p> <p>Because of its concreteness and closeness to reality, the mini-company represents a unique training experience for those who take part in it, effectively achieving the "contamination" of contents, methodologies and skills required by both schools and businesses.</p>	http://www.alternanza.miur.gov.it/_RMPM07000R.html	



Non-formal (VET) training initiatives for work experiences placements in SE sectors

Name of promoting / provider organisation / network	Type of training initiative (courses, programmes, projects, case studies, etc.)	Objective/s of the training initiative	Links / references	Notes
FORTES is a social enterprise offering out-of-school placements and apprenticeship projects with schools.		education projects which, through lifelong learning, promote economic development that respects people and the environment; companies, in order to	https://www.fortes.it/formazione-in-europa/progetti-regionali/programmi-con-stage	

