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Erasmus+ Project

VET3D

3D LEARNING DIMENSIONS IN VOCATIONAL

EDUCATION

NATIONAL REPORTS ON the Key competences and soft skills model in Vocational Education and Training for VET students

Findings in **ITALY**

REPORT

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1) INTRODUCTION

Description of the countries profile:

national flag:



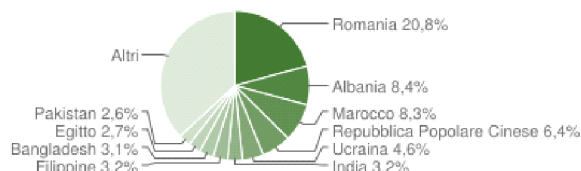
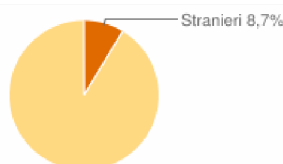
Location: Italy, country of south-central Europe, occupying a peninsula that juts deep into the Mediterranean Sea. To the north the Alps separate Italy from France, Switzerland, Austria, and Slovenia. Elsewhere Italy is surrounded by the Mediterranean Sea, in particular by the Adriatic Sea to the northeast, the Ionian Sea to the southeast, the Tyrrhenian Sea to the southwest, and the Ligurian Sea to the northwest.

It is a parliamentary republic with Rome as capital. It is a founding and leading member of the European Union and a member of numerous international institutions, including the United Nations, NATO, the OECD, the Organization for Security and Co-operation in Europe, the World Trade Organization, the Group of Seven, the G20, the Union for the Mediterranean, the Council of Europe, Uniting for Consensus, the Schengen Area and other.

The Italian territory has an area of 301,230 km². (ISTAT, 14/1/22)

Population:

According the last 2021 census, Italy has 59.258.000 inhabitants. The foreigners represent the 8.7% of the total population, and the 1/3 of the total are from Romania, Albania and Morocco.



Official state language: Italian

VET schools' number: 4009 (a report by ISTAT, 2019, "Scuole: Secondaria II grado – scuole, classi e studenti")
http://dati.istat.it/Index.aspx?DataSetCode=DCIS_SCUOLE

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VET educators' number:

VET learners' number: 1.630.298 (a report by MIUR, October 2021, "Focus 'Principali dati della scuola – Avvio Anno Scolastico 2021/2022'")

<https://www.miur.gov.it/documents/20182/0/Principali+dati+della+scuola+--+Focus+avvio+anno+scolastico+2021-2022.pdf/6d54b1ed-4c08-bea3-2d13-db241030e3f0?version=1.1&t=1633623787269>

Links to national reports about VET situation:

1.

<https://www.miur.gov.it/documents/20182/0/Principali+dati+della+scuola+--+Focus+avvio+anno+scolastico+2021-2022.pdf/6d54b1ed-4c08-bea3-2d13-db241030e3f0?version=1.1&t=1633623787269>

2.

https://www.google.com/search?q=dati+ocse+insegnanti&sxsrf=APq-WBuxv7AcYV21-w3kXkmh3InspQ8tlw%3A1643484521246&ei=aZX1YZO4DoSbkgWQxbulDg&oq=ocse+insegnanti+&gs_lcp=Cgdnd3Mtd2l6EAMYA DIGCAAQFhAeOgciABBHELADOGgiIRAWEB0QHkoECEEYAEoECEYYAFCjBFjRC2CXFmgBcAJ4AIABkAGIABoGkgEDNy4ymAEAoAEByAEIwAEB&scient=gws-wiz

3. http://dati.istat.it/Index.aspx?DataSetCode=DCIS_SCUOLESECOND2#

4.

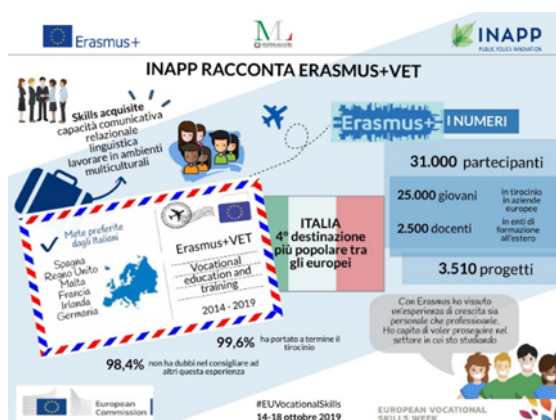
https://education.ec.europa.eu/sites/default/files/document-library-docs/et-monitor-report-2019-italy_en.pdf

5. <https://library.iated.org/view/VLAD2020APP>

6. <https://inapp.org/it/Refernet/Documenti>

7. <https://oa.inapp.org/xmlui/handle/20.500.12916/3298>

8. <https://www.inapp.org/it/inapp-comunica/infografiche/inapp-racconta-erasmusvet>



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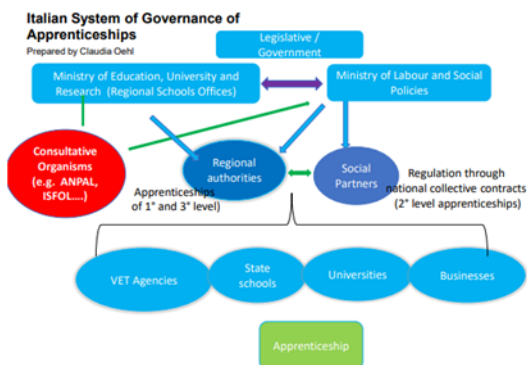
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9.

<https://www.unions4vet.de/Media/Unions4Vet/Downloads/L%C3%A4nderberichte/Unions4VET-country-report-Italy.pdf>



10. https://oa.inapp.org/bitstream/handle/20.500.12916/574/INAPP_Borlone_Opportunita_Mobilita_Giovani_Erasmus+_VET_2019.pdf?sequence=1

VET mobility strategy of Italy: 3 national agencies for Erasmus+ according the sector

- "Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa (Indire)": for school, higher education, adults education;
- Istituto Nazionale per l'analisi delle Politiche Pubbliche (Inapp)": for vocational education and training;
- Agenzia Nazionale per i Giovani (Ang)": for youth.

11. "Report on Erasmus+ 2020 monitoring activities" (october 2021)

<http://www.erasmusplus.it/wp-content/uploads/2021/10/00-Rapporto-di-Monitoraggio-2020-v0.pdf>

2) Defining and describing VET system at the national context

VET system at the national context

Compulsory education lasts 10 years, up to age 16. At age 14, learners make a choice between general education and VET. They have the 'right/duty' (diritto/dovere) to stay in education until the age of 18 and to complete 12 years of education and/or vocational training. Young people complete lower secondary education at age 14. At this stage, they sit a state exam to acquire a certificate (EQF level 1) granting admission to the upper secondary level (general or technical and vocational education). At upper secondary level, young people may opt for: (a) five-year programmes which include the two last years of compulsory education and three years (under the right/duty of education and training) in: (i) high schools (licei), that provide general education programmes at upper secondary level, (ii) technical schools or (iii) vocational schools. The following VET programmes are offered: - five-year programmes (EQF level 4) at technical

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schools (istituti tecnici) leading to technical education diplomas, or at vocational schools (istituti professionali) leading to professional education diplomas. Programmes combine general education and VET and can also be delivered in the form of alternance training. Graduates have access to higher education; - three-year programmes (Istruzione e Formazione Professionale, leFP) leading to a vocational qualification (attestato di qualifica di operatore professionale, EQF level 3, ISCED level 353); - four-year programmes leading to a technician professional diploma (diploma professionale di tecnico, EQF level 4, ISCED level 354). All upper secondary education programmes are school based but could also be delivered as apprenticeships (Type 1). There is permeability across VET programmes and also with the general education system. On completion of a three-year vocational qualification, it is possible to attend one additional year leading to a four-year vocational diploma; this allows candidates access to the fifth year of the state education system and sitting the state exam for a general, technical or professional education diploma. At post-secondary level, VET is 16 offered as higher technical education for graduates of five-year upper secondary, or of four-year leFP programmes that pass entrance exams:

- higher technical education and training courses (Istruzione e Formazione Tecnica Superiore, IFTS): one-year post-secondary non-academic programmes leading to a higher technical specialisation certificate (Certificato di Specializzazione Tecnica Superiore, EQF level 4);

- higher technical institute programmes (Istituti Tecnici Superiori, ITS): two- to three-year post- secondary non-academic programmes that lead to a higher level technical diploma (Diploma di Tecnico Superiore, EQF level 5).

The Ministry of Education, Universities and Research (MIUR) defines the VET framework in national school pathways (technical and vocational institutes) for Higher Technical Education and Training pathways (IFTS) in agreement with the Ministry of Labour and Social Policies (MLPS). It has sole responsibility for Higher Technical Education (ITS) in terms of defining guidance documents and the monitoring and assessment of the training chain. The MIUR also deals with redefining the ITS National Index, with the introduction of new technical figures and the updating of those already on the index itself. The labour ministry defines the VET framework for interventions provided for within the scope of leFP, (in agreement with the Education Ministry) for training interventions for apprenticeship and continuing training provided within the scope of the public system. The regions and autonomous provinces are responsible for planning, programming, organisation and implementation of interventions.

Since 2015, apprenticeship is available at all levels and programmes and is always defined as an open-ended employment contract. Type 1 apprenticeship is offered for all programmes at upper secondary level and IFTS programmes. Type 3 apprenticeship (higher training/education apprenticeship) is offered in ITS programmes and all tertiary education level programmes leading to university degrees, Higher Technical Institutes' (HTI) diplomas and doctoral degrees corresponding to the tertiary level. Type 2 apprenticeship leads to occupational qualifications applicable in the hiring company. VET for adults is offered by a range of different public and private providers. It includes programmes leading to upper secondary VET qualifications provided by Provincial Adult Education Centres (CPIA - Centri Provinciali per l'Istruzione degli Adulti) under the remit of the education ministry. Continuing Vocational Education and Training (CVET), which mainly addresses the employed, consists of a set of training initiatives managed by the labour and the economic development Ministries, the regions and autonomous provinces and the social partners.

All country reports available/national policies regarding VET system

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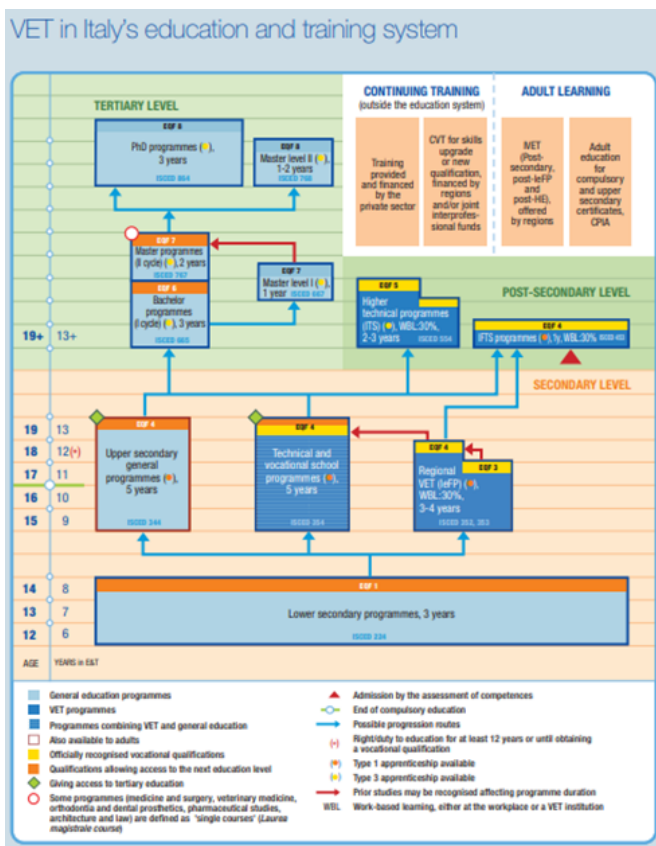


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All young people have the right/duty (diritto/dovere) ([Law 53/2003](#)) to pursue their education and training for at least 12 years before reaching age 18 and should not leave education and training without a qualification. Compulsory education lasts 10 years, up to 16, and includes the first two years of upper secondary general education or VET.

Art.35 of the Italian Constitution: “the State provides for the training and professional enhancement of workers”.

[Article 6 of Law 53 of 2000](#): “The individuals, employed and unemployed, are entitled to follow lifelong learning courses to increase professional knowledge and skills. The State, the regions and local authorities provide an accredited training offer on the territory”.



Law 845/1978: the reference for the vocational, initial and continuing training (“[Legge Quadro in materia di formazione professionale](#)”)

Goals of VET;

Regions’ powers and functions;

Programming and organization;

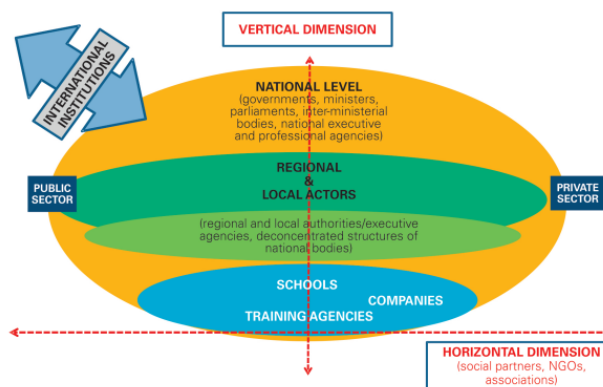
Role of the teachers.

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Teachers are mainly defined as “content experts”. The teacher’s professional profile comprises disciplinary, psychopedagogical, didactic-methodological, organizational-relational, and research/documentation/evaluation competences.

The content of the professional service of the teaching personnel is defined within the frame of the general goals of the National Education System, respecting the education policy plan provided by the school. Teachers are employed by the Ministry of Education and work in State vocational schools and in centers for adult education.

VET MULTI-LEVEL GOVERNANCE



VET is characterized by multilevel governance with broad involvement of national, regional and local stakeholders. Ministries of education and labour lay down general rules and common principles for the education and training system. Regions and autonomous provinces are in charge of VET programs and most apprenticeship-type schemes.

Title V art .117 of the Constitution provides for ownership either by the State, the regions or mechanisms for cooperation between the different institutions, in relation to the type of training supply:

- the State establishes general rules and determines the fundamental principles of education
The state has exclusive legislative power in [...] “general provisions on education”;
- the regions have legislative power over VET
“In the subject matters covered by concurring legislation legislative powers are vested in the Regions”.
- education falls under the scope of concomitant legislation, except for the autonomy of education institutions
Concurring legislation applies to the following subject matters: [...] “education, subject to the autonomy of educational institutions and with the exception of vocational education and training”.

So, starting from the Constitution, responsibilities are shared among the different actors involved in planning and organizing VET as follows:

1. the Ministry of Education, University and Research (MIUR) sets the framework for VET in national school programs (technical and vocational schools) for higher technical training;

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2. the Ministry of Labour and Social Policies (MLPS) sets the framework for Regional Education and Vocational training courses (IeFP), while the regions and autonomous provinces are in charge of planning, organization and provision;
3. regions and autonomous provinces are also in charge of planning, organization and provision of ITS, IFTS, post IeFP, post-higher education, and most of the apprenticeship-type schemes;
4. goals of Continuing Vocational Training (CVT) under the public system are set by the labour ministry, while CVT activities are managed by either regions and autonomous provinces or social partners;
5. social partners play an important role in promoting company-level training plans (single or group of companies) to be financed by the regions or by the joint interprofessional funds;
6. social partners have a general advisory role in VET policy, from which VET provision is then defined.

Law 388/2000: Inter-professional Funds enhanced their fundamental role in CVET funding:

- foster continuous training practices among Italian enterprises through a structural and established policy;
- subsidize training initiatives, which are closely linked to the real needs of enterprises, through a dialogue with the social partners being part of the Funds;
- make a proper use of the amount paid by enterprises and workers (0.30% of their salary). This contribution is transferred by the enterprises to the Funds (0.30% of the total salaries) and is paid by the worker (one-third), and the enterprises (two thirds).

RECENT LEGISLATION ON VET:

- 2012: establishment of an “Inter-institutional and National Working Group for Lifelong Guidance” ([Gruppo di lavoro nazionale e interistituzionale per l’orientamento permanente](#)) in the framework of the agreement between the Government, the Regions and local Bodies. It has the purpose of defining minimum standards for guidance services and worker's professional skills, with reference to the guidance services and functions that exist within different Regional VET and working systems.
- [Legislative Decree n. 150/2015](#) (the “Jobs Act”): establishment of the new National Agency for Active Labour Market Policies (ANPAL); its main objective shall be setting out policies for the promotion of employment in order to foster employment and redeployment of workers by providing services that are currently being offered by the Ministry of Labour.
- September 2015: agreement on ‘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](#)) signed at the State-Regions-Autonomous Provinces Conference; this project was proposed by the Ministry of Labour and subsequently completed and accepted by the Regions and autonomous Provinces; it represents an opportunity to further develop the Italian dual educational system, able to create integration between education/training and the fundamental task of actively combating the strong youth unemployment crisis.
- The “[Rilancio’ Law Decree](#)” of 19 May 2020 (converted into Law 77 of 17 July 2020): it created the ‘New Skills Fund’ (NSF) focused on active labour market policies. The NSF combines the need to reduce the consequences on employment of the Covid-19 emergency with training of workers. As for its budget, an initial amount of EUR 230 million by the OP SPAO has been increased by EUR 500 million by the ‘Agosto’ Law Decree, and it will allow companies to be compensated for reduction in working time under condition that the worker attends continuing vocational training.

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VET funding (national & international)

Italy's National Recovery and Resilience Plan (NRRP) has allocated almost 31 billion euros for the 'Education and research' target, mentioned as "Mission 4" in the Plan. More than 19 billion euros (around 10% of the total NRRP) will be invested in measures related to strengthening the education and training offer and improving its quality at all levels, while further measures for the reskilling and upskilling of the workforce are planned in other parts of the NRRP. Focusing on vocational education, training and adult learning, Mission 4's aim tends toward its modernisation. In this sense, since 2020 the Italian apprenticeship system has seen a push for improvement and the Recovery and Resilience Fund's 600 million euros are to be invested in strengthening the dual system, in order to better reflect labour market needs. Furthermore, a 'New Skills Fund' (NSF) was introduced in the same year: it combines the need to mitigate the impact of COVID-19 on employment with the need to train workers. It plans to fund the hours not worked by workers (due for instance to difficulties of the company), provided they use those hours to attend training courses.

The Italian government is also taking steps to expand the tertiary vocational offer and simplify graduates' access to certain professions. A reform of the Istituti Tecnici Superiori (ITS) was adopted in 2021. The aim is to strengthen the role of business within the ITS foundations and simplify the recruitment of teachers from the business world. In order to do this, the perspective is to double the number of ITS students (currently 18 750) and graduates (currently 5 250) by 2026: on average, 80% of ITS graduates find a job consistent with their training within a year of graduating, with peaks of over 90%. The reform is backed by EUR 48 million in funding for 2021 and EUR 68 million from 2022, in addition to EUR 1.5 billion from the RRF (European Commission's Education and Training Monitor 2021, <https://op.europa.eu/webpub/eac/education-and-training-monitor-2021/en/italy.html#A26>).

Incentives for VET learners, education providers and enterprises

LEARNERS' INCENTIVES

Individual vouchers and other subsidies

Through the funding provided for by [Law 236/1993](#) and regional operational programs promoted by the European social fund, the regions and autonomous provinces fund personalized continuing VET training programs, vouchers for tailored training interventions and other tools, such as 'endowment', mainly targeted to employed.

Examples of incentives for the unemployed

1. [Tuscany Region](#): re-employment allowances, training vouchers and recruitment incentives.
2. [Apulia Region](#): individual vouchers for the unemployed and those in a state of non-employment to be spent on standard regional training offers.

Examples of incentives for employees

1. [Tuscany Region](#): individual training vouchers targeting managers, directors and young professionals (2021).
2. [Piedmont](#) and [Liguria](#) Regions: individual learning activities using standard individual training vouchers for employed workers.

Examples of incentives for enterprises

1. Tuscany Region: "[Industria 4.0](#)" (2022)

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2. Lombardy Region: “[Formazione Continua](#)” (2022)
3. Lazio Region: “[Voucher Digitali Impresa 4.0](#)” (2021)

Key challenges and development opportunities regarding SKILLS

(https://www.cedefop.europa.eu/files/italy_cedefop_changing_nature_of_vet_-_case_study.pdf)

1. The demographic challenge:

- the stagnation in enrolment rates experienced in national vocational education;
- in 2002, the percentage of the population under 14 was 14.2% while it is 13.7% in 2016; the percentage of the population between 15 and 64 was 67.1% in 2002 but 64.3% in 2016.

2. The technological challenge

- Only in recent years, with the institutionalisation of the post-secondary VET segment, has the issue of actively promoting and supporting technological innovation fully entered the regional VET system (the most recent example is the link between this segment and the so-called Industry 4.0 Programme, established in 2016 by the Italian Government).

3. The macroeconomic environment (the economic cycle)

- In Italy, the main macroeconomic feature affecting regional initial VET is youth unemployment. The rate of unemployment for 15-24 years old rose from 21.2% in 2008 to 40.1% at the end of 2016. In addition, 24.3% of Italians aged under 30 years were not in education, employment or training (NEET), thus making Italy the worst performing country after Turkey and Greece.

Among the public training activities, services to individuals/citizens, entrepreneurial, administrative, commercial activities and ICT were the most covered subjects/areas. Some 56.3% of the interviewed training centres considered it important to orient the training context towards the development of innovative digital skills, and 38.2% towards the development of soft skills. Consequently, the planning of the future training supply relates mainly to problem-solving, and personal and citizenship skills. The data demonstrated that training centres invested primarily on analysis, management and problem-solving (51.1% of the training centres), relationships management (50.8%), followed by the planning of activities and the use of resources and the management of technical aspects, with respectively 46.1% and 35.8%.

<https://www.cedefop.europa.eu/en/news/italy-results-third-vocational-training-supply-ofp-survey#group-links>

The [2010 Excelsior Report](#): Which competencies Italian companies ask to hire young people?

REQUIRED COMPETENCES BY ITALIAN COMPANIES	REGIONS			
	North West	North East	Centre-South	Islands
Skills				
1. Ability to work in team	56.2	54.9	56.6	51.0

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2. Ability to work independently	47.4	44.6	44.1	43.8
3. Ability to manage relationships	44.7	40.1	39.3	35.0
4. Problem-solving	39.2	34.6	37.5	39.0
5. Communication	36.6	32.7	30.9	27.2
6. Manual skills	36.2	41.4	42.6	42.7
7. Management and coordination	17.4	16.9	16.8	22.8
8. Computer	16.4	12.6	13.1	13.0
9. Creativity	13.2	13.2	14.3	16.0
10. Knowledge of foreign languages	11.5	9.5	9.4	6.3

“Linee Guida dei Percorsi delle Competenze Trasversali e per l’Orientamento- ex Alternanza Scuola Lavoro”
(L.n.145 del 30.12.2018, art.1, comma 785)

Guidelines for the VET system in Italy according to the EU provisions

"Transversal skills are currently being discussed at international level and by several authors and research organizations, with different proposals of classification, based sometimes on different assumptions [but] with the [Recommendation of 22 May 2018](#), the European Council was able to summarize the vast literature produced in the field of "key competences for lifelong learning in a single document " by designing a reference framework that outlines in particular 8 key competences [...], which [...], expressed by the Recommendations have the advantage of summarizing in a single matrix the various skills provided by the classifications developed in the literature until today "(L. Guida pp. 10-11).

8 key competences according to the European Council’s Recommendation of 22 May 2018:

1. Literacy competence;
2. Multilingual competence;
3. Mathematical competence and competence in science, technology, engineering;
4. Digital competence;
5. Personal, social and learning to learn competence;
6. Citizenship competence;
7. Entrepreneurship competence;
8. Cultural awareness and expression competence.

- **List of references (web pages, national reports, VET actors, etc)**

- <https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/italy-2019>

- <https://www.cedefop.europa.eu/en/country-reports/vocational-education-and-training-europe-ital>

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- https://www.cedefop.europa.eu/files/italy_cedefop_changing_nature_of_vet_-_case_study.pdf
- <https://www.confindustria.it/home>
- https://cumulus.cedefop.europa.eu/files/vetelib/2016/ReferNet_IT_TT.pdf
- https://education.ec.europa.eu/sites/default/files/document-library-docs/et-monitor-report-2019-italy_en.pdf
- https://eric.ed.gov/?q=veter+education+italy&ff1=dtSince_2018&id=EJ1268970
- <https://excelsior.unioncamere.net/images/pubblicazioni2017/report-previsivo-2018-2022.pdf>
- <https://ervet-journal.springeropen.com/articles/10.1186/s40461-018-0064-9>
- [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32009H0708\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32009H0708(01)&from=EN)
- <https://www.fondazioneagnelli.it/wp-content/uploads/2018/04/Fondazione-Agnelli-Demografia-scolastica-2028-Report.pdf>
- https://oa.inapp.org/bitstream/handle/123456789/110/INAPP_XV_Rapporto_monitoraggi%20%6021%20o_leFP_2017.pdf?sequence=5
- <https://www.isfol.it/attivita/indagini-e-ricerche/indagini-campionarie/indagine-sull'offerta-di-formazione-professionale-regionale>
- https://www.istat.it/it/files/2021/07/Pillole_Rapporto_Annuale_2021.pdf
- <https://www.lavoro.gov.it/temi-e-priorita/orientamento-e-formazione/focus-on/Formazione/Documents/Italian-Report-on-upskilling-Pathways-New-Version-04102018.pdf>

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- <https://www.miur.gov.it/documents/20182/0/Principali+dati+della+scuola+-+Focus+avvio+anno+sc+olastico+2021-2022.pdf/6d54b1ed-4c08-bea3-2d13-db241030e3f0?version=1.1&t=1633623787269>
- https://pagoste.eu/typo3temp/secure_downloads/110179/0/30c22ed8df7e1687a6e663c37fa8f7647be9bd20/WS1_UNIROMATRE_Overview_VTE_in_Italy_Leproni_en.pdf
- https://www.refernet.de/dokumente/pdf/2017_SP_IT.pdf
- <https://www.vetitaly.it/>