



# SCUOLA E LAVORO: L'INTEGRAZIONE SOSTENIBILE

Dati e indicazioni per un confronto internazionale

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**“Se non serve a trovare lavoro, non studio”**



## **Il difficile rapporto scuola/università-lavoro**

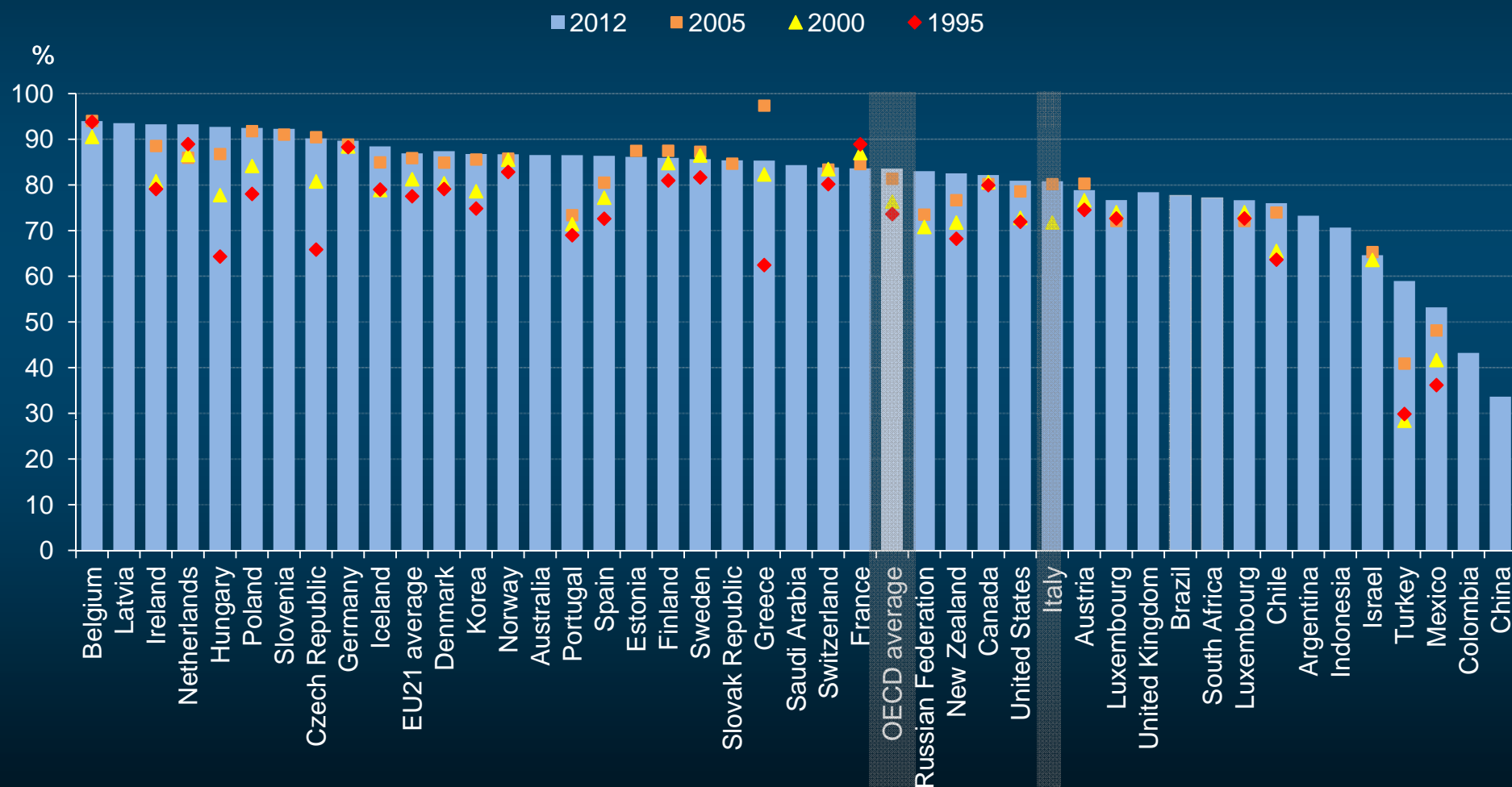
**Uno Sguardo sull'Istruzione 2014**

Le difficoltà cui fanno fronte i giovani italiani per trovare un lavoro rischiano di compromettere gli investimenti nell'istruzione. Con le sempre maggiori difficoltà incontrate nella ricerca di un lavoro, la motivazione dei giovani italiani nei confronti dell'istruzione è infatti diminuita.

# La partecipazione all'istruzione tra i 15-19enni è aumentata dal 1995 al 2005, per poi stabilizzarsi

Chart C1.2

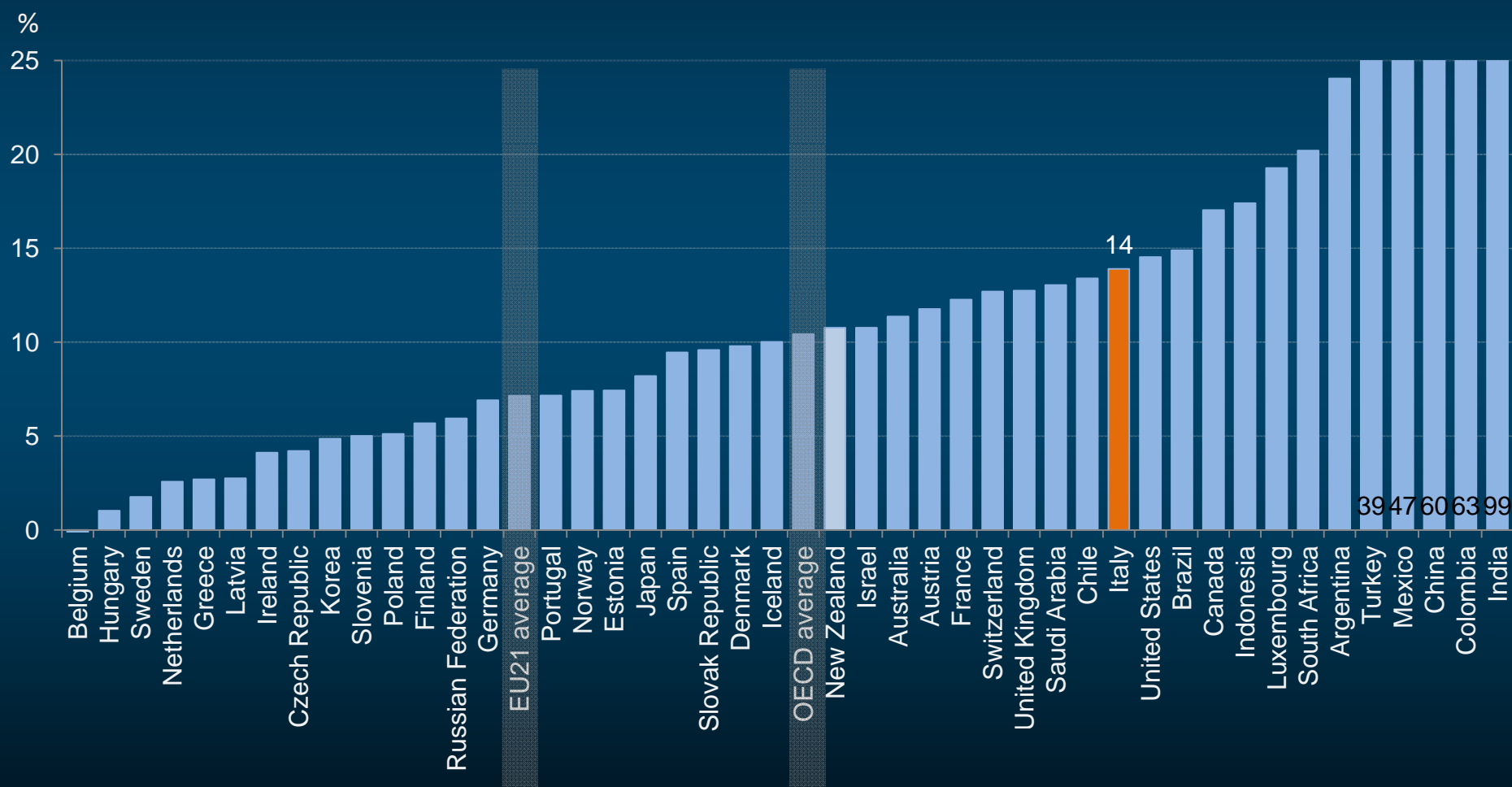
Tassi di iscrizione dei 15-19enni in percorsi di studio a tempo pieno e tempo parziale nel pubblico e nel privato (1995, 2000, 2005 and 2012)



# Tra I 17enni, uno su sette ha già abbandonato gli studi

Table C1.1b

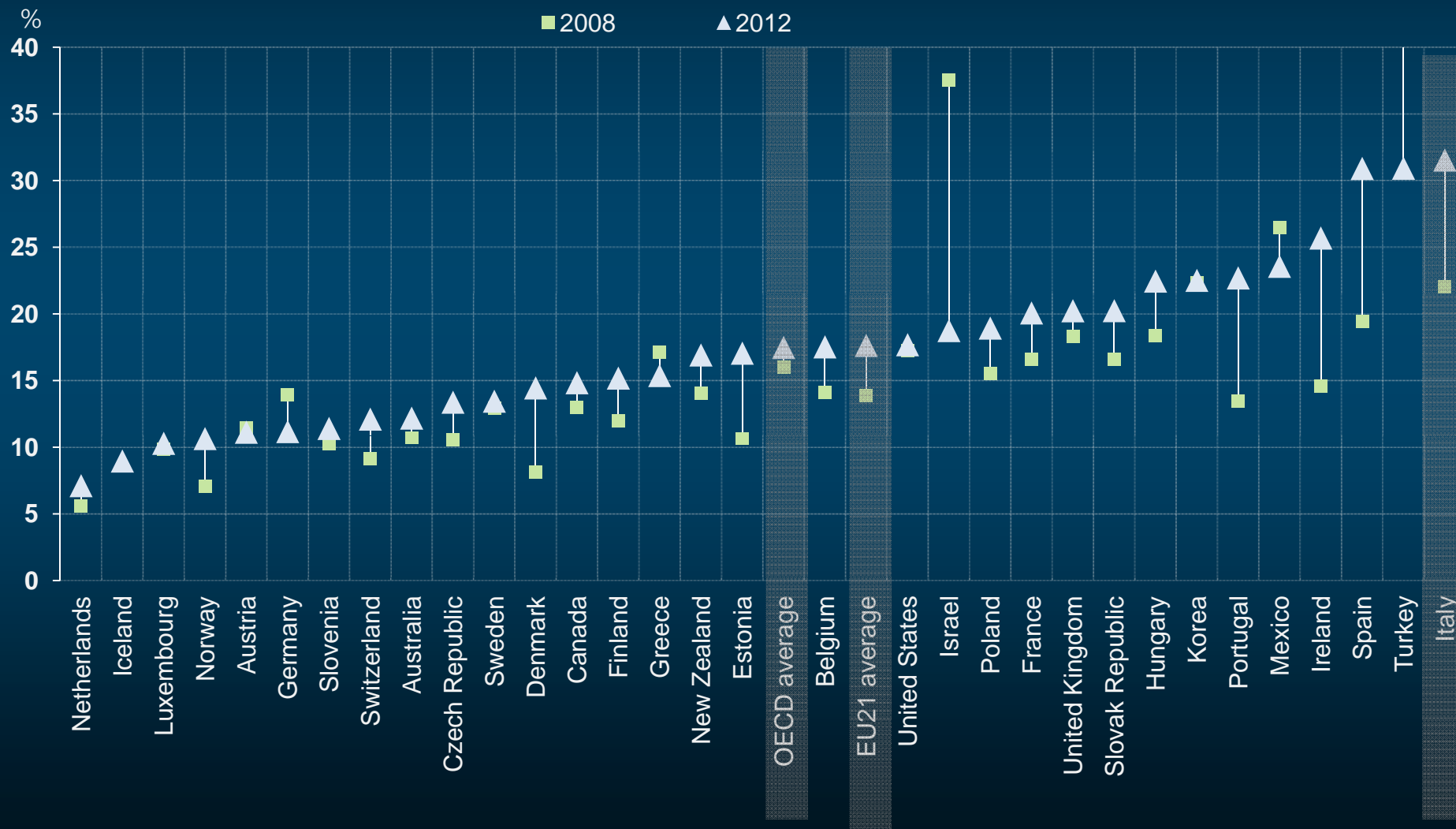
Percentuale della popolazione iscritta in un percorso di studi a 17 anni (2012)



# Nel 2012, il 32% dei 20-24enni non lavorava e non studiava (nel 2008 erano il 22%)

Chart C5.1

Popolazione "NEET" tra i 20-24enni (2008 e 2012)



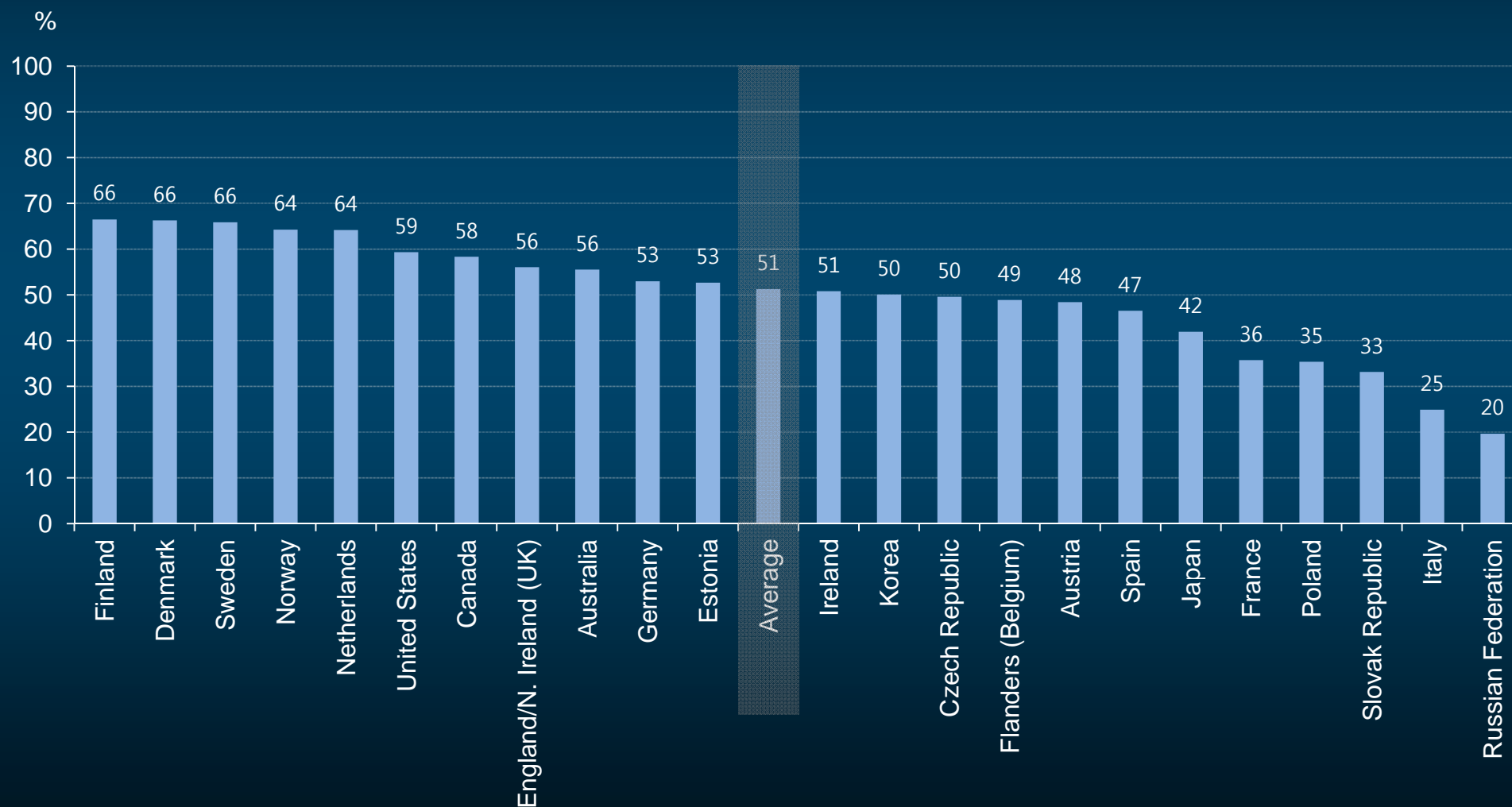
Tutto lascia pensare che l'università e la scuola non siano viste dai ragazzi e dalle loro famiglie come un aiuto per migliorare la loro posizione sul mercato del lavoro, ma come parte del problema.

Per ridare centralità alla scuola e all'università, è fondamentale creare un legame forte con il mondo del lavoro.

# Apprendimento lungo l'arco della vita (LLL): nel 2012, solo un adulto su quattro ha partecipato a una formazione

Chart C6.1

Partecipazione degli adulti (25-64 anni) in percorsi di studio/formazione formali o informali (2012)







# La filiera professionale: modelli a confronto

Uno Sguardo sull'Istruzione 2014



**Level of investment by firms\* in upper secondary VET programmes  
with a work-based component (low, medium, high) (horizontal axis)  
relative to the share of students (low, medium, high) enrolled in these programmes (vertical axis)**

Share of dual/part-time VET to all pupils	Importance of investment by firms		
	LOW	MEDIUM	HIGH
<b>HIGH</b> (> 30%)	the Czech Republic, Denmark, Estonia	Austria	Germany, Switzerland
<b>MEDIUM</b> (6-30%)	Australia, Finland, Iceland, Norway, the Slovak Republic	France, Hungary Luxembourg, the Netherlands, the Russian Federation, the United Kingdom	
<b>LOW</b> (< 6%)	Belgium, Brazil, Canada, Chile, Greece, Ireland, Israel, Italy, Japan, Korea, Mexico, New Zealand, Poland, Portugal, Slovenia, Spain, Sweden, Turkey and the United States		

The importance of investment by firms is an index that reflects the time that trainees spend in the workplace, the intensity of training (weekly instruction time) at the workplace, and controls for public reimbursement of such expenditure.



### **Box B3.1. Private expenditure for the work-based component of educational programmes**

Many countries have some form of combined school- and work-based educational programmes (e.g. apprenticeship programmes, dual systems). The impact of reporting these programmes in the financial indicators is strong in a few countries, even if it is not significant in most countries (see Table at the end of this box). Expenditure by private employers on training apprentices (e.g. compensation of instructors and cost of instructional materials and equipment) and other participants in these programmes should be included in the financial indicators published in *Education at a Glance*. Expenditure to train company instructors is also included.

Among countries with some form of dual educational systems, only Germany, Switzerland and, to some extent, the Netherlands, conduct surveys about private expenditure by employers. In a number of countries, such as the Czech Republic, Finland, Norway, and the Slovak Republic, workplace training is directly financed by the government, or firms are reimbursed for their expenses; thus private expenditures are implicitly included in public expenditures reported in the indicators for most of these countries. ...

However, 10 of 17 countries with large dual systems – Australia, Austria, Denmark, Estonia, France, Hungary, Iceland, Luxembourg, the Russian Federation and the United Kingdom – do not include private expenditure by enterprises that relate to these programmes in the financial indicators published in *Education at a Glance*. This is mainly because of a lack of such data.

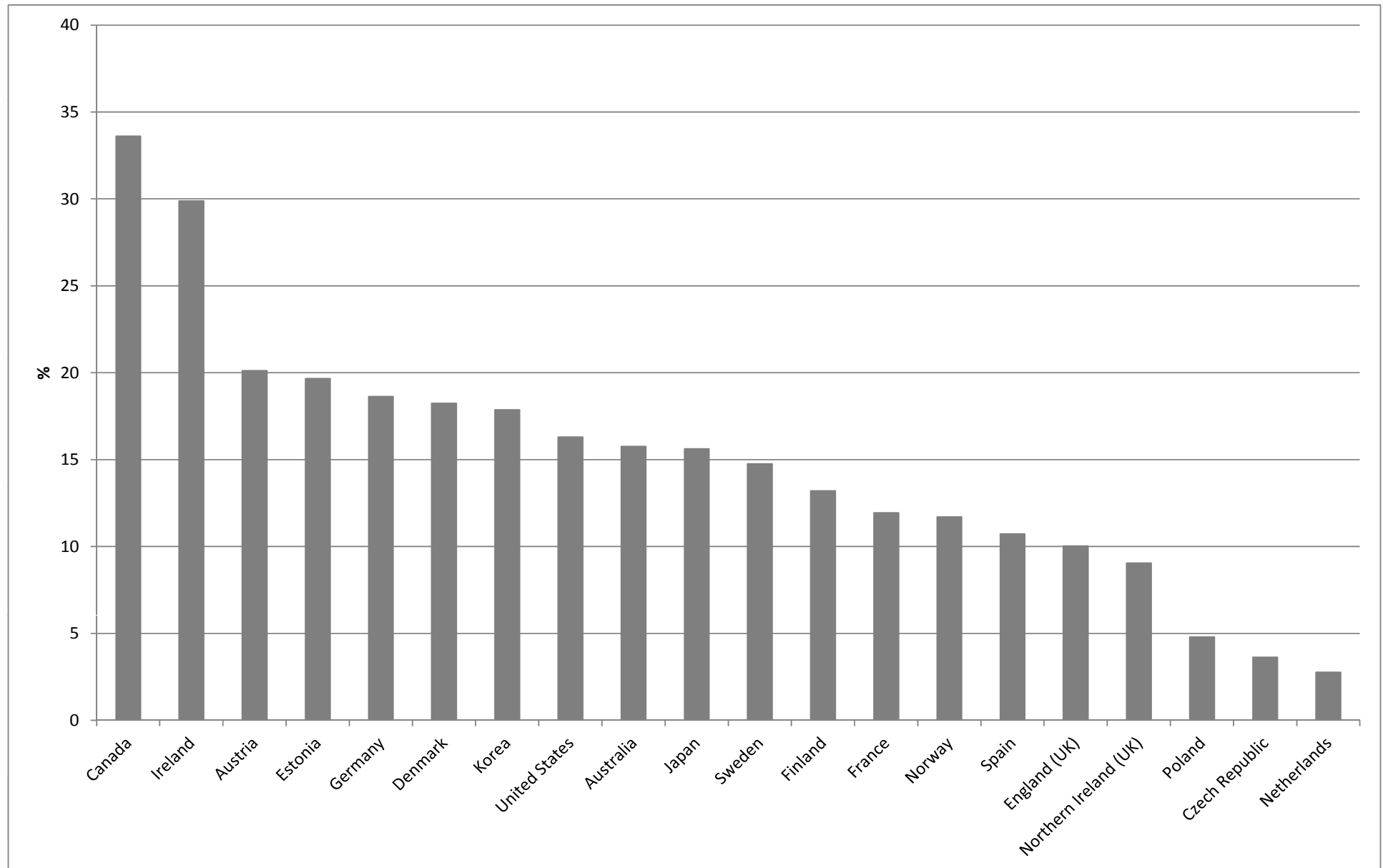
The size of the work-based component varies widely among these countries and can have a significant impact on total expenditure in some. Among countries with available data on upper secondary education, Germany, the Netherlands and Switzerland have a significant proportion of all pupils (about 20% in the Netherlands, 50% in Germany and 60% in Switzerland) enrolled in vocational education and training programmes (VET) with a work-based component. The corresponding expenditure on these programmes represents between 0.3% and 0.5% of GDP (see Indicator B2).

Further research has shown that 6% to 30% of upper secondary students (a “medium” share) are enrolled in VET programmes with a work-based component in Australia, Finland, France, Hungary, Iceland, Luxembourg, Norway, the Russian Federation, the Slovak Republic and the United Kingdom, while more than 30% of upper secondary students (a “high” proportion) in Austria, the Czech Republic, Denmark and Estonia are enrolled

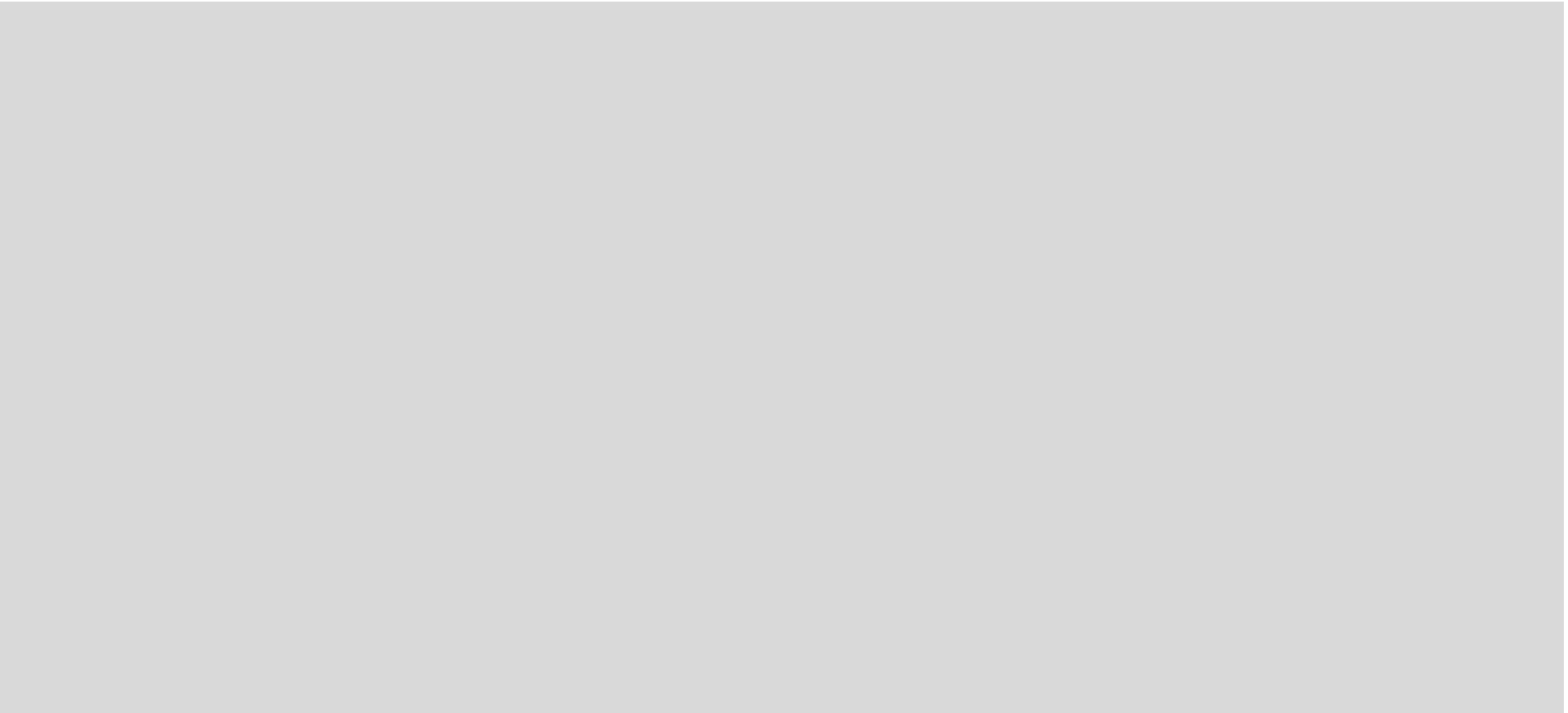


## Professional education and training\* qualifications

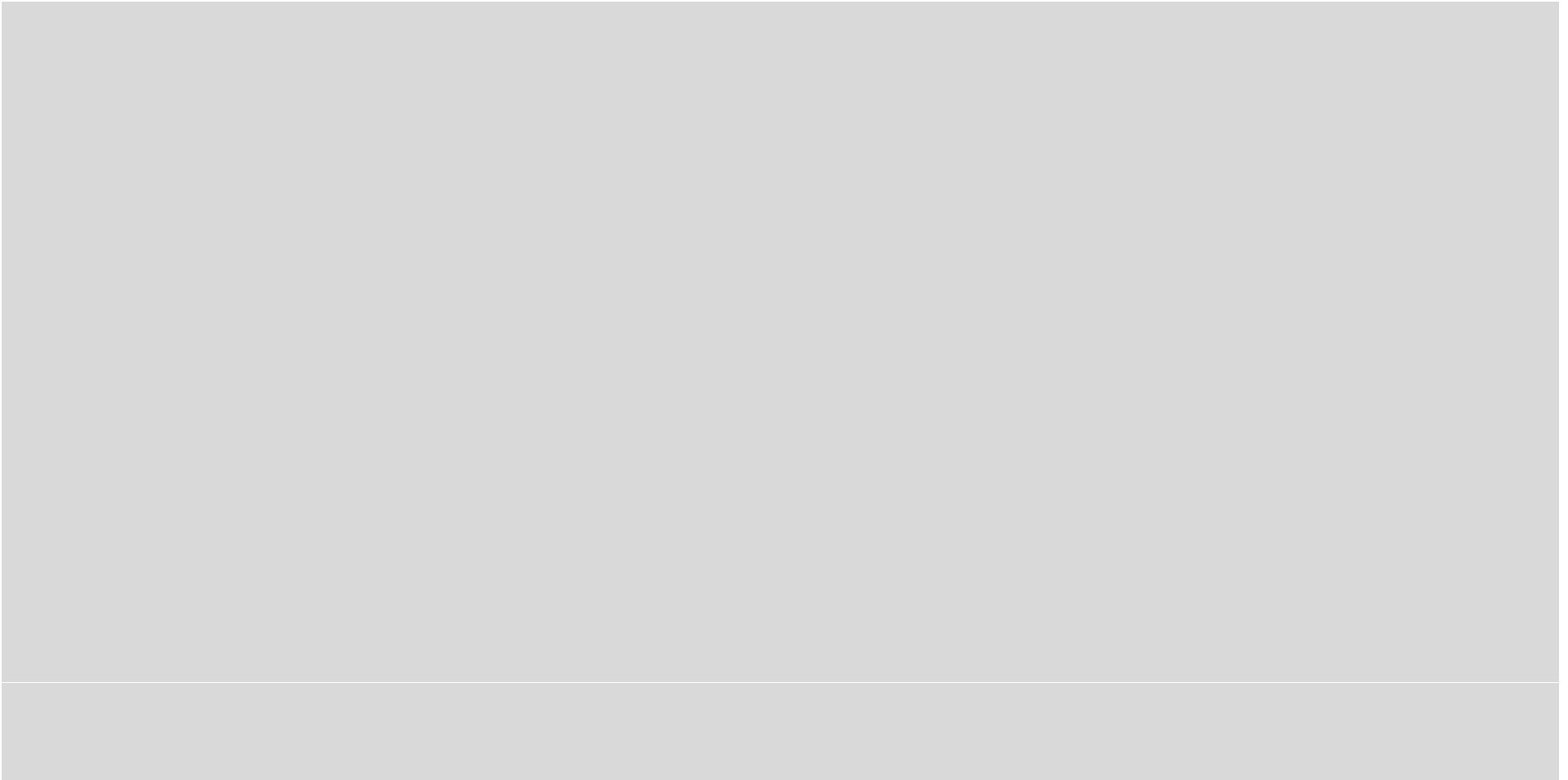
Percentage of adults aged 20 – 45 who have short-cycle professional education and training as their highest qualification



# 10 characteristics of high quality vocational education and training systems



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# Workbased learning

- The workplace provides a strong learning environment, and facilitates recruitment; while trainees contribute to output.
- Work-based learning opportunities are a direct expression of employer needs.

## **Recommendation**

*All professional programmes should involve some work-based learning as a condition of government funding. It should be systematic, quality assured and credit-bearing.*



# Vocational teachers

- It is often challenging to recruit and retain teachers who have both strong pedagogical skills and practical professional expertise.
- Keeping practical knowledge of the workplace up-to-date is also a major challenge.

## **Recommendation**

*Ensure that the workforce in professional training institutions benefit from a strong blend of pedagogical skills, industry experience and academic knowledge. Adapt qualification requirements to that end.*

# Institutional and funding barriers

## **Recommendation**

### **An institutional base that:**

- *offers short cycle professional programmes in a tier of institutions separate from universities;*
- *makes use where relevant of the successful model of universities of applied science; consolidates training providers into institutions of adequate size;*
- *provides a consistent framework of public funding.*

# Strong qualifications

## **Recommendation**

*Build qualifications that are meaningful to employers and useful to students by fully involving labour market actors in their design, updating and delivery; ensure the qualification system delivers a manageable number of qualifications, avoiding proliferation and overlaps; the content of qualifications should be, so far as possible, nationally consistent while allowing an element of local flexibility.*

# Effective assessments

- It is demanding to conduct effective assessment of the complex package of soft and hard skills making up an occupational skillset.
- The incentives for qualification providers to pursue effective assessments can be weak.

## **Recommendation**

*Assessments need to be reliable, consistent and demanding so that the qualifications they support are credible proofs of competence.*



# Post-secondary options for vocational graduates

The strongest vocational systems offer a wide range of opportunities to upper secondary vocational graduates. These establish a career structure those graduates, support the training of apprentice trainers, and play a key role in developing management skills.

## **Recommendation**

*To meet labour market needs and the aspirations of students, ensure that graduates from upper secondary vocational programmes have the opportunity to pursue higher-level vocational and academic qualifications.*<sub>21</sub>

# Flexibles modes of study

- Entrants to post-secondary programmes include many older students who have to balance their pursuit of further qualifications with the demands of work and home.
- Their needs are often different from those of most school-leavers.

## **Recommendation**

*To meet the needs of adult learners, ensure flexible modes of study, including part-time and modular arrangements, distance learning and competence-based approaches.*