



Il filo d'Arianna

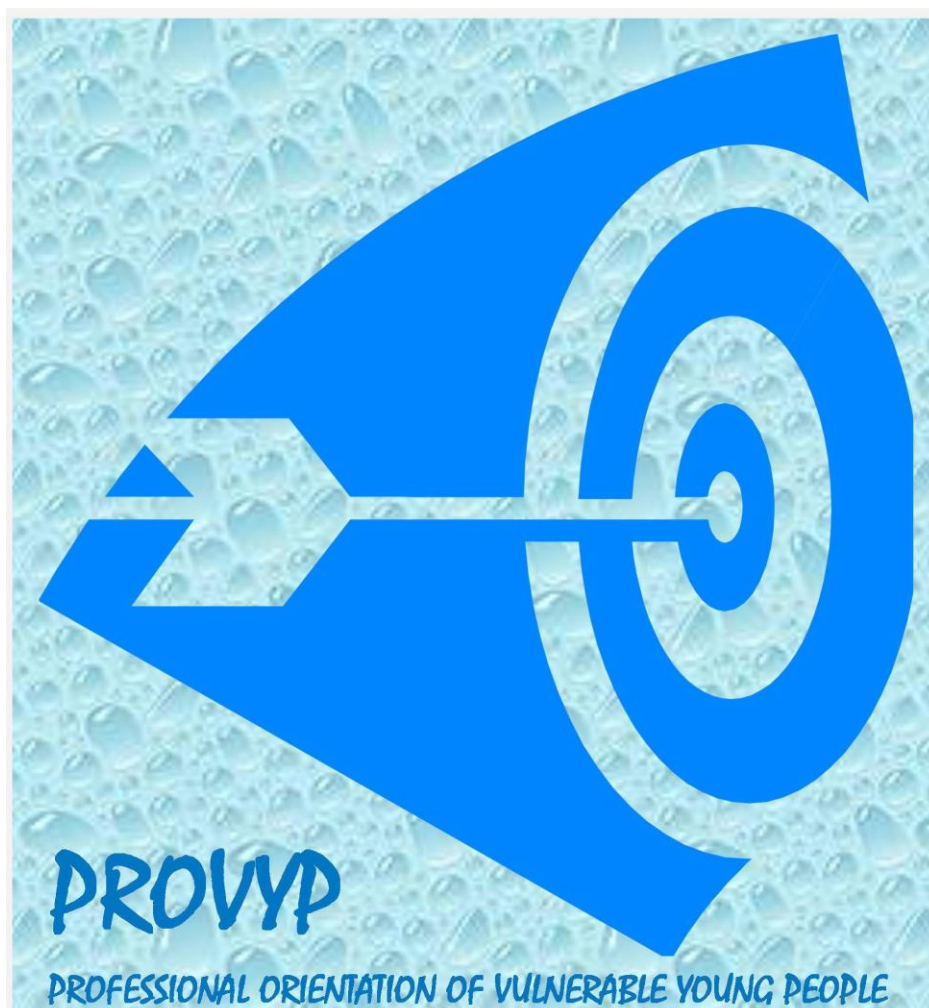
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Erasmus+

Research Protocol- Italy

PROFESSIONAL ORIENTATION OF VULNERABLE YOUNG PEOPLE PROJECT



Introduction

Out of all the members of EU, Italy has been one of the worst hit by the crisis, mainly because of its structural weaknesses aggravated by the current economic recession.

The segmentation of work, which is such an important issue in the Italian job market, regards gender, age, and geographical area and it has been, in the last years, very pronounced.

Job opportunities are unevenly scattered between the labour forces, along with the marginalization of particular segments of the working population as women and young people, and especially those living in the southern area of the country:

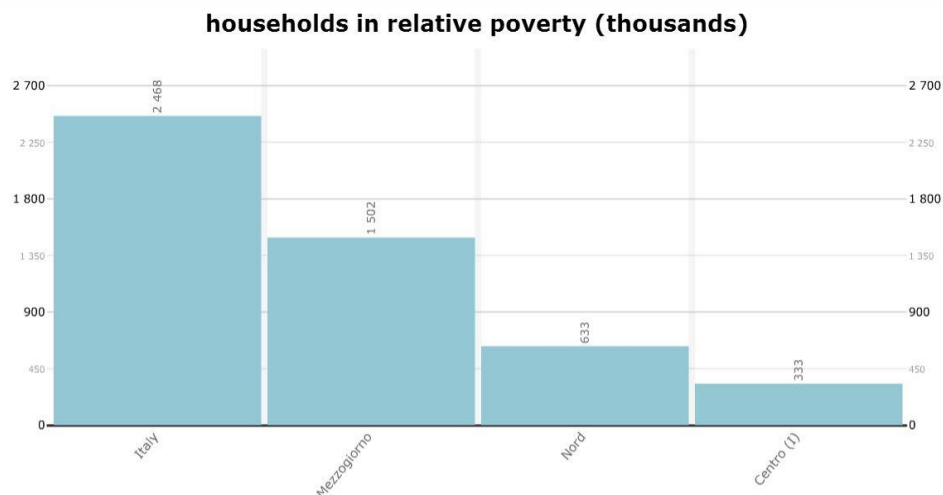
- Considering the employment rate of 56, 7% (and unemployment rate of 11.5%) in March 2016 Italy is very far from the EU2020 target of 67-69%;

- Gender gaps in employment rates still reach 18.3 percentage points in March 2016 (male occupation of 65.9% and female occupation of 47.5%);

- Age plays an important role in Italian employment rates, as 38.8% of young people are currently unemployed;

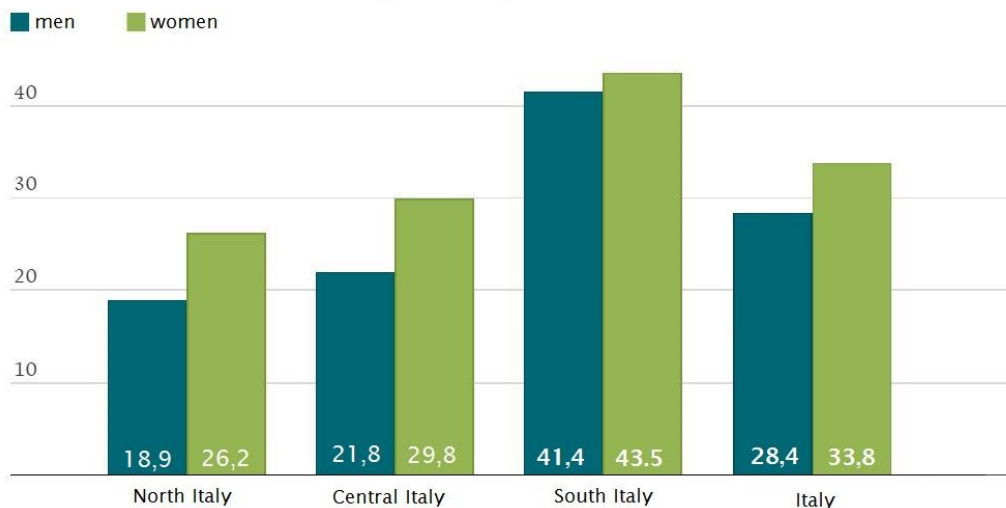
- Finally, another aspect to consider is the difference between North and South Italy. North-South territorial gaps are also the widest in Europe- considering that unemployment rate is 7.8% in North Italy, 10.1% in Central Italy and 19.1% in South Italy.

Together with the lack of occupation, the south has also a primacy in poverty, 1502000 of the 2468000 poor families in Italy live in the South, followed by 633000 in the North and 333000 in Central Italy.



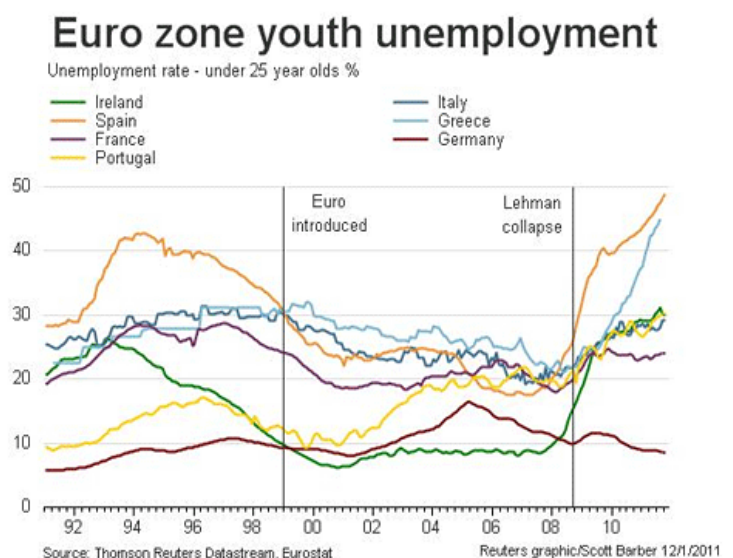
Considering this issue from a social point of view the main effects registered are increasing poverty and social exclusion of larger and larger groups of the population; a decline in immigration; increasing discouragement of young people; a rise in crimes involving theft and robbery.

Interesting figures also come from the NEET index, which shows how Italy is the country in UE with the biggest number of young people not working or studying. Again, geography plays an important role, in the South the percentage of NEET is 42, 5% while it only touches 22, 5 in the North.



However, Italian primacy finds an explanation in social habits: women are more likely to stay at home and take care of the family and it is socially acceptable to live with the parents longer than it is in other countries. Moreover, students graduate very late in Italy: the university system gives students a lot of time to clown around, so it is more comfortable to stay at home and be looked after. In addition, a high percentage of Italian are engaged in undeclared and illegal jobs, as the cost of work is high in Italy.

This unpleasant situation comes from Past labour reforms (the Treu Law in 1997 and the Biagi Law in 2003) which introduced flexibility only for new entrants, while maintaining protection for workers on opened contracts. In fact observing how the occupation figures changed during the last two decades, we can easily notice how mayor occupation issues started to afflict Italy, which only started to recovery now as we finally have positive numbers and a growth in occupation.



In 2012 the Italian labour market was reformed again (Fornero reform) with the aim to reduce disparities in employment protection and access to income support during unemployment.

Further measures have been introduced since then, mainly to incentivise the hiring of vulnerable groups, such as young people, women and workers in Southern Italy but, because of the crisis, recent years have seen severe cuts in public spending for social inclusion and social protection.

Among the six strategic objectives pursued by the government led by Enrico Letta (who resigned in 2014), two focused on social protection: the fight against poverty and pensions. Nonetheless, the fragmentation of competences between Regions and the State makes it difficult to integrate active and passive policies and results through a highly differentiated quality of services and with fragmentation of measures and regulations across regions. Lately, Law 183 of 2014, evocatively named the 'Jobs Act', the reform of the labour market introduced by the government led by Prime Minister Matteo Renzi, has determined a deep change in the Italian industrial relations. The legislation has modified all labour contracts, rewritten the rules to access social security schemes and reformed active policies in order to help the unemployed find a new job, based on the main flexicurity policies existing in northern Europe. The Law has also weakened the legal constraints for firms intending to monitor workers through electronic devices and introduced new incentives for firms using temporary contracts.

As regards Jobs act's results, we can notice very different scenarios depending on which source of information we use: if we consider INPS data, in the past year, the recruitment of employees with temporary contracts has diminish. However, if we consider ISTAT figures short-term employment is constantly growing, and lately, it was at its all-time high.

This is because INPS examines flows (recruitments and people leaving their job) while ISTAT focuses on the trend of employment rates.

Nonetheless, even if INPS and ISTAT data are not comparable, the picture they form together is quite consonant, considering the differences between the two sources, according to both INPS and ISTAT data, short-term employment did not decrease.

Nonetheless, we also need also to consider the "employment push," meaning the capability to create new jobs, in which Jobs Act was successful in 2015 there was a slow recovery of salaried work.

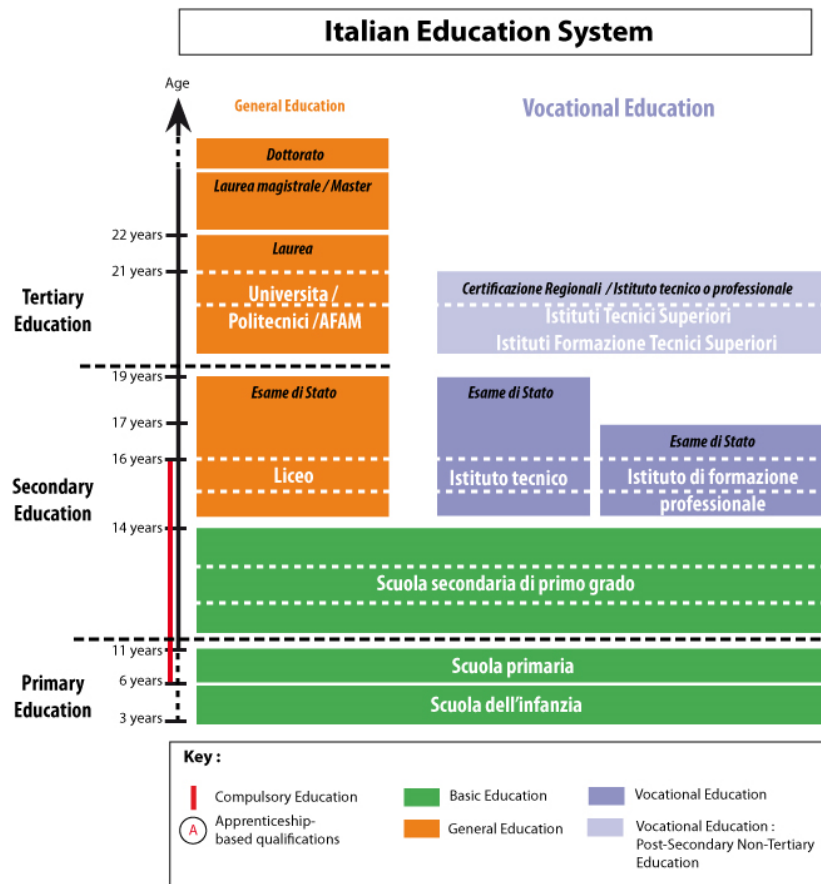
Italy also lacks effective active labour policies targeting young people: the school-to-work transition takes longer than the EU27 average. In 2009 the average time between leaving formal education and starting the first job was 10.5 months in Italy compared to 6.5 months for the EU27: this issue has partly been touched from the new school reform "La Buona Scuola" proposed and implemented from the actual govern "Renzi".

The educational system

Italian education system is articulated in various steps, divided as follows:

- **Pre-Primary School**: for children between 3 and 6 years of age;
- **Primary Education**: lasting 5 years, for children between 6 and 11 years of age;
- **Lower Secondary School**: lasting 3 years, for children between 11 and 14 years of age;
- **Second Cycle of Education**: at the age of 14, students must make a choice as to the kind of upper secondary school they want to attend, according to which subjects they would like to study. There are essentially two categories of upper secondary school: a *liceo* (similar to a British grammar school), which provides a more academic training, and an *istituto*, where more practical and technical disciplines are taught. Within these two categories, there are several types of school, here are the most common:
 1. **Art school**: provides a five-year course for students wishing to enrol at arts academies, or art and architecture universities;
 2. **Classics school**: Latin, Greek and Italian literature form a large part of the academic curriculum. Philosophy and history of art are also studied in the last three years.
 3. **Language school**: Students study three foreign languages.
 4. **Science school**: with an emphasis on physics, chemistry and natural sciences. Latin and one modern language (usually English) are also studied to a high level.
 5. **Technical school**: By far the greatest number of upper secondary school students enrol in technical school, which prepares students to work in a technical or administrative capacity in agriculture, industry or commerce. Technical schools follow the common curriculum for the first two years, with some practical training carried out in workshops and businesses. In the last three years, the number of hours of practical training increases. The main kinds of technical schools are agricultural, commercial, surveying, tourism, nautical, aeronautical and industrial (mining, electronics, engineering, industrial physics, computer science and food processing).
 6. **Vocational school**: Vocational schools are the least academic of upper secondary schools. They aim to train people in a variety of craft and industrial skills, such as cabinet-making, carpentry, mechanics and engineering, building and construction, food and catering, secretarial and office work. The timetable varies between 35 and 40 hours per week, and for the first two years, it includes 14 hours per week of practical training relevant to a pupil's chosen area of specialisation. In the third year, the number of hours of specialist practical training increases to between 21 and 24 hours per week. After three years, students gain a diploma in their specialist

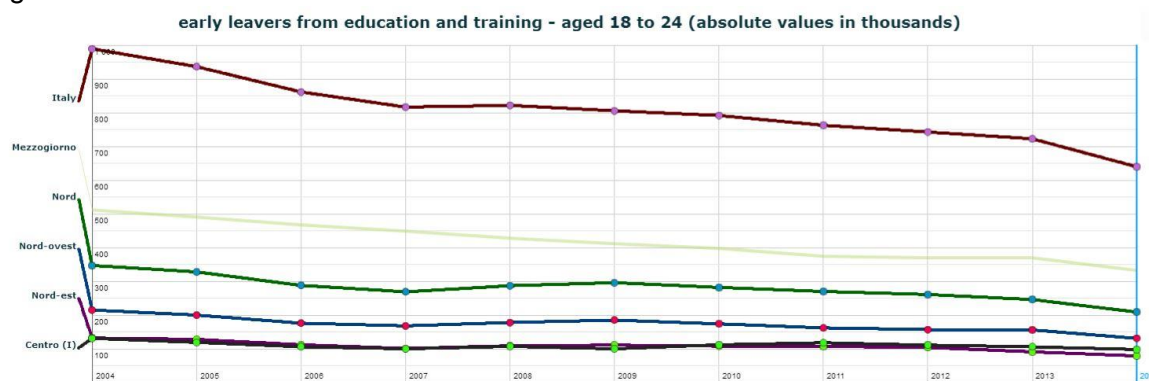
subject, after which they may take a two-year course in order to earn their upper secondary school diploma, either at the vocational school or at a technical school.



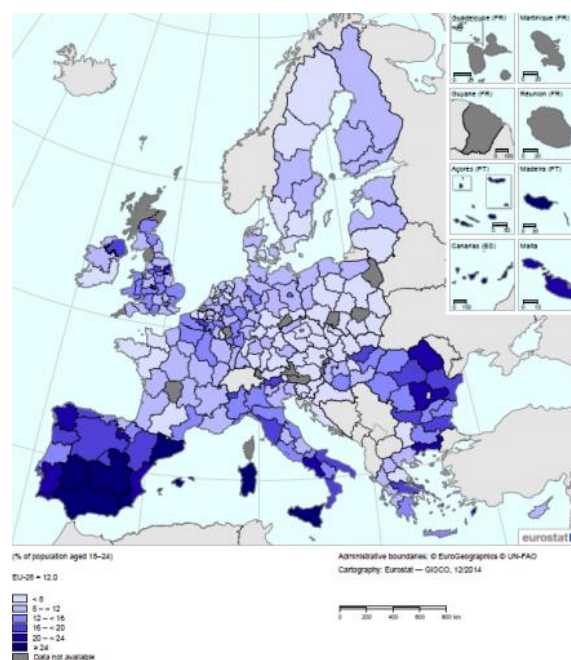
Since 2001, all pupils have had the same core curriculum for the first two years of upper secondary school; this comprises Italian language and literature, mathematics, at least one foreign language (usually English), science, history, geography and social studies, religion and physical education. Their specialised courses start in the third year.

All students can enter university, provided they complete a five-year course at secondary school and acquire their upper secondary school diploma and it's now common for students who have attended technical and vocational schools to go on to university.

Education is compulsory for ten years between the ages of 6 and 16. In addition, everyone has a right and a duty to receive education and training for at least 12 years within the education system or until they have obtained a three-year vocational qualification by the age of 18.



Although Italy improved its education system over the last few years, Italian education and training system is still affected by long-standing issues. The early school leaving rate remains well above the EU average, ISTAT figures are positively showing how, this process is recovering, in ten years there has been a decrease of more or less 350 000 student that are now able to finish their study course. As we can easily verify with this map, broadcasted from Eurostat the problem affects certain regions of Italy more than others, in particular as regards Italian Islands- Sicily and Sardinia and Campania where the rate of people leaving school early is higher than 24%. On the other hand, North Italy seems to perform better, with a rate of 12-14% or lower in any region. Another interesting figure is the percentage of foreign-born students who leave school early (32.6% in 2014 compared with the EU average of 20.1% according to Eurostat).



It comes with no surprises that the Italian spending on education is one of the lowest in Europe, and has been reduced over years as Eurostat figures can show, in fact resources devoted to education in Italy as a share of potential GDP dropped from 4.6% in 2007 to 3.9% in 2013. Italy is currently the only EA country together with Greece to devote less than 10% of its total primary spending to education. The public expenditure gap is especially concentrated at the tertiary level, in fact, while the Italian public expenditure per primary and secondary student was in 2012 slightly below the OECD average (by less than 4% and 8% in PPPs, respectively), expenditure per tertiary student was close to one third lower.

On 3 September 2014 the Italian government published 'La buona scuola', a set of guidelines for a reform of the school education system still, the law was only approved by parliament on 9 July 2015. Projections suggest that, of all the ongoing reforms in Italy, the school reform is likely to have the largest positive impact on GDP in the long-term.

The reform can be summarized in 7 points:

- Introduction of merit-based components for teacher salaries: each year, the best performing teachers in each school will receive a one-off bonus. The school head will identify the best-performing teachers using criteria established by the school's teacher evaluation committee. 200 million euros per year have been allocated to this measure.
- Teacher recruitment: over 100 000 teachers, who have until now been employed on short-term contracts, will be recruited on a permanent basis in 2015/16. Their role will be to strengthen the educational programme offered by each school, both in terms of subjects taught and other aspects, including reducing early school leaving and improving foreign students' proficiency in Italian.
- School autonomy: school heads will have greater autonomy in managing human, technological and financial resources and will be subject to external evaluation every three years.
- Curriculum: some subjects will be introduced or strengthened: music, arts, economics, law and sports. In particular, introducing/strengthening economics may help raise Italian students' financial literacy levels, which are very low by international standards.
- Digital and language skills: the reform includes a national three-year plan to strengthen digital competences among teachers and students, and improving internet connections in schools and opportunities for introducing the 'content and language integrated learning' methodology from primary level onwards.
- Work-based learning: traineeships are to become compulsory for students in the last three years of upper secondary education; this measure will be financed with EUR 100 million per year.

Considering how work-based learning represents one of the lacks of Italian school system, and how entering into the labour market is difficult for young Italian people, including the high skilled, we can claim that this reform certainly aims in the right direction.

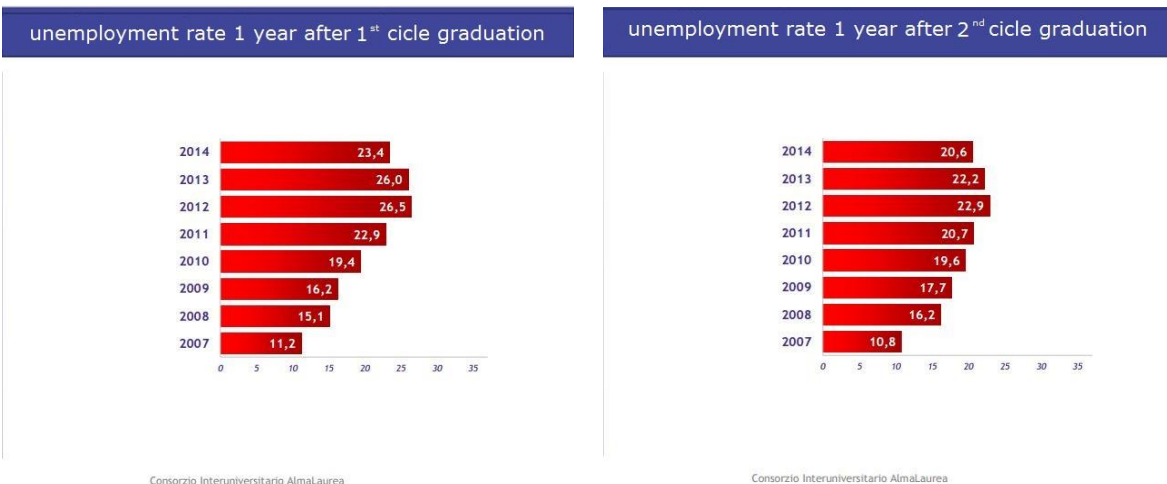
As regards higher education, Italy's attainment rate is the lowest in the EU, if current patterns persist, 20% of young Italians can be expected to obtain a master's or equivalent degree (laurea magistrale) during their lifetime. Yet, only 42% of Italy's young people are expected to enter tertiary education of which only 34% are expected to graduate from tertiary education, compared to the OECD (Organisation for Economic Co-operation and Development) average of 50%. On average, in Italy as elsewhere, tertiary graduates earn more in the labour market than those with lower educational attainment. Nevertheless, Italy stands out among countries with similarly small shares of tertiary graduates; fewer graduates tend to be associated with a higher earnings premium. Worryingly, only a minor

percentage of graduates from tertiary education were employed in Italy in 2014, this is a level comparable to Greece, and is the lowest among OECD countries (the OECD average is 82. Students entering tertiary education in Italy may have to wait a long time before realising a return in the labour market. According to “Almalaurea”, in fact 23, 4% of the first cycle graduated in 2014 were unemployed one year after graduation. The numbers are not much better when we consider master graduated, 20, 6% of them are unemployed.

On a positive note, both figures are diminishing over the years, with a decrease of almost 3% in only two years.

Again, it is easy to explain this data if we consider the fact that in most university internship is not compulsory and it is usual for an Italian Student to graduate without having ever worked or at least communicated with the labour world. In addition, inbound graduate mobility is quite low compared to the most economically advanced EU countries, especially at master's level. However, international students' credit mobility is steadily increasing. According to ANVUR (2014), although the transition rate from school to university is close to the EU average, the completion rate is low (55% for 3-year bachelor's degrees in 2012).

In Italy, almost everyone is able to afford university as study fees depend on the university



chosen and on the income of the student family. In public universities an annual fee ranges between EUR 150 and EUR 3,500, depending (on your family income and) on the university chosen. Private universities can charge up to EUR 16,000 per year.

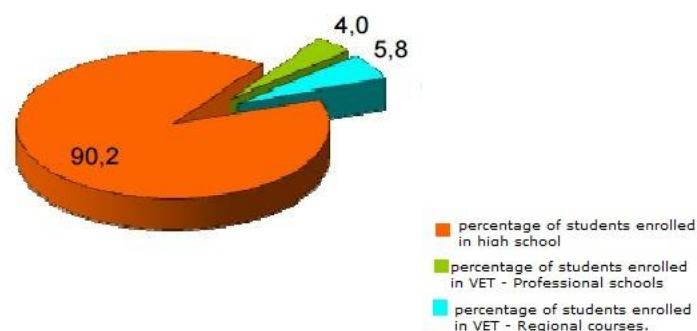
VET System

In Italy, there are two main types of vocational training, school-based vocational education and professional apprenticeships. In both programmes youths typically spend some time in educational institutions and in firms, but the intensity of on-the-job training is very low. School-based vocational training is mainly provided in technical and professional institutes, which are high schools attended by pupils in Italy between the ages of 14 and 19. Both school types usually provide an internship that typically does not last more than one month.

More recently, another type of school-based vocational training is gaining importance, namely vocational training agencies and schools (Istruzione e Formazione Professionale – IFP) coordinated at a regional level. Most programmes last three years and award a vocational certificate at the end of the programme. Recently some regions have introduced the possibility to attend a fourth year with the aim of gaining a professional school diploma. The training provided in these institutions is more specific and the cooperation with firms is stronger.

However, participants are typically pupils who drop out from secondary education and the quality of education is generally poor. Moreover, there is also a greater heterogeneity in the quality of education and in the time spent in internships, with larger problems encountered in southern regions. Further, only 46% of pupils in vocational training schools finish the programmes and earn a vocational certificate in 2012. The overall skills provided by school-based vocational training are typically considered of low quality or not specific enough.

In Italy, almost 10% of students chose in scholastic year 2015/2016 to enrol in a VET course rather than attend a high school, as showed by the graph released by the Italian ministry of education MIUR.



A new form of higher technical institutes (I.T-S) was also introduced in Italy in 2011. I.T.S are institutes offering post-secondary vocational education. The courses offered during the last two years and have a much-applied focus, which is ensured by the fact that half of the instructors are professionals from private firms or external public institutions. The approach is promising because of the better link to practice. Compulsory internships are organised for 30% of the time spent in these programmes. Currently 63 I.T.S have been set up with about 5,000 students. In addition, some interesting initiatives at the local level have been started up by public institutions as well as by private firms and employers' associations.

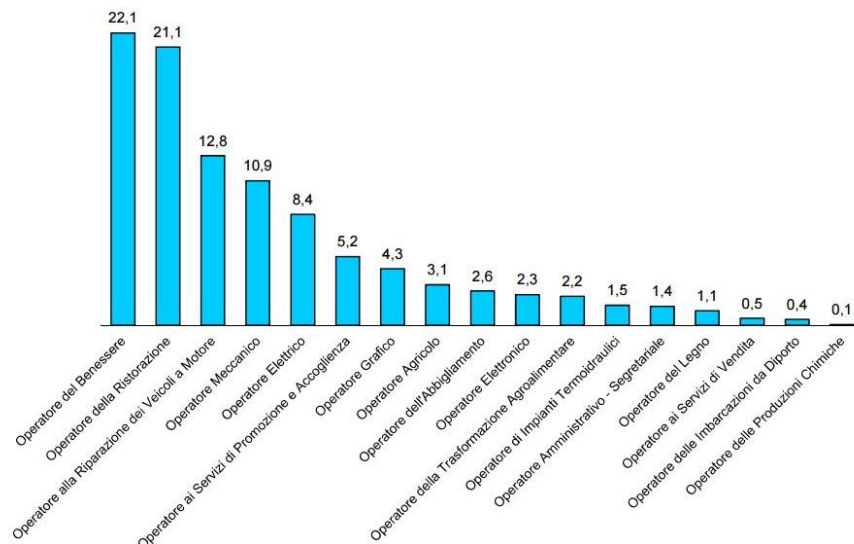
If we consider how VET students perform after graduating the website "Job Pricing" provides us a detailed analysis. Most of the students who chose VET became operative figures (76, 2%). Only 0, 7% of them finds opportunity in Management and only 0, 3% manages to reach executive positions.

It is estimated that EUR 5 billion a year are spent on non-formal learning activities, with 80% used by enterprises to train their employees, 10% funded through national resources and 10% funded through joint inter professional funds for VET. The competent authorities for VET are the regions, the autonomous provinces and the provinces that may delegate other bodies.

The various tax relief instruments established over time and aimed at different targets, services and tax types are not regulated by a single comprehensive policy. The benefits provided are minor as incentives are supplied more often in the form of tax deductions than detractions or exemptions and are mostly targeted at education rather than vocational training activities.

There is no single body responsible for lifelong guidance and counselling but several institutions are involved. Education institutes have traditionally been responsible for guidance in line with the provisions of the MIUR. This is carried out in cooperation with training centres, local guidance agencies, higher education institutes and universities. In particular, at lower secondary level, schools offer vocational guidance to learners who want to attend VET programmes; this includes information days, exhibitions and conferences about the contents and outcomes of VET programmes.

Training centres in cooperation with public employment services, sector and enterprise representatives, schools and universities carry out guidance activities for VET learners regionally and locally. The objective is to provide guidance to students moving horizontally and vertically between various training options and to support the transition into the labour market. Career guidance services are the responsibility of each regional authority, which may delegate them to the provinces.

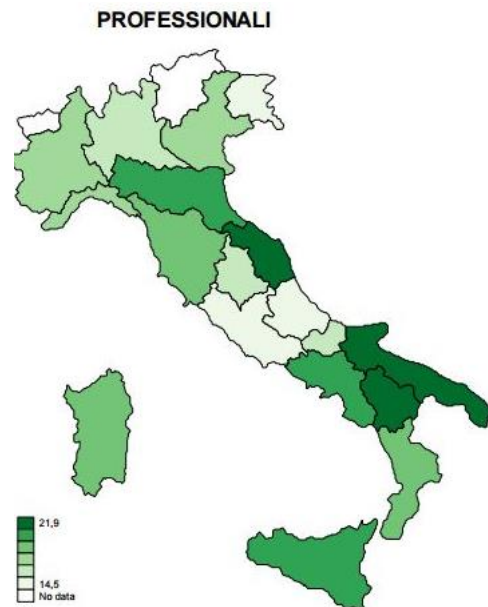


MIUR figures show how 22,1% of students who chose VET specialise in well-being, followed by 21,1% who specialize in catering and 12,8% in mechanics, pointing out some of the most demanded position for people without an high grade of education.

Again, as regards professional education, it is not well distributed through the Italian peninsula, with peaks of 25, 9% or over in Apulia, Marche and Basilicata, and lows of 14, 5% or under in Molise, Latium and Friuli Venetia Giulia.

In times of economic downturn and high youth unemployment, Italy has set itself a strategic objective to strengthen VET and to expand apprenticeship-type schemes. Recent policies reflect the need to link education and training better with the labour market, extend work-based learning schemes, ensure teachers' and trainers' professional development, and strengthen vocational guidance.

Despite state intentions to develop vocational training and apprenticeship programmes, the investment in educational policies has been very limited over the last decade. There are a step in the right direction, even if the programmes are still small now and mostly address early school-leavers. However, there is no central certification of quality and quantity for on-the-job training provided in firms and the quality of school-



Policies for young unemployed persons

As compared to other European countries, public spending in active labour market policies is relatively low in Italy and has not increased much during the recession.

The Italian government's recent policies against youth unemployment focus mostly on financial incentives for firms to hire youths with open-ended contracts, in particular some of them are:

- In 2010, the “Diritto al Futuro” initiative was launched, providing among other things, a 5,000-euro bonus to companies, which offer young parents, who are unemployed, or on atypical contracts, a permanent contract.
- The 2012 “Fornero Reform” has tried to decrease the duality in the Italian labour market by addressing the differences in employment protection between permanent and temporary contracts and decreasing the incentives for firms to hire through atypical contracts. However, changes in the employment protection for permanent workers have only been marginal and it is unlikely that they made it more attractive for firms to employ youths with permanent contracts.
- In 2012, “Reti di imprese per l'istruzione tecnica” started to improve school-to-work transitions through stronger interchange between firms and school teachers/students of technical institutes. More than 20 schools and 30 firms participated to the initiative since its beginning.
- A decree issued in 2013 provided a one-year tax reduction of up to 650 euros per month to firms that hire workers under 30 (unemployed and/or individuals without secondary education degree) with an open-ended contract. The same applies for firms converting temporary contracts into open-ended ones. The total budget allocated to this programme is 1.5 billion Euros
- YouthSpark started in 2013 as a set of initiatives providing training for youth. The programs “Youth & Employment – IT as an enabler” and “Meet no NEET” have provided IT training to about 9,000 youth so far. “Start-up Revolutionary Road”, which aims at providing training and mentorship for starting a new business, involved 2,500 youth and enabled the creation of 80 start-ups.
- Within the EU Youth Guarantee framework further funding of about 1.5 billion euros will be invested in the years 2014–2018 to provide employment and training to youth either under 25 who are unemployed or not in employment education or training (NEET).
- Innovation Hub Genova is a pilot programme launched in 2014 involving private firms and research institutions. It provides mentoring and industrial tutoring to assist innovative start-ups. High-quality training is planned for youth in Genova, while further innovation hubs are planned in other 25–30 Italian cities.
- In 2015 The “Sistema Dote” was approved from the parliament, among other things it provides an “apprenticeship dowry” of up to 6,000 Euros per apprentice. This amount can be used for training services of the regional vocational education during apprenticeships.

- **OrientaGiovani**, one of the most known policies, aimed at students in schools and universities, hosting an orientation day in all Italian provinces. It provides information about companies and the educational profiles requested in the labour market. Almost 40,000 youth are reached nationwide.

Focusing on the Youth Guarantee programme that started in May 2014 and, using European funds, promises to guarantee a job offer to every young applicant within four months, or a training programme, or experience in the non-profit sector, it is encountering difficulties. The difficulties mainly depend on the fact that the Italian Constitution requires its implementation to be decentralised at the regional level, and Italian regions differ markedly in their efficiency as we already pointed out.

Youth Guarantee still represents an opportunity to review the future of work in Italy, even though it does not seem to work at the minute: regional administrations face delays and employers who are not involved in the plan, with young people who are waiting for solutions that are yet to be provided. Probably the lack of adequate offers is one of the main causes for what the programme does not work as well as it should do. If we examine the figures provided from the Youth Guarantee website, on the 28th of April 2016 the number of total applicants was 1042724 while the number of vacancies posted online was 91847 showing, with a difference of more than 950000, how much we still have to work on the project if we want it to work.

Valore Assoluto	Percentuale	Media Adesioni x Registrazione
94.202	9,0	1,00
564.127	54,1	1,07
384.395	36,9	1,19
1.042.724	100,0	1,11

TIPOLOGIA CONTRATTUALE	NUM. VACANCY	NUM. POSTI
	Valore Assoluto	Valore Assoluto
APPRENDISTATO	1.192	1.593
CONTRATTO DI COLLABORAZIONE	855	1.734
LAVORO A TEMPO DETERMINATO	42.839	61.642
LAVORO A TEMPO INDETERMINATO	8.535	10.672
LAVORO ACCESSORIO	79	195
LAVORO AUTONOMO	1.137	1.727
TIROCINIO	8.628	14.284
TOTALE	63.265	91.847

All of the previous policies were at least changed when the Italian government reformed the system of unemployment benefits in March 2015 through the “Jobs Act”. It linked payments more closely to contributions and slightly increased their coverage.

Jobs Act introduced:

- a new type of unemployment benefit for employees losing their job;
- The New Social Insurance Provision for Employment, which replaced the previous systems from 1 May 2015.

During 2015 and 2016, “New Social Insurance Provision for Employment” will run in parallel with the mobility allowance, an unemployment benefit payable to workers in specific sectors, until the allowance ceases on 1 January 2017.

The decree also provides for:

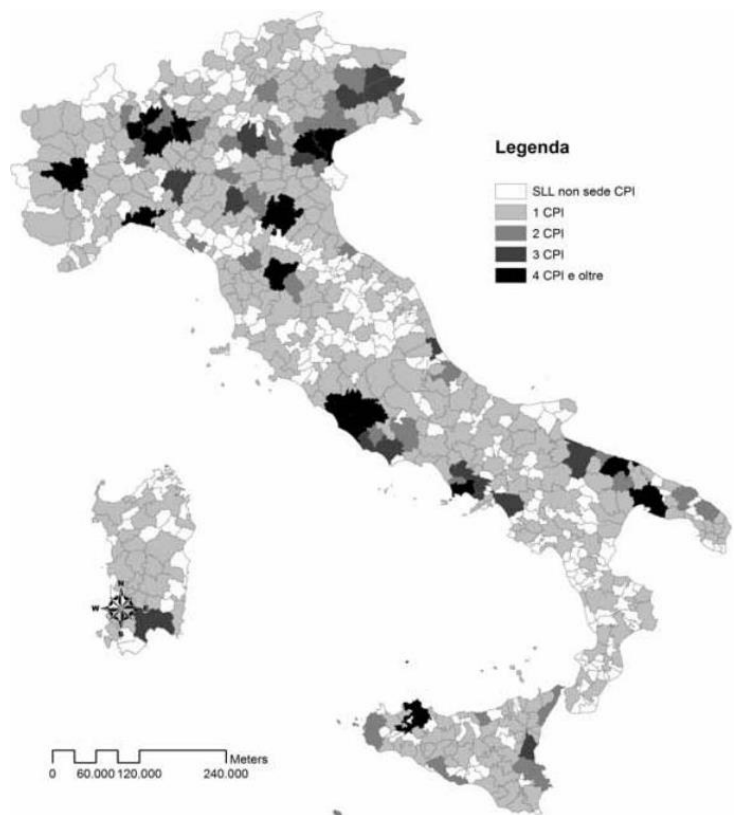
- An experimental unemployment benefit for dependent self-employed workers
- An experimental means-tested income support targeted at workers who are no longer entitled to “New Social Insurance Provision for Employment”, have children, or are close to retirement age, which will be equal to 75% of the last “New Social Insurance Provision for Employment” payment for a maximum of six months;
- A voucher for the provision of employment services.
The voucher will be allocated to workers being unfairly dismissed or hit by collective dismissals in order to help them find new jobs. The value of the voucher will be associated with the employability of the individuals, and will be paid to employment agencies once the individual is in a job again.

Unions, especially the Italian General Confederation of Workers (CGIL), criticised the new system of unemployment benefits, saying the decree had not made them truly universal and particularly failed to adequately cover subordinate workers and seasonal workers. The unions also asked for a longer maximum duration of “New Social Insurance Provision for Employment” and for the mobility allowance to be increased in 2015 and 2016 in line with the more favourable provisions of “New Social Insurance Provision for Employment”. Moreover, even though this reform seems to achieve important social security measures but in reality, they are distant and almost impossible to achieve and require a really long and complicated path to be received.

Not much is invested in the system of employment services (“Centri per l’impiego”) that should be strengthened to improve the match between jobseekers and employers. In Italy, only about 3% of the new employment is channelled through public and private employment services

Today in Italy, there are 553 centres for the employment, distributed all over the nation but with a higher percentage in the south.

The timetable is very restricted, they are open more or less 3 or 4 hours per day, 5 days a week, with an average of 16 workers per centre, who are usually not qualified for the job. In addition, because of the poor service centres have been offering not many people use the centres now. In 2014, 2 Million people applied to employment centres, of which 600.000 only need information. The figures reduce to 226 costumer per worker per year, less than one per day. Considering this scenario, it is legit to ask if the 500 millions euro per year could not be used better.



According to different figures that consider those who passing from an employment centre, even just for information or to enrol in courses, 26% of people find a job autonomously.

Compared internationally, the incentives for the creation of start-ups and employment incentives directed to individuals are very low. These measures are among the active labour market policies that are found to be more effective in the short run. In the current difficult economic situation, higher funding on these measures could contribute to job creation for youth.

Guidance policy at National level

In Italy, the two main bodies that operate in the guidance development are:

- The Educational System, which mainly refers to the MIUR – Ministry of Education, University and Research (students at universities and primary and secondary schools)
- The Vocational Training and Labour System, which refers in part to the Ministry of Labour, but mainly to the Regions and the local authorities (adults career guidance and young people 14-18 not working nor studying)

The Ministry of Labour and Social Policies is committed in developing a general policy regulation in order to allow the creation of an organic national guidance system that would take into account the different users' targets and that would guarantee a quality service. Now, though, there is no national regulation to refer to.

The Ministry of Labour and Social Policies is also committed in a project on a national level, whose aim is to bring high quality standards to all the services and guidance activities and to distribute them equally on the territory. This project is intended to promote and define an actual guidance policy, a methodology and intervention area, in accordance with the national and community policies in matter of education, vocational training and work.

Career Guidance is present in any step of education and is in this way articulated:

- In secondary and upper secondary schools, the activity provided are “Training” guidance aimed at enhancing self-knowledge (personal attitudes, expectations, motivations, potentialities and limits).and “Information” guidance dealing with the training offer available and its connections with the labour market. The service is provided by the schools themselves, together with vocational training agencies, private and public guidance centres, social partners/enterprises and professional associations.
- As regards universities and colleges, many Universities have created guidance offices supporting University students in choosing their training path of specialization, in understanding the dynamics of the labour market and the related job opportunities. Some Universities also provide information about their training offer to students attending the last year of upper secondary schools; in this specific area, Research Centres, Professional Associations, Associations of Enterprises and other players, may support Universities. It is very common for Universities to organize information/guidance events to provide information about their training offer to upper secondary school students and to their families.
- Considering Career counselling and guidance provision for youngsters from 16 to 26, the service is offered from “Informagiovani”, provided by Municipalities and Provinces, together with Associations, Agencies, private bodies working in the social sector, as well as with other private associations receiving public funding or involved in specific social programs. Informagiovani provides guidance services in the field of training, career, voluntary work, civilian duties (to be carried out instead of the National service), entrepreneurship, and mobility programs in other quarters for younger users.

- Career counselling within the Public Employment Service is carried out from Public Employment Services managed by Regions and Provinces. The main services provided are the following: guidance interviews, assistance during job searching, assistance during job placement. These services are provided based on the user's specific need. This service's target are in particular unemployed people, workers who have been laid off, people in voluntary mobility and those in non-voluntary mobility. Women returners to the labour market. People with more than 45 years who are experiencing problems during their integration or reintegration into the labour market. Foreign workers. Disabled people. Young adults who are experiencing problems with entering the labour market for the first time.
- Finally career counselling and guidance for adults is provided by Associations of Enterprises, Professional Registries, Bilateral Bodies of the social partners involved in different sectors, Further Education Institutions, private agencies working in the social sector, temporary job agencies, and agencies matching job demand and supply.

"Informagiovani" in particular deserves a special mention. The project develops at a provincial level and provides information about opportunities of jobs, citizen's rights and internship possibilities. Furthermore, information on national service, study-holidays abroad etc.

In informagiovani's centres, youth will be able to have a free Wi-Fi connection, to be helped with general purposes and issues in general which require some experience. All of the events and courses provide an interesting point of view on such topics as European Union Policies, Immigration, and Mafia etc.

It is clear how again in Italy the lack of a common system creates inequality and variance in level of services provided, a more centralized program would guarantee more quality, a bigger net of connection, ensuring more efficiency.

Main obstacles, for vulnerable young persons, to access career guidance programmes

In Italy, the definition of 'young people' applies to people under 35 years of age. The greater vulnerability of young workers has to do with the fact that they are more likely to hold short-term, atypical labour contracts, and that they tend to be more vulnerable to employment loss even when they hold permanent contracts. The employment contraction has been more severe for the low educated and for young males. It has affected all Italian regions, with youth unemployment rates reaching very high peaks in 2013, ranging different percentages geographically.

Italy also lacks effective active labour market policies targeting young people, 9 and young workers are less covered by income support measures than adults, as well as being more likely to be at risk of poverty during their life than the older generations.

The absence in Italy of a compulsory efficient career guidance programs makes it hard to define the obstacles that vulnerable people because no one really is guided through a guidance program.

Nonetheless, some categories of vulnerable young people could be targeted as more in need of specific programmes:

Uneducated people or people with low educational level: School is nowadays the only mean through which pupils receive career guidance, making it impossible for those who drop out school to even confront with such topics. In addition, technical, professional and vocational school are less likely to present such programmes.

Women: With respect to men, employed women show a higher incidence in low qualified jobs, the share of over-education among employed women consequently coming 3 percentage points above that of men (23.3% versus 20.6% in 2012 ISTAT). Also in Italy, family and domestic responsibility fall almost completely on women's shoulders, because "family" in Italy refers to extended family, even women without children might give up looking for work to look after elderly relatives.

Migrants: Again, school is nowadays the only provider of career guidance in Italy, not allowing anyone who moves to Italy after high school to receive any education or preparation on the topic.

Disabled People: In Italy, the general principle of disabled people placement is the achieving of the full social-working integration of the disable person in relation to productive context. The meeting point between market and disable working force is only possible with an employment in very gradual and calibrated way, using an accurate analysis, which takes into account both the particularities of the different productive contexts on the territory, and

of the characteristics of the potential disable worker. Most of the disable-employed people has a subordinate job (68, 5%) with a long life contract (61, 1%).

The entire process is articulated in three principal phases first, a path of orientation/approaching to the special professional education is started, then, the candidate starts a road of an educational internship which provides, a support tutor beside the trainee. In this phase, a typology of company suitable for the engagement is chosen. The third and last phase, which can come if the scholar has done the road according to the expected goals, is the "taking to the job integration". We can claim that, as regards disabled social measures, Italy is performing quite well with a detailed and efficient program

People from South Italy: as we already had the chance to point out, the differences between North and South Italy make it more difficult to insert in the job market in Italy for southerners.

It is clear how all this clashes with the Italian constitution, which states: "All citizens have equal social dignity and are equal before the law, without distinction of sex, race, language, religion, and political opinion, personal and social conditions. It is the duty of the Republic to remove those obstacles of an economic or social nature which constrain the freedom and equality of citizens, thereby impeding the full development of the human person and the effective participation of all workers in the political, economic and social organisation of the country."

Enabling factors for vulnerable young persons, to access career guidance programmes

Unfortunately, services designed to quickly reintegrate early school leavers into learning and work are poorly developed. Career guidance has to be part of community-based services that are targeted at early school-leavers. It is fundamental to make sure that career guidance is part of schools' strategies to detect and assist young people who leave school early or without qualifications: to help them to find meaning in staying at school; or to have well planned exit strategies that will enable them to re-engage in learning, and successfully complete their secondary education and training. In addition, it is necessary to improve the training of school principals, teachers and guidance workers to alert them to ways in which they can integrate career guidance into programmes to assist potential early school leavers, such as is important for families to know which option their young children have.

Apart from school measures, it could be useful to make use of community outreach measures and work through significant adults that are in daily contact with these young people to provide career guidance to at-risk young people, and ensure that training programmes enable them to develop skills in networking, collaboration with significant adults and agencies, referral and teamwork. It is important for young people to have a role model inside and outside school in order to keep them motivated and do not leave them alone in case of need. An adult figure who has been through different stages of life could offer wise advices to young people who fear family confrontation and do not find a role model in their school environment.

It could also be effective to develop early intervention strategies working with and through families, meeting them in their homes, and organising assistance such as homework clubs. Children of families in need tend to drop out school because of a low family income or choose three years school programmes in order to find a job quicker and be able to financially help the family. It is necessary to provide these families with enough funds to be able to let their kids study and reach a higher level of education, in order to not become a NEET after school.

These Programmes are already a reality in some parts of Europe. For example in Scandinavia, these policies have adopted an individualised approach in which personal, educational and occupational guidance are woven together with a range of other personal, educational and employment services: for example, help with health or housing, courses in basic literacy, job-seeking skills training, self-confidence building, learning-by-doing, or short periods of subsidised employment. This requires close co-operation between career guidance staff and a range of other workers. For school dropouts, these initiatives combine early intervention, mutual obligation and individual action planning, with guidance being a major element of the process.

Best Practice: Amesci

1. **Title:** "Citizens Campaign 2.0"
2. **Country:** Italy
3. **Organisation:** AMESCI – Association for Social Promotion, registered on the National Authority APS Ministry of Labour and Social Policies, with the fundamental mission to develop human resources through empowerment of young generations, activity area: several Italian cities and other countries
4. **Contact person:** Annamaria Landinetti
5. **Function:** Project Manager
6. **Email:** a.landinetti@amesci.org
7. **Link:** <http://www.amesci.org/c2zero/index.htm>
8. **Project start date:** 2010 – no
9. **Summary:** It is a pilot project created in 2010, co-financed by the Youth Dept. of Prime Minister and National Youth Forum. It seeks to promote new forms of young citizenship according to the indications of European Chart on the youth participation to local and regional level. With the involvement of schools, enterprises, universities and local institutions the project aims at developing stimulating online activities and services for young people, as well as offering them opportunities of concrete territorial training. Particular attention is paid to social planning and formative meetings that provide a useful instrument of access to labour market with the capacity of orientation towards social planning and socio-cultural development in personal and territorial field.
10. **Issue/challenge** and goals/assumptions: On the 21st May 2003, The Congress of European Local and Regional Authorities inspired Campaign 2.0 to adopt its policy line from European Chart for the empowerment of young generations and their active participation to the society. It is a planning platform with the objectives:
 - Increase youth participation to local, regional, national and European reality
 - Help them found associations and other kinds of informal aggregation
 - Provide continuative information about regional, national and European programs for young people
 - Give them instruments for more awareness and capability in social planning
 - Improve their knowledge on new instruments of social planning and good practices at local, national and international level
11. **How does it work?** The project schedules meetings and workshops with high school students on various subjects like law and legal matters, European citizenship, participation to local, regional life through information and training related to social European planning. Particular attention is paid to the Youth associative commitment to found associations and informal groups, support local organisations in creating and running associative registers and youth forums and plan the National Civil Service. Training programs are carried out inside the institutes and organisations, learning material and support instruments are available at Amesci organization. The use of multi-media and interactive instruments makes learning more stimulating, therefore young participants play an active role in the passage from the sphere of knowing (knowledge) to competence (skills), up to reach that of knowing how to be, encouraging respect for the territory and civic awareness.
12. **Who will benefit?** Final users of Citizens Campaign 2.0 are young residents of the country. The Campaign actions involve associations, institutions, enterprises and organisations which work together to create a dense web woven around the figure of the

young such as to restore the sense of belonging to his own context, opportunities, conditions and professional training that can be spent in a future career.

13. Applicability: In 2015, other 44 cities joined the Campaign; it means that more administrations chose to share the principles and goals of the project and the achievement of its outcomes. Most of these cities are sited in the Province of Naples (20) and Caserta (12), with the effort to spread the initiative also in the province of Benevento (7) and Salerno (5).

14. Innovation: The Campaign counts on a new operative instrument: The Portal www.c2zero.it, a website entirely dedicated to policies for young people, intending to facilitate meeting of supply and demand. Use of the internet helps the diffusion of opportunities to voluntary activity for the institutions and the Third Sector. Portal has a special page with logo and details of local government, there are two possible ways of access: News and Call. "News" gives information about opportunities, facilities, and registers for young people. "Call" can be defined "inviting to participate" addressed to those registered on the platform. With the registration on the portal, the kind of work one likes to do and the geographic area for voluntary activity should be indicated so the institutions can easily contact the applicants.

15. Sustainability: The main purpose of the project is to improve youth employment in the country. The actions aim to create paths for active citizenship, essential to produce social resources. Sustainability of the results lies on the important relational public enrichment, appreciated by the whole community where each young person can influence the activities, projects and decisions taken about him. In this way the function of "new deal" is a sort of investment in the youth for the development of the territory through interventions of co-planning that allow the encounter between young people and the institutions, the first step toward knowing each other and building together "a piece of the city", "a piece of change".

16. Source of funding and resources used: The Campaign has been financed by the Youth Dept. of Prime Minister, now the territorial institutions finance the training programs for young people.

17. Results: The Campaign actions have determined the acquirement of basic skills and principal instruments in social planning. In the conclusive phase of their formation path young participants are asked to give evaluation of learning quality, degree of involvement, expectations, doubts and eventual suggestions for new initiatives, as long as their opinion about teaching staff's competence and helpfulness. Evaluation questionnaire helps to trace the approval trend and level of participants' involvement in the activities, which is most significant about training modules and instructors' competences (Graphic 1), revealing interest, curiosity and willingness to participate to further formation paths presented by Amesci.

18. Evaluation: To accomplish various activities, highly qualified professional figures of non- formal education have been selected. The program fosters individual talents through techniques of communication and socialization, with focus on learning by doing. It enables young participants to fulfil "life skills": self-reliance, social responsibility, active citizenship and sense of belonging to one's environment. During training period, learning plan can be modified by non-formal monitoring. The final step is the assessment of learning process and objective achievement by the use of questionnaires. The Portal gives the possibility to keep stable contact with Amesci in order to share personal advance and behaviour changes due to a permanent plan of learning and improvement.

Conclusions

To conclude, it is important to underline which are the most important issues of concern when it comes to Italian youth unemployment, and how to heal Italian job market in regards to youth.

Nowadays Italian under 30 feel constricted in a country that does not care for them, seems far and way too complicated to approach. This feeling has widely been showed in the last election (2013) when “Movimento 5 stelle” a protest party reached over 25%. Without leaving any political judgment on the party, it is clear hoe this result highlights the general feeling Italians have towards to past governs and politics in particular. In order to tackle this feeling of helplessness which clearly characterize Italian youth is important to keep reforms going, in particular those who regards the youngest.

The Govern has lately shown his sensibility to the topic reforming the school and job system but it cannot stop there. Social security, school to work transition, Job centres, and guidance systems are yet to be reformed in order to let the system flow and work.

In particular, it is important to ensure the entrance of the youth in the job market, empowering compulsory trainer sheep, not only in companies and firms, but also in social authorities, organizations and no profit association. Involving them in co-projecting and in the operative part of civil and social projects could be considered as a concrete aspect of professional guidance to work. This is the reason why we chose AMESCI as our best practice, a reality that ensure young people living in a difficult environment, sometimes even dangerous to find a spot in today's even more difficult job market, showing how it is possible to conciliate the two spheres.

It is now a reality the political discussion on the introduction of a new method for tax evasion fight and recently the entrance agency communicated that they will in future concentrate on the big evaders. The results are yet to come but if Renzi's new polices will be found concretes they will hopefully be able to recover the facture between these categories and the state. Those who have always been the leading asset of Italian economy: little enterprises, self-employees, merchants, artisans are now facing difficulties due to the economic crisis but also because of the high unreliability of the institution who are perceived not as an help, but rather as a threat for their enterprises.

This comes from the fact that up to now the fight against tax evasion has been perceived as focused on these categories, and the general mood points out a feeling of discontent regarding a state who seems not to be condoning formal errors and trying to analyse any little error to earn money for the state. The system is organized in a way that makes the citizen feel in a constant state of failure, and liable to fines and sanctions, this inevitably effects on the youth who want to open a firm or a start-up.

When the start-ups were a newness they have effectively been advantages and protection for the young, but after a few years start up started to face the reality of the real taxation costs, verifications and everything else. It is not a case that a great death toll verified in the last years.

In addition, it is necessary to invest in research through which Italy can truly re-gain the primacy that used to have in the past. The priority is to boost investment, innovation and jobs, especially concerning youth employment. From this will come confidence in the future, which also contributes to a (true) increase in household spending. In order to do this, we have to find the resources, starting from the spending review. In addition, the tax burden must be rebalanced with revenues coming from the fight to tax evasion, because our apparent tax pressure is at 44 percent but the effective rate is at 54 percent, only by reducing the amount of taxation in work we can hope to strengthen job's offer. On a positive note, on 1st May 2016 Renzi announced the allocation of 1 billion euros to be used to enhance tourism and 2, 5 billion euros for research. Again, it is only the first step, but certainly in the right direction.

From a more social point of view, the guidance system has to be reformed; parents have to be a part of guidance system, being involved in the whole process and being aware of all the possibilities in education that their region provides. Moreover, Italy needs to have a national system with key guidelines and guarantee everyone (student or not) an efficient formation, not only theoretical but including a reflection on one's limits, talents and dreams, in order to be able to answer one of the scariest and biggest questions that the youth daily face: what will I be as a Grown-Up?

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