



A | P | P | R | E | N | T | S | O | D

APPLICATION OF APPRENTICESHIP IN THE VOCATIONAL INTEGRATION OF THE SOCIALLY DISADVANTAGED YOUTH

**LLP Leonardo da Vinci project**

**LLP-LDV-TOI-2013-LT-0125**

## **CASE STUDY OF GOOD PRACTICE OF VOCATIONAL INTEGRATION OF DISADVANTAGED YOUTH IN ITALY**

**Circulation:** Public

**Partners:** Federazione Nazionale CNOS-FAP

**Authors:** Federazione Nazionale CNOS-FAP

**Date:** 13 October 2014

**Doc. Ref. No:** APPRENTSOD-WP3-CaseIT-13102014



Lifelong  
Learning  
Programme

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

# COPYRIGHT

© Copyright 2013 APPRENTSOD Consortium

Consisting of:

Karalius Mindaugas Vocational Training Centre  
Vytautas Magnus University  
Universität Bremen, Institut Technik und Bildung  
Federazione Nazionale CNOS-FAP  
University of Valencia  
DEKRA Akademie GmbH  
Fundacion Laboral del Metal

This document may not be copied, reproduced or modified in whole or in part for any purpose without written permission from the APPRENTSOD Consortium. In addition an acknowledgement of the authors of the document and all applicable portions of the copyright notice must be clearly referenced.

All rights reserved.

## DOCUMENT HISTORY

<b>Version</b>	<b>Date</b>	<b>Comment</b>
01	28 February 2014	First issue
02	8 April 2014	Second issue
03	13 October 2014	Third issue
04		

## TABLE OF CONTENTS

<b>Chapter</b>	<b>Contents</b>	<b>Page</b>
	INTRODUCTION	4
1.	Atypical educational measures: unstructured paths	4
2.	Personalization of learning in vocational education and training paths	8
3.	Experimental methods in the organisation of vocational education and training paths	10
4.	Orientation and career counselling activities	12
<b>Annex I</b>		

## INTRODUCTION

This report refers to a sample of Vocational Training Centres (those managed by CNOS-FAP, the National Centre for Salesian Works - School and Professional Training), which is considered fully representative of best practices for the prevention of early school leaving in education and vocational training in Italy .

The prevention policies adopted by the Salesians of CNOS-FAP aimed at reducing early school leaving can be gathered into four groups:

- Atypical educational measures: unstructured paths.
- Personalized learning
- “Experimental” methods in the organization of vocational education and training paths
- Orientation and career counselling activities

The following descriptions of each measure will make reference to an implemented or developing project in one or more Vocational Training Centres in Italy, or to a general description of similar projects. As part of the description of the experience it will be examined:

- Purpose of the measure
- Target group of reference
- Description of activities
- Transferable and critical elements

### **1. Atypical educational measures: unstructured paths**

The “unstructured” educational programmes are particular paths aimed at preventing and recovering the plight of failing students. They correspond to a “second chance” in terms of educational rights and through services of reception, orientation and support they foster the growth of those students who have not been able to take advantage of their “first opportunity”.

In order to be considered “unstructured” they should offer varied and flexible training programmes to ensure a further education opportunity, developing motivation and ability to learn the basic knowledge and the social attitudes.

In this regard, the White Papers of the European Union propose a series of actions:

- . Undertaking a partnership with the economic operators and the social fabric actors;
- . Involving companies at the beginning of the process;
- . Using a suitable pedagogical method for this particular category of students;
- . Fostering collaboration between families and social workers;
- . Using information technologies.

The unstructured paths are variable also in Salesian centres. As best practice related to non-scholastic educational measures it is important to take into account the experience of the centre “Borgoragazzi Don Bosco” with the project “Rimettere le ali” (“Fly again”).

### **1.1. Objective: Protecting the rights of discriminated children**

The project has been created to protect children who have been discriminated on the basis of psychological and/or social discomfort elements. In effect, the Italian Preventive System of Education is suffering because of:

- Weakening of social services because of cuts due to economic crisis
- Age discrimination, discrimination between those who have and those who do not have documents, who is a resident and who is not
- Teaching approach in schools, often centred on the programmes and the summative assessment, where those who can't keep up with the teaching plan are excluded
- The slowness of the judicial systems, with reference to the Juvenile Court
- Racial discrimination in the business world: someone is not even given the opportunity of an unpaid internship just because he's a gypsy or a dark-skinned person.

The project aims at helping the students to acquire a qualification, in order to facilitate a possible reintegration into the scholastic or business world. It is a challenge normally accepted because the youth are aware of the importance of a qualification for their future.

### **1.2. Target group**

Young people of compulsory school age, Italians and foreigners, youth subjected to alternative penal measures to imprisonment, children at risk of early school leaving coming from disadvantaged backgrounds, other schools or sent by the social services.

Children are sent to the centre by:

- Social services;
- Juvenile justice centres;
- The school;
- Transfer of information between children themselves or families of the welcomed new students.

In order to identify the needs and the suitable educational programme for every student a first meeting takes place, during which the responsible of the centre meets the young boy and the family or the adult person who has sent him to the centre.

During the first conversation a registration form is filled out. From this moment the three months period of reception and orientation begins, it is planned on two or three times a week meetings and ends with the signing of the training agreement which defines the mutual commitment of the boy and the centre. Then a personalized educational programme is created. During the reception period it is important to involve as much as possible the family or the sending service in order to have a more complete understanding of the boy's problems and of what has already been tried to help him.

### **1.3. Description of activities**

The project consists in the creation of a Multi-Purpose Centre where children are welcomed and are able to start classes at any time of the year following a personalized learning programme. Sometimes students interrupt their educational path, but the Centre is always a point of reference for every one of them.

The Centre is based on structured interventions such as:

- Psycho-educational support through one-on-one or group discussion.
- Personalized dropout recovery programmes (literacy training, middle school course recovery) through Personalized Educational Projects (PEP) designed to obtain a vocational qualification.
- Preparation for the job market through one-year basic courses in different areas: mechanical industry (automobiles and motor-scooters), food service (chef, waiter, bartender), beautician/hairdresser, offering practical training in small companies and the possibility to get the certification of the third year as a private student. In addition, each year more training courses are designed according to needs and resources (for example: assistant electrician, gardener, warehouseman, tailoring etc.).

- Reception, orientation, job searching and educational support for those who need to be placed in the job market.
- Training internships and work experience grants:
- Socialization activities: parties, outings, school newspaper, five-a-side football, theatre, guitar, art workshops, computer lab, etc.
- Parents-teacher interviews
- Special projects on specific needs of the student

All the lessons take place in the morning from Monday to Friday from 8.30 to 13.30 on two shifts of two hours each.

At the end of the ordinary activities the children can participate in recreational and socialization activities. All the training activities start in October and end in June with a final exam that is held in schools affiliated to us. During summer educational camps are planned for recreation and socializing.

At the end of the educational path the director and coordinator meet the boy, the family and the adult who sent him to the Centre to check the project and to discuss whether continuing the educational programme in the Centre or in another structure or school.

The Centre is supported by other services such as:

- Orientation service called “Sportello Aperto” for planning training internships and job searching
- “Skolè” and multiethnicity: it’s an afternoon service for young people a different culture and it’s made up of listening, prevention, cultural mediation, in connection with the families, the school and the oratory. The aims are acquiring basic language skills and a study method while cultivating interests and friendships.
- “Progetti Ponte e Semiautonomie”: it is a service addressed to children coming from residential and educational services who need to return with their families or to start an independent life. This is a social inclusion project involving accommodation search, job placement and participation in the activities of the Centre according to their specific needs. The project duration is agreed with the service who sent the boy to the Centre (up to 12 or 18 months) and it is intended solely for those who are coming of age.

#### **1.4. Transferable and critical elements**

In this programme transferable elements are also critical elements because:

- The effort to create projects shared by family, social services, school and companies can be weakened by critical elements such as fragility of Salesian preventive system, discrimination, etc.
- The deconstruction of the path, key element of the project, is often an obstacle for the acknowledgement of acquired skills. Therefore, to better develop this kind of projects we need a strong sharing of methodologies to evaluate/certificate skills, allowing to overcome the traditional methodology (it is possible to learn only in the classroom).

## **2. Personalization of learning in vocational education and training paths**

### **2.1. Objective**

Personalization of learning is a strategy of educational intervention that aims to put into practice the pedagogical principle of the centrality of the subject ensuring the achievement of the basic skills through the development of diversified educational programmes (diversification in contents, methods, the use of specific tools, timing) in order to meet every student's needs.

### **2.2. Beneficiaries and description of activities**

In the Vocational Training Centres of CNOS-FAP the personalization of educational programmes is made possible by specific school-workshops (LARSA) that are addressed to:

- people who need to recover or improve their programme
- people or groups in transition stage
- people or groups who are not part of three-year and four-year courses, but who are involved in particular projects aiming at orientation and motivation which are characterised by methodological, didactic and organizational innovation.

<b>Typology</b>	<b>Beneficiaries</b>	<b>Objective</b>
LARSA educational support project	Students enrolled in the certification/qualification path	Aligning the preparation of students through recovery activities or skills development
LARSA to manage transitions	Students enrolled in a vocational education and training course or who dropped out of school and wish to transfer to another training institution.	Facilitating the transition of students between different vocational education and training paths
LARSA for unstructured paths	Students in difficulties at risk of dropping out	To recover students who have previously dropped out by offering them the chance to regain motivation, orientation, academic insertion in a vocational education and training course or to find a job.

According to LARSA educational support project each student has the right to receive a personalized plan made up of a given amount of hours per every year. It is also possible to plan recovery classes (unstructured paths) aimed at helping students at risk of dropping out giving them suitable basic skills and those who are in difficulties during educational path.

LARSA projects to manage transitions are designed to allow the passage from one subsystem to another, by comparing the acquisitions already obtained (skills, knowledge and abilities) and those provided by the destination path. It provides a permanent record of student motivation, the comparison of the situations (expected / actual) and the definition of a training plan through the lab.

### **2.3. Transferable and critical elements**

The LARSA projects are centred on providing an amount of hours, as well as on the transmission of knowledge / skills. In these systems, the assignment of a given amount of hours, previously established, forces teachers / trainers to plan personalized activities.

The criticality of this tool is that it does not touch the structure of the traditional system of education / training, ignoring the logic of the preventive system and the centrality of the student.

### **3. Experimental methods in the organisation of vocational education and training paths**

In this context, it is made reference to a new initiative of CNOS-FAP (iCnos project) designed to renovate the organization of vocational education and training paths in the name of new technologies.

#### **3.1. Objective**

Purposes of iCnos project are:

- realisation of an authentic personalized teaching
- fostering well-being at school to tackle drop-out.

Objective of the project is the organisational dimension, often neglected, with reference not only to the instruments (from the book to the tablet), but also to the preparation of space, time and groups which usually set up the educational institution.

The traditional teaching is recognisable by the following elements:

- a) For each lesson there is a teacher, a classroom, a discipline and a content;
- b) The class can be divided in separated elements;
- c) All students do the same thing;
- d) Cultural and operational schemes have already been developed by the teacher or the textbook;
- e) Students have to reproduce a knowledge which has been already thought;
- f) The teacher gives one-way information;
- g) The teacher- student relationship is characterized by authority-dependency where normally there is only one person who knows and another that depends on it.

The teacher has the task of planning different activities, from lesson to tests, keeping up the attention of the students, structuring the programme and checking students' commitment.

Luckily, this is not the only possible school organization. Recently, OECD has rewarded schools that have changed their school setting, where the spaces are open, transparent, adaptable and flexible with spaces for teamwork denoting attention to the centrality of the student.

#### **3.2. Target group**

All students of vocational education and training courses.

### 3.2. Description of activities

The tools adopted by National CNOS-FAP to renovate its organization are:

- Use of tablet
- Training for directors/educational coordinators (CNOS-FAP leaders)
- Teachers training
- Development of guidelines on testing
- Monitoring of the targets set by the Guidelines

In order to achieve the so-called 2.0 class space, time, groups, and technologies need to be transformed:

	<i>Use of space</i>	<i>Use of time</i>	<i>Groups</i>	<i>Teacher tasks</i>
Traditional	Presence of desks and teacher's desk	Structured by the teacher Timetable divided up by disciplines.	Teacher-class group relationship	The teacher structures, verifies and monitors
Innovative	Space divided into corners and points of research	Time is related to research activities of students	Groups achieving education through modern ways ( <i>mobile learning</i> )	The teacher facilitates the initiative of groups, encouraging and intervening when necessary

*Table 1*

The concept of classroom is modified: the learning environment is divided into corners to facilitate research and educational collaboration, independent groups of learning under the supervision of the teacher. Also the roles have changes: the central figure is no longer the teacher but the students who can move freely in a virtual (mobile learning) and physical (library) learning space. The teacher has the only task of regulating the dynamics and learning processes in a spirit of cooperation and support.

	Learning model 1.0: textbook	Learning model 2.0
Knowledge	It's fixed	It's built
Source	The teacher, the book	The world, ourselves, the others
Method	Transmission	Research, building
Means	Word	Action

*Table 2: Learning models*

Today new learning models are developing which use IT tools, social networks, podcasts.

With the “mobile learning” the student is able to access every learning content, with no time and place limits, to check the level of his learning process and to develop new skills.

In this way, the class 2.0 seems to allow the achievement of important objectives, such as the increase of student’s well-being (the pleasure of staying in school) and of activities initiated by the student, the reduction of hours of classroom teaching and the increase of interaction between students.

### **3.4. Transferable and critical elements**

The school model 2.0 is transferable to environments where learning autonomy is possible. But such transfer presents some critical element as vocational education and training are based on a rigid method (school register, signatures, simultaneous presence of both students and teacher, ...).

In addition, there is also a cultural resistance to the new: teachers and trainers are still linked to the old training and evaluation models centred on memory and knowledge.

## **4. Orientation and career counselling activities**

### **4.1. Objective**

Orientation and career counselling activities are already developed in many EU countries and in Italy they are recognized by national and regional legislation.

There are differences between internship or traineeship experienced during the vocational training path and work-related learning.

#### a) internship or traineeship

It is a tool to support job placement addressed to disadvantaged young immigrants, young people looking for their first job and/or just out of school.

The purpose is acquiring new professional skills suited to the request of companies and learning a job before entering the world of work through a temporary placement in a business. This formally happens with an agreement signed by the trainee, a public or private institutional entity and the host enterprise.

Traineeship in vocational training is particularly important because:

- it gives the possibility to implement the skills acquired during the training path
- it allows confrontation with a real business
- it develops responsibilities
- it enhances professional skills by using different machinery from those used in the Vocational Training Centre

#### b) apprenticeship

Apprenticeship is beneficial both for the person who receives a qualifying experience and both for the company that benefits of a competent person.

The logic of apprenticeship goes from experience to competence: thanks to practice in a real enterprise, the apprentice reinforces his skills and can show at the same time his talents (knowledge, abilities...) to his employer.

It is established an agreement between apprentice, business and educational institution in which each party is committed to its role and through objective methods of skills assessment apprenticeship is recognized at European level.

### **4.2. Target group of reference**

All students of Vocational Education and Training paths. However, it must be highlighted that internships or apprenticeships are primarily used to help the most vulnerable groups such as those who have learning difficulties, disabilities or socio-cultural disadvantages.

### 4.3. Description of activities

The Vocational Training Centres of CNOS FAP organise various initiatives (internship, job training, apprenticeship) which can be synthesized in the following scheme:

- 1) preparatory phase;
- 2) contacts with the company;
- 3) tutoring/monitoring in the company and experience assessment.

#### 1. Preparatory phase

a) Making contact with the beneficiaries; introduction of the activity to the families; information about internships planned; involvement of the students and their families in the identification of enterprise resources available; study of CBA.

b) Reception and cataloguing of employment applications; request analysis in relation to the characteristics of the students in the database; pre-orientation and pre-selection; collecting user data in order to make explicit the individual needs; reconstruction of school experiences through curriculum vitae; meeting with the trainers of the course in order to gain information about the didactic preparation of the student.

c) Training contract; skills assessment; analysis of needs and expectations of the candidate; first interview and needs assessment; simulated motivational interview; evaluation of coherence of the educational training with own project of life; acquisition of knowledge and skills of market analysis; personal resources analysis; lessons about local labour market; assessment of motivation, knowledge and skills acquired in previous training experiences, aspirations and interests; orientation planning.

d) Arrangement of a network in order to have external staff (business, trade unions ...) to inform about the labour market, contracts, security system, conflicts in the world of work, problem solving, active listening, collaboration; analysis of job offers in the local area; identification of beneficiaries inserted in the data base; creation of a register of suitable companies for internships; database analysis of job offers according to the specific needs of the user.

e) Formalisation of documents required in activating an internship; Europass CV creation; acquisition and inclusion of curriculum vitae in the database; use of job placement form; cover letter writing; selection of suitable beneficiaries; internship agreement, with details about the professional profile and goals of the intern.

#### 2. Active job search and making contacts with the companies

a) Control of active job search tools already tested; job placement support; planning active job searching (making contact with local agencies, CVs sending, ...); preparation and sharing of active job searching methods; making contacts with the families; definition of a personalized action plan.

*b)* Identification of companies and combination agency-student based on the characteristics of the one and the other; reporting of the name to companies when the subject is compatible with the required profile; creation of an action plan related to own professional project; identification of the suitable host company for the intern.

*c)* First contact with the company after assessing the skills of the candidate; contact with the company staff in charge of interviewing the candidate; meetings with former students who have already been placed in different companies; meeting with the leaders of the company; definition of a project work between the intern and the company.

### 3. Tutoring/monitoring in the company and experience assessment

*a) monitoring:* involvement of families for important; internship start-up; progress monitoring by both the company tutor and the internship tutor.

*b) assessment:* writing and sharing of final summary document and final report in order to describe the intern's experience; assessment of final results.

## **4.4. Transferable and critical elements**

Job placement activities are considered essential experiences for the development of personal, relationship, work and occupational skills.

The critical elements are related to internship representing a typically Italian paradox: it is considered necessary for a professional growth but it is not easy its implementation as it is not fully recognized its education role.