Guiding Cities

Intellectual Outputs 01
State of the Art

Project information

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Partner organisation:	Centro Studi Pluriversum
Country	ITALY
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O1/A1 - Analysis of guidance activities

Objective:

The GCities consortium will analyze the current state of guidance activities within their context. The analysis will collect information, data and description of services about: types of services, guidance services specifically directed at ESL or those at risk of ELS, targeted services for other specific groups, actors involved in the organization and implementation of guidance activities.

Short description of your context (Max. 10 lines)

There is a long tradition of career guidance in Italy. In the past, main activities were dedicated to young people and organized within the schools and within the vocational training systems. Since 1997 most guidance services for young and adult people were included in employment policies and provided by the Public Employment Services at regional and local level (*Decree 469/97 - Decentralization of employment services through the transfer of responsibilities from the state to the regions and - in particular - to the Provinces*).

The European Resolution on Lifelong Guidance (2008) invited all member States to establish national guidance systems and pinpointed 4 main priorities:

1.   Encourage the lifelong acquisition of career management skills

2.   Facilitate access by all citizens to guidance services

3.   Develop the quality assurance of guidance provision

4.   Encourage coordination and cooperation among the various national, regional and local stakeholders.

Only in recent years, Italy has finally defined a national lifelong guidance system (2012) and issued National Guidelines (2013), agreed between the Ministry of Education, the Ministry of Labour and the Regions that according to the Constitution since 2001 hold this institutional function.

The National Guidelines establishes the right of Lifelong Guidance for all citizens and defines five main functions of guidance:

1. Career Education > learning Career Management Skills (CMS)
2. Information > meeting the information needs of citizens and guidance stakeholders with reliable information resources
3. Supporting transitions > providing help and advice to citizens to reach learning and career goals and to manage of the process of change
4. Guidance counselling > design of a career lifespan
5. Functions of management of system > development of networks and quality standards, training and updating of career guidance practitioners

Guidance is becoming a main strategy to support transition from education to work and to reduce Early School Leaving. Schools and Public Employment Centers are in charge of reducing early school leaving and promoting employment and training of young NEETs.

Education in Italy is compulsory from 6 to 16 years and is divided into five stages: kindergarten (scuola dell'infanzia), primary school (scuola primaria or scuola elementare), lower secondary school (scuola secondaria di primo grado or scuola media), upper secondary school (scuola secondaria di secondo grado) and university (università).

References and guidelines:

- Decree 469/97 - Decentralization of employment services through the transfer of responsibilities from the state to the regions and - in particular - to the Provinces
- National Guidelines for Lifelong Guidance [Conferenza Stato/Regioni - December 2013]
- Guidelines for guidance at school – Ministry of Education [February 2014].

Governance and coordination

1)   Is there an area or department that has the responsibility to coordinate the services and/or resources that are offered in the field of guidance in the city/region/country? If so, which area or department?

The new guidance system (National Guidelines for Lifelong Guidance, 2013) should guarantee access to quality services for all citizens throughout the whole of life: in this perspective, the role of a territorial coordination become crucial to allocate resources and to provide technical assistance to all actors of the system (schools, employment centers, training institutions, guidance centers of the universities).

This coordination role is played at local level by the Regions that will define regional guidelines and will support the local guidance systems that include also the Provinces, the new Metropolitan Cities (10 main cities in Italy) and the Municipalities. The local guidance systems include the territorial offices of the Ministry of Education (Uffici Scolastici Regionali e Provinciali), schools, Universities and other Higher Education institutions, the Public Employment Services, the Vocational Training System.

Each regional coordination is responsibility of the Regions and it should monitor the guidance services and activities at regional level for covering all functions based on the demand and on the guidance needs of the population at any age.

2)   Which actors provide guidance in your country? Who are the main actors/stakeholders?

In Italy, career guidance is mainly provided by the Public Employment Services at regional and provincial level, following national guidelines.

Most of schools provide information to students and families. Also guidance services of Universities often offer information and advice regarding mainly on their own training pathways.

A number of Municipalities had established Youth Information Centers and guidance centers.

3)   Is there any coordination between the different actors that provide guidance in your country? If so, please describe.

In Italy, at national level there is a Commission on Guidance within the conference of Regions and it includes also technicians and representatives from different institutions (Ministry of Education, Ministry of Labour and Regions).

Each Region should promote the quality of the guidance services at local level. Some of the Regions have established a Technical Group for guidance, involving schools, employment offices, guidance centers of the universities and other local actors.

There is also the national network of guidance centers within the Euroguidance network, managed and coordinated by ISFOL (research institute of the Ministry of Labour) for diffusion of information and exchange of good practices at national level.

Through an inter-regional project, named ASSIST (www.wikiorienta.it/assist), a group of Regions has developed a model and technological tools for improving the quality of the local coordination of the guidance systems. A report on this innovative project is available here: http://www.regione.fvg.it/quaderni/quaderno46allegato/.

Resources

4)   Is there a specific space and/or website where the guidance actions, services, resources....of the city/region/country are collected? If so, which is it?

There are several national websites on education and work, but most of them can mainly provide information and not guidance services.

For students and families, there is a section of the portal of the Ministry of Education that offers information about schools and higher education and provides support for choosing the school or the university courses: http://www.istruzione.it/orientamento/. This website provides also e-guidance by e-mail. A group of experts from the Ministry answer by email the questions of students and parents concerning the choice of school and of the university.

Some Regions and Provinces have created web portals for supporting the regional guidance systems:

http://www.impiego.provincia.siena.it/ViewDocument.aspx?lang=it&catid=2d5498ba7b0f4f5f88d2d13793d1ed89&docid=8c48da09b443400b95fa502cf1248861

http://www.regione.fvg.it/rafvg/cms/RAFVG/istruzione-ricerca/regione-per-orientatori/

http://www.cliclavoroveneto.it/scegliere-e-orientarsi

http://www.provincia.bz.it/diritto-allo-studio/orientamento-scolastico-professionale/dopo-media.asp

http://www.cittametropolitana.torino.it/cms/ifp/orientamento/percorso

Other on line resources are:

http://bancadati.italialavoro.it/bdds/Prodotti.action?name=DOCUMENTA

www.educaweb.it

http://www.universitaly.it/

http://www.unito.it/universita-e-lavoro/orientamento-al-lavoro

5) Which agents/institutions offer guidance services and/or resources to citizens? Who are the users/clients and which type of services and/or resources do they offer?

There are different main target groups for guidance services in Italy: students, early school leavers and NEETs; unemployed workers and job seekers; disadvantaged groups, as people with disabilities, migrants, low skilled people, etc.

For the first target group main guidance activities and services are provided within schools and vocational training centers by teachers, tutors and guidance practitioners (most of the times through financed projects and external support from the local or regional authorities).

For students and graduates, all Universities have information and guidance centers aimed at helping young people for choosing the courses and at supporting them during their study years and when they need to find a job or internships.

In many cases, Municipalities provides information and guidance through Youth Centers, but these services are not coordinated and are not available in all towns.

For the other target groups, information, guidance and placement activities are provided by the Public Employment offices that are managed by Regions and Provinces at local level in each town (one Employment Center for every about one hundred thousands inhabitants). Guidance is mainly dedicated on the definition of career plans and on the analysis of individual training needs.

Guidance services within Public Employment Service are provided by experts, by guidance practitioners and by companies as external providers. There are national standards for ensuring the level of quality of these services.

6) Are there services specifically directed at Early School Leavers or those at risk of Early School Leaving? If so, what type of services are offered and by what type of agents/institutions?

Disorientation, early school leaving and high rates of youth unemployment represent serious problems in Italy and they press institutions to provide dedicated services.

Ministry of Education has issued national guidelines to all schools for improving guidance activities for all students.

Public Employment Services in each town provides career guidance to Early School Leavers and NEETs, following national quality standard.

Toscana Region has created the project called GiovaniSì (http://giovanisi.it/) with numerous activities and services, to promote youth employment.

Province of Siena has created a "Youth Corner" within the employment centers to meet the demand of career guidance of young people, with the provision of personalized programs of guidance and support at work.

The services for young people are provided by two types of practitioners: the guidance counselor (who helps young people to define their career goals) and the tutor (who helps young people to achieve a professional qualification in the education system or through apprenticeships).

The guidance services also promote an effective networking with the education system and vocational training centers.

Policies

7) Has the city/region/country incorporated guidance in its governance plan (as a strategy, action...)? If so, in what way?

Toscana Region has a long tradition in the field of guidance and it has established an integrated system of guidance, education and employment services in 2002 *(Legge Regionale 26 luglio 2002, n. 32 - Testo unico della normativa della Regione Toscana in materia di educazione, istruzione, orientamento, formazione professionale e lavoro)*.

In 2014, the Regional Council highlighted the role of career guidance with a new law (*Legge Regionale 14 ottobre 2014, n. 59*): "to ensure a high level of success at school, the public system of career guidance is enhanced and integrated with the strategies of lifelong guidance". This law established:

1. The Region guarantees the right of lifelong guidance promoting the access to guidance resources and services to support the full development of individual potential in education vocational training, employment and entrepreneurship activities.

2. The Region, in order to reduce early school leaving and to promote employability and social inclusion, founds all policies for lifelong guidance on the needs of each person.

In particular, career guidance within the education system will play a role of prevention of early school leaving. Career guidance at school starts during the first year of secondary school degree and it should be provided by qualified staff.

Technologies

8)   How would you describe (in a broad overview) the weight or percentage of services that are delivered through ICT versus face-to-face methodologies?

In Italy, the use of technologies and social media in career guidance services is not yet very popular and there are not many significant experiences in this area. Most of the institutions limit the use of the web to provide general information on the topics of study and work and information for access to services. Only a very law percentage of services are delivered through ICT.

A major experimentation in this area has been conducted within the project www.jobtribu.eu. This research project pinpointed the need of investments and training in this field. Public Employment Services could have many benefits through the efficient use of ICT and social media, improving the accessibility and the quality of career guidance services.

The most popular and innovative on line system for career guidance in Italy is SORPRENDO (www.sorprendo.it), with a database of careers and a career matching model.

The software is built upon an English model (Cascaid's Adult Directions application – www.cascaid.co.uk) and the realization of the Italian version was carried out by a group of experts of the Friuli Venezia Giulia Region, Marche Region, CIOFS-FP Piemonte and Pluriversum of Siena, with the supervision and the methodological and technological contribution of Cascaid Ltd. S.OR.PRENDO is an innovative tool that can provide career practitioners and people an effective help to career and training choices. The software consists of two parts: a database of professions (with more than 450 professional profiles) that can help people to explore several careers and to understand different and similar aspects among careers; an interactive matching system that can link the interests and preferences of each user with the characteristics and specific aspect of careers in the database, search and returns in real-time the most suitable careers that meet these preferences.

From 2013, S.OR.PRENDO software is available on line and accessible on any device: computer, notebook, tablet and smartphones.

Today S.OR.PRENDO is used by more than 250 public and private organizations in Italy engaged in the field of career guidance (schools, universities, municipalities, employment offices, vocational training agencies...).

Within Youth Guaranty program in Piemonte Region (www.garanziagiovanipiemonte.it), web seminars for guidance purpose has been organised for give advice to young people out of the education and employment (NEET).

Social media is still not used effectively in career guidance. For the moment there are free groups created by guidance practitioners and teachers on FB and Linkedin for update and exchange of information.

There are as example dedicated groups on Linkedin:

Linkedin Group "Guidance 3.0" (https://www.linkedin.com/grp/home?gid=6556115)

Linkedin Group "Vocational Guidance with S.OR.PRENDO" (https://www.linkedin.com/grp/home?gid=5120655)

There are a survey on best practices in this field and an handbook for practitioners here:

http://www.jobtribu.eu/documents.html

Best practices and experiences

9)   Are there any projects or initiatives that can be of interest to the Guiding Cities project: focused on benchmarking, coordination of guidance services in a community or reducing early school leaving?

A group of Regions has developed a model and new technological tools for improving the quality of the local coordination of the guidance systems. This project is named ASSIST (www.wikiorienta.it/assist) and the results could be used for implementing the coordination of guidance systems in other contexts. A report on this innovative project is available here: http://www.regione.fvg.it/quaderni/quaderno46allegato/.
Marche Region is one of the institutions that are implementing the model, starting a wide project of training of teachers and practitioners of the regional guidance system and providing technological resources for improving the quality of guidance services.
Province of Siena is implementing and testing e-portfolio within guidance services for early school leavers (E-perfect project).

10)   Any other comments which are important to understand the state of the art of guidance services in your context, especially in reference to Early School Leaving?

There are recently new National Guidelines for school to improve guidance activities within the methodological framework of Career Management Skills (as pinpointed from the European Resolution of 2008).

O1/A2 - Focus groups

Short presentation of your focus groups

In Italy, the strategy to collect more information, experiences and needs from several stakeholders, experts and practitioners included the organisation of 3 focus groups in different contexts, both in presence and on distance.

The first focus group was held in Napoli at the Department of Education of the University Parthenope of Napoli with a group of expert and researchers (2/3/2015).

The second focus group was held in Siena at the main office of Pluriversum and at the same time on line through the web platform of the project. Guidance practitioners and experts took part in Siena and on line (14/3/2015).

The third focus group was held in Firenze at the Department of Education of the University of Firenze with a group of expert and researchers (16/3/2015).

List of FOCUS GROUPS

- **2/03/2015 – Napoli**
- **14/03/2015 - Siena**
- **16/03/2015 - Firenze**

Total number of participants: 17

List and description of participants

Name	Role	Organisation	Address
Antonio Maria Pastore	Tutor	University of Naples	Naples
Rossella Lubrano	Tutor	University of Naples	Naples
Sergio Bellantonio	Researcher	Parthenope	Naples
Alessandro Priore	Researcher	Parthenope	Naples
Jane Valletta	Secondary School Teacher	Secondary School	Naples
Rita Ruggiero	Secondary School Teacher	Secondary School	Naples
Carmela Belgianni	Researcher	Parthenope University	Naples
Giovanna Del Gobbo	Researcher	University of Florence	Florence

Glenda Galeotti	Researcher	University of Florence	Florence
Giulia Lucchesi	Researcher	University of Florence	Florence
Francesca Piccini	Guidance Practitioner	Centro Studi Pluriversum	Siena
Stefania Milani	Guidance Practitioner	Centro Studi Pluriversum	Siena
Gaetano Martorano	Expert	Centro Studi Pluriversum	Bologna
Eleonora Durighello	Expert	Centro Studi Pluriversum	Bologna
Alessandra Montana	Expert	Centro Studi Pluriversum	Siena
Minna Kannisto	Staff	Centro Studi Pluriversum	Siena
Francesca Valentini	Staff	Centro Studi Pluriversum	Siena

Coordinator: Giulio Iannis, Centro Studi Pluriversum

- **Report on the information collected**

The focus groups included both teachers, both experts and guidance practitioners, both researchers. These types of participants allowed the activity to collect information on the emerging needs and the main experiences in this specific field.

In particular, during the focus groups, the University of Naples and Florence presented a national research project in this field, aimed at collecting and evaluating the best practices of career guidance. The project is called Emp & Co. - Employability and Competences and it is funded by the Italian Ministry of Education for implementing a research on methods of orientation and professionalism of the practitioners. The partnership includes also the University of Siena and the University of Padua.

Pluriversum presented the project ASSIST (www.wikiorienta.it/assist), promoted by a group of 6 Italian Regions (Friuli Venezia Giulia, Piemonte, Lazio, Umbria, Marche, Trento) for improving the quality of coordination of guidance systems. It has developed a model and new technological tools for the local coordination of systems (information management, monitoring, evaluation, training of practitioners, and promotion of services). A report on this innovative project is available here in PDF format: http://www.regione.fvg.it/quaderni/quaderno46allegato/. Marche Region is one of the institutions that are implementing the model, starting a wide project of training of teachers and practitioners of the regional guidance system and providing technological resources for improving the quality of guidance services.

One of the best examples of the use of this guidance tool has been promoted by the Regione Marche, focused on the improvement of the guidance services in all the territory, with the involvement of all actors (Region, Provinces, schools, universities, public employment offices, VET centers, trade unions and other stakeholders). This project could be a very good example for implementing and testing a Guiding Cities Model.

Pluriversum presented also an other relevant experience in the field of career guidance for young people: the project has developed Sorprendo, a career guidance for providing career guidance interventions at school and for supporting transitions from education to work.

Other local initiatives with specific focus on early school leaving are the projects of the Province of Siena for promoting the use of new technologies in the field of career education and guidance (also with the use of e-portfolio and web platforms for career guidance).

➢ **Emerging needs and priorities of the group**

The main emerging needs are:

- Sharing methodologies and career guidance resources;
- Improving coordination and cooperation among local actors and systems (education, training, employment)
- Implementing training pathways for career guidance practitioners and teachers.

➢ **Conclusions**

There is an increasing interest in the Guiding City project and in the results. There are several opportunities for testing and dissemination in Italy. The direct involvement of researchers and experts from some Universities could be very helpful for the implementation of the project results.