

Assessment and recommendations

Policies to address skills imbalances in Italy

The “*Buona Scuola*” reform has the potential to reshape the Italian education system by providing, through the *Alternanza Scuola Lavoro (ASL)*, renewed incentives for education providers and the world of work to co-operate. Lack of trust and dialogue need to be addressed, however, to develop strategies leading to more relevant skills to reduce imbalances.

Italy suffers a profound lack of dialogue and trust between schools and firms and the very much needed links between these stakeholders have not emerged spontaneously in the past. The status of TVET is affected by a severe negative social stigma and education tracks that build links with the world of work have been traditionally perceived as leading to low-quality education. Against this backdrop, in July 2015, the Italian Government approved a comprehensive set of new education measures which go under the name of “*La Buona Scuola*” (the Good School) reform with the intended objective of radically transforming the Italian education system by addressing several of the long-standing issues at the core of the low level and quality of Italy’s skills.

The “*Alternanza Scuola-Lavoro*” (ASL) is one of the most remarkable traits of the *Buona Scuola* reform as this introduces, for the first time, compulsory internship periods and work-based learning not only in technical and professional secondary schools (e.g. *istituti tecnici* and *istituti professionali*) - but also in the “humanistic and scientific gymnasiums” – the *licei* – where the linkages with the labour market and firms’ needs have been traditionally thin and sporadic.

... implementation challenges have emerged that can potentially hinder the positive effects of the reform...

Schools and employers are slowly adapting to the introduction of the ASL and much still needs to be done for the ASL to be fully operational as well as for the relevant stakeholders to be ready to absorb the policy change. At the moment, schools (especially the *licei*) find it difficult to integrate the ASL in their curricula and to create the necessary synergies between academic programmes and the vocational content of the internship periods.

Implementation challenges arise as the ASL reform’ guidelines give little indication on the specific role of employers in identifying learning goals. Much of the burden related to the implementation of the ASL is, instead, left to schools.

The tasks of school principals are extremely challenging and complex. This is all the more so given the lack of specific knowledge on labour market issues of many of

them. This situation, in turn, lead to the promotion of work-based learning activities of heterogeneous quality both across different education institutes and geographically across regions in Italy.

Employers are also in a difficult position when accepting minors participating to the ASL within their premises as these need to be monitored constantly and their safety ensured. The lack of dialogue between education providers and employers has also contributed to the ASL' internships periods being often detached from students' learning paths and to be carried out at the end of the academic year. More incentives and support should be provided to firms to proactively engage in the implementation of the ASL reform.

The difficulties to adopt the ASL reform are, however, also linked to the size and geographical distribution of firms across the national territory. Whenever links with employers are especially difficult to be established, “simulated enterprises” (laboratories that mimic the work done in a real firm and the tasks of workers) are used instead. These latter remain, however, a second-best option as students are not always directly confronted with the, sometimes unexpected, challenges of real production. To streamline and encourage collaboration between schools and firms the Italian Government created a specific web portal (*Registro Nazionale Imprese-Scuola Lavoro*) whose effective functioning needs to be monitored. More initiatives are ongoing with the chambers of commerce (*Unioncamere*) and ANPAL playing a key role in assisting schools to implement the ASL and students to find suitable work-based learning opportunities.

In Italy, however, firms still play a minor role in in the assessment and validation of the skills acquired by students during the ASL. Much of the assessment is still done by school teachers who, in many instances, lack the adequate or specific work-experience to comprehensively assess the work-related skills acquired by students. More should be done to integrate Italian firms both in the design of the content of work-based learning activities and in the assessment of the skills acquired by students during the ASL. This latter element is especially important to build the necessary trust around ASL skills so that these can be effectively absorbed by the labour market.

Much needs to be done to reduce fragmentation in TVET provision and to strengthen its status. Career guidance and counselling should be reinforced to reduce the importance played by students' socioeconomic background in their enrolment decisions between TVET and general education. This can contribute to improving the allocation of talent to schools and reduce skill imbalances.

In Italy, TVET education is provided through three distinct models that have grown in a somehow disorganised manner over time. This undermines significantly the visibility and status of TVET programmes in Italy. The quality of laboratories and infrastructures should be improved to make them effective in developing work-relevant skills. Too many young Italians are trained on old technologies and their work-related experience, when exiting schools, is far from being adequate to make them interesting candidates for the scarce jobs available.

The provision of TVET at the regional level (IeFP) has the potential to provide tailored solutions to skills imbalances that are specific to the territory. This is particularly important in a country like Italy where economic, social and education challenges can change dramatically from one region to the other. IeFP pathways, however, face several challenges and, at the moment, are not able to fulfil their

potentially important role in aligning the local supply of skills to the demands of employers.

With some exceptions, the IeFP programmes are perceived as low-quality courses. Career guidance and counselling support could help mitigate the low visibility of TVET as they are fundamental for students to navigate through education options and to understand employment prospects. In Italy, the perceived quality of career guidance in schools is high. However, while the counselling support is good, this does not immediately lead to smaller shares of *undecided* students. In this context, the help and support that Italian students receive from families is, also, positive and important. However, an undesirable social *lock-in* effect can sometimes emerge.

Too few young Italians from disadvantaged backgrounds tend to choose the *licei* when, in fact, they would have the adequate skills to do so. On the contrary, students coming from advantaged backgrounds usually dismiss *tout court* the possibility of enrolling in TVET tracks as these are perceived to be of lower quality.

The recent revision of the normative regulating apprenticeship contracts (*apprendistato di primo e terzo livello*) has also the potential to strengthen the linkages between firms and students. The impact of these new efforts needs to be carefully monitored as incentives for firms to adopt apprentices in Italy have been traditionally weak.

Families and schools in Italy should work more closely together to strengthen the orientation and counselling given to students. Similarly, the Italian Government should boost the advertising campaigns used to increase the status and visibility of TVET programmes and highlight – both among students and families – the good employment outlook of these programmes.

Qualifications in Italy do not provide robust signals of workers “true” skills. This makes skill matching more difficult as employers have only partial and poor information to sort candidates into jobs and skill requirements. However, evidence shows that graduates from universities that provide better professional and technical skills transit more quickly to high-quality and well-paid jobs. All the others struggle in a very much polarised labour market that places them in jobs for which they are usually mismatched by skills.

In Italy, qualifications are too often a weak signal of students’ skills. This hinders the job-matching process and increases the risks for employers of hiring the “wrong” candidate. Much more needs to be done to strengthen the skill-signalling power of Italian qualifications to make them robust labour market indicators for employers. Much can be achieved by creating bridges between education providers and the world of work to create trust towards qualifications while, at the same time, strengthening the work-based learning component of formal education.

Graduates from university programmes that provide high-quality professional training are well-rewarded in the labour market and are likely to quickly transit to high-quality jobs. Students in the Health and Welfare, Safety and Defence and Teaching and Education fields of studies are those reporting the best alignment between the professional and technical training received during their studies and the skills required by their current jobs. This situation is, in turn, rewarded by higher salaries in the labour market.

The picture of a strongly polarised labour market emerges in Italy. High-quality and relatively well-paid vacancies in Italy are scarce and these are quickly filled by candidates who have developed the adequate skills (e.g. a robust alignment between their skills and those required by employers). The search and matching process for graduates who have lower skills, instead, takes longer and it leads to jobs whose match is poor in terms of workers' satisfaction, wages and skills.

Much can be achieved by spurring the involvement of firms in the development of technical training aimed at filling the needs of the labour market. The *Istituti Tecnici Superiori (ITS)* are a welcome innovation in the Italian TVET offer. Challenges remain, however, in fostering coherent internship periods in some technological areas of ITS. Evidence shows that providing more relevant work-based learning, also in ITS, can lead to gains in terms of employability and skill use at work. ITS are also too small to fill all the Italian skill gaps and the new *Lauree Professionalizzanti* can help reduce skill shortages. Challenges still arise as much needs to be done, yet, to upskill Italian teaching staff to ensure that work-relevant skills are provided to university students.

Generally speaking, the alignment between education programmes and employers' needs can be spurred by a *top-down* approach, where the government and universities design the training programmes so as to respond to the demands of the labour market or through a *bottom-up* approach, where firms are strongly involved in the identification of training priorities for students.

Italy is now addressing this *puzzle* by implementing both approaches simultaneously through, on the one hand, the establishment of the so-called *Lauree Professionalizzanti* (Professional Tertiary Degrees – where the government and universities take the lead in the design of programmes to satisfy labour market needs) and, on the other hand, the creation of the *Istituti Tecnici Superiori* (Higher Technical Institutes – ITS, where the firms play a key role in the provision of training for their needs).

ITS have so far shown extremely good results in developing work-relevant skills that are then rapidly absorbed by the labour market. Preliminary evidence seems to signal, however, that ITS Foundations where the presence of firms is stronger show a better alignment between the skills provided to students and those required by the labour market. This, in turn, leads to brighter labour market outcomes in terms of employment rates for graduates in those areas.

Commentators highlighted that it will be difficult for ITS to grow in number (while keeping their effectiveness) as the Italian productive fabric, grounded on many small enterprises, is not fertile to such experiences everywhere across the national territory. The new *Lauree Professionalizzanti* can help filling the gaps.

Striking a good balance between the need to support the development of ITS and that of strengthening the education system with a more varied TVET offer (the *Lauree Professionalizzanti*) is a complex task. While the *Lauree Professionalizzanti* may distort the incentives to enrol in ITS, they can potentially represent a useful tool to spur the supply of technical skills at the tertiary level. To be successful, this experiment needs to create strong links between universities and employers from the very beginning. Such linkages, while much needed, have emerged only in sporadic cases in the past. Among the reasons of past failures, the lack of dialogue between tertiary education institutions and the world of work and the difficulties of integrating technical

and professional programmes into academic programmes, these latter favouring theory over practical and hands-on learning.

Other challenges relate to the disconnection between university teaching staff and the world of work as only few university teachers have up to date technical and professional experience. This is all the more so as only 16% of teachers in tertiary education are less than 40 years old. The age of teachers represents a challenge as older ones may lag behind the fast developments of new technology and of labour market needs. The large share of relatively old teachers in Italy also discourages youth to enter this career path as progression is not ensured and wages are not attractive.

Low wages and issues related to the geographical mobility of teachers remain among the well-known and long-standing problems of the Italian education system. Worryingly, data from Almadiploma (2016) show that up to 62% of upper-secondary students enrolling to tertiary education in the teaching field of study are not happy with their choice. In addition, the imbalances at the regional level in the allocation of teaching professionals, even after the recent reform, contribute to perpetuate the skill divide between the north and the south of the country. A better designed set of incentives, stronger career progression and wages can boost the attractiveness of the profession and provide teachers with the correct incentives for mobility.

Better skill matching can be spurred by sound industrial policy. The recent increase in data availability (e.g. big data) triggered by the dramatic expansion in the use of new digital interfaces poses challenges to countries and workers as to how to adopt and adapt to these technological changes and make the best use of them to increase productivity. Italy, more than other countries across the OECD, is likely to struggle to adjust to recent technological changes as the skills of its workforce will need to go through a substantial transformation. The new set of interventions of *Industria 4.0* is a step in the right direction, but implementation challenges need to be addressed for the reform to reap all benefits.

The Italian Government has recently introduced a set of ambitious industrial reforms with the objective of igniting a radical shift of the Italian productive system towards the use of new and high value-added technologies. The set of reforms goes under the name of *Industria 4.0* (I4.0)

Big Data Analytics, Cloud Computing, Industrial Internet, Additive and Advanced Manufacturing (i.e. 3D printing and interconnected robots) are among some of new technologies that the I4.0 measures aim to stimulate through a mix of public and private investments in new infrastructures, R&D initiatives and programmes to upskill the Italian workforce. The skill component of the I4.0 reform is, therefore, pivotal for its implementation and success.

Firm size, innovation and skill needs are the fundamental aspects behind the coexistence of a generally low-skilled workforce, large shares of over-skilled workers and skill shortages in certain areas. All these, represent a major challenge facing the implementation of *Industria 4.0*.

The relationship between firms' size and productivity assumes particular relevance to explain the skills challenges that Italy will have to face when implementing the I4.0 measures. A polarised picture emerges when analysing Italian productivity: some (few and relatively large) firms are highly productive while others (many and relatively small firms) show extremely low productivity levels.

Firm size helps explain both the quantity and quality of skill demand in Italy. Large and innovative Italian firms seek workers with high technical and transversal skills to reinforce their position in global and international markets. Smaller firms, instead, react to upward (or downward) swings in the demand for their goods.

Evidence shows that the small size, low productivity and limited product diversification of the vast majority of Italian firms represent a major challenge to the Italian skill system as this situation is leading to a weak demand for high-skilled workers in most sectors while creating shortages in few others as a consequence of the demand from the few larger firms.

Industria 4.0 can play a pivotal role in boosting the sluggish Italian aggregate skill demand by helping smaller firms to become more innovative, connected to the world technology frontier and open to international markets. Achieving this result, however, requires strengthening the entrepreneurial and managerial skills of Italian employers to make them pro-active actors of the digital revolution.

In Italian firms, work organisation features and management practices that encourage the deployment of skills in the workplace are rare by international standards. In Italy, too many workers end up in jobs where their skills are not used or developed effectively. Larger firms show better results in terms of high performance workplace practices (HPWP) than smaller ones but work organisation practices such as task discretion, mentoring, job rotation or employee participation, incentive pay, training practices and flexibility in working hours are still extremely low across firms of all sizes.

In addition, Italian “family” managers lack, in some cases, the key skills needed to face the challenges brought about by globalisation and internationalisation. This weakness, peculiar to the Italian tradition, contributes to the vicious circle for which Italian firms remain small and concentrated in traditional sectors, requiring primarily low-skilled workers and producing (with only some notable exceptions) low value-added goods.

Raising awareness among employers and employees of the potential economic returns that stem from the use of new technologies is equally important. Much more than in other OECD countries, firms, employers and employees in Italy are, in fact, not familiar with the use of ICT technologies. This represents a major impediment to the take-up of the I4.0 package of measures in the first place.

The labour market challenges stemming from rapid technological change can be effectively addressed only through a combination of hard/technical as well as soft/transversal skills. Skills that allow to easily switching from one occupation to others (or between tasks within the same occupation) will be increasingly important in the future. Learning to learn will be one the crucial feature of future workers’ skill set as this will help them adopt and adapt to new technologies and face rapid changes in labour market demands. Retraining and lifelong learning will be crucial to adapt to forthcoming challenges.

Flexibility, the ability to make a professional presentation or being punctual is among the skills that employers struggle to find in young graduates. The lack of one of these skills results in employers discarding an otherwise suitable candidate for the advertised vacancies.

Unfortunately, most Italian graduates lack adequate soft and transversal skills. Schools and teachers can play an important role as educators and provide support to students in developing soft skills through innovative teaching methods. The Italian education system, however, seems to be unprepared for this challenge. Historically, Italian schools and universities have favoured traditional teaching over innovation. Building bridges between education and the world of work is a key to “teach” students some work-relevant soft skills such as team-work, punctuality and flexibility.

Young workers – more familiar to ICT and technological innovations – are generally in a relatively better position to fill the new skill gaps that are likely to emerge as a consequence of the adoption of new technologies envisaged by the I4.0 reform. Older workers, however, can (should) also play an important role in the implementation and adoption of the I4.0 measure but there exists a substantial risk these latter could be displaced and mismatched when new technologies are adopted in production workflows as envisaged by the I4.0 measures. To reduce the likelihood of this event, all workers will need to upskill and retrain throughout their whole working life.

Retraining and upskilling programmes can help workers of all ages to familiarise, for instance, with new technologies and to reduce the depreciation of their skills induced by rapid technological change. Italy, however, lags behind other countries when it comes to the participation of adult workers in education and training at all levels.

The recent economic crisis has also had a considerable impact on training and LLL activities in Italy as evidence shows a reduction in training activities across firms. This reduction was especially sharp in firms operating in the North-East and Centre regions. Against this backdrop training providers have tried to diversify their offer and retrained their own workforce to provide programmes that are more aligned to labour market needs, responding more effectively to the requests of employers.

While many Italian workers are lacking basic ICT skills, have only basic knowledge of foreign languages and lack a wide range of soft and hard skills, too much of the available funds for training has been used to provide courses in areas that are only marginally related to the development of those skills that are required to face rapid technological change and globalisation. The provision of courses to develop language or ICT skills should be boosted by diverting resources from training programmes that are financing less relevant skills.

In 2015, the Italian Government ratified the Jobs Act, a comprehensive labour market reform which addresses the drivers of labour market duality through a new regulatory framework that is reshaping the relationships between employers and employees in Italy. Several challenges lie ahead the implementation of the Jobs Act. Many of these challenges relate to the delivery of active labour market policies to increase the skills of unemployed so as to match the needs of firms. Other challenges emerge due to the fragmentation of the Italian labour market, where the North leads through cases of best practice and the South follows at a great distance

The Jobs Act introduced a new single open-ended contract with increasing levels of protection according to workers’ job tenure (*contratto a tutele crescenti*). At the same time, firing costs were made less uncertain for firms by restricting the grounds for reinstatement in cases of dismissal without just cause. Finally, the Jobs Act introduced

generous – albeit temporary – social security cuts for newly hired workers under the new permanent contracts.

While the reform seems to have boosted the creation of permanent contracts in the first year, the potential gains coming from it should be assessed in the medium and long run as these are expected to work through a renewed set of implicit incentives given to i) employers to recruit and to ii) workers to develop adequate skills to meet employers' demands. Crucially, the Jobs Act also promoted the creation of a new National Agency for Active Labour Market Policies (*Agenzia Nazionale per le Politiche Attive* – ANPAL). The ANPAL has been designed to provide renewed incentives and support for the unemployed to retrain and upskill in order to meet the needs of the labour market.

Italy is a country of contrasts that need to be brought together by a coherent policy response. A deep economic and productive divide has for too long contributed to the divergence of labour market performances between southern and northern regions of the country as well as within regions in these areas.

Better matching of the available skills to local labour market needs is, in Italy's fragmented context, fundamental to increase productivity and well-being of all Italians. Much, therefore, needs to be done to enhance skill matching, especially in lagging areas of the country.

A strong geographical divide contributes to the long-standing weak performance of the Italian labour market and of its economy. While cases of best practice exist in the south of the country, these are not widespread. Participation to the labour market also varies dramatically from one region to the other and also within regions. As an example, while the average share of Italian NEET is extremely high by international standards, the aggregate national figure masks an even more worrisome picture where certain regions from the south of Italy show shares of NEET as high as 40%. This is only the tip of the iceberg as the functioning of the labour market across Italian regions varies considerably and so does the quality of skill matching.

Despite major regional skill imbalances, residential mobility in Italy is very low and many Italians do not have sufficient incentives to relocate. Supportive policies need to be strengthened, such as housing policies and relocation subsidies, greater flexibility of work arrangements and family support.

A fragmented legislative framework has also contributed to limit labour market mobility and so, skill matching. Until recently, separate Regional Qualification Frameworks (*Quadri Regionali di Standard Professionali*) have been used by each Italian region to certify formal qualifications. The implementation of different standards and procedures at the local level has eventually led regions to recognise only their own qualifications, eventually reducing intra-national labour mobility. The situation has recently improved with an agreement between state and regions on the use of a national qualification framework. Its effective implementation across all regions should be carefully monitored.

Strengthening the validation of informal learning can also lead to higher labour market mobility. Despite the efforts of the Ministry of Education and of the Ministry of Labour and Welfare, a solid system for the Recognition of Prior Learning (RPL) at the *national level* has not been developed yet. Standards for RPL, instead, do exist at the regional level but their fragmentation represents a potential limitation to the

functioning of the whole system that eventually contributes to the emergence of skill mismatch and shortages.

While labour market performance varies greatly across regions, wage differentials between the north and south of the country are instead small (around 7%). In addition, the higher costs of living in the North contribute to reduce these differences even further so that workers with a stable job have usually weak incentives to move in response to skill shortages arising somewhere else in the country. Weak wage incentives for the employed hinder labour market mobility and, contextually, the quality of skill matching.

The situation is, however, different for those who are unemployed. The main drivers of intra-national migration (usually from the South to the North) are not wage incentives but the likelihood of being employed, the latter being higher in the northern part of the country.

The fact that intra-national mobility is driven mostly by employability prospects – rather than wage differentials – is the reflection of both a weak aggregate demand for skills and of a tight labour market. Both aspects, in turn, lead many workers to accept jobs for which they are usually over-qualified and, in many cases, also mismatched by field of study. The individual costs associated to accepting jobs for which a worker is mismatched are, however, substantial and they materialise in substantial wage penalties paid by mismatched workers relative to other well-matched workers.

Linking wages to productivity is, therefore, imperative to spur a better skill match as this can provide workers with the adequate pecuniary incentives to develop and use their skills in jobs that truly make full use of their human capital. Similarly, by anchoring wages to productivity, employers will have more incentives to attract the right type of skills for their vacancies.

Vacancies in Italy are hidden and few are advertised publicly. Family and professional networks are the channel through which jobs are matched to skills, with sub-optimal effect on the quality of the matching.

The weak aggregate demand for skills in conjunction with the limited number of jobs available in Italy has also contributed to the emergence of substantial brain-drain, with many young (but also older) Italians looking for high-quality and well-paid jobs abroad.

In the Italian labour market, many vacancies are hidden and not visible to those who would, in principle, be able to supply adequate skills to fill them. Professional and family networks represent, by far, the most important channels of diffusion of labour market information and play a major role in matching vacancies to workers and so, to skills.

Italian employers – especially those in SMEs and in the south of the country – struggle to identify their skill needs and in many instances prefer to rely on their restricted professional or social/family network instead of “taking the risk” of hiring someone from “outside” and whose characteristics are unknown.

Until the recent introduction of the Jobs Act, the combination of high firing costs, low managerial skills and of poor skill-signalling power of qualifications/education titles has dramatically hindered skills matching in the Italian labour market. This, in

turn, led to a suboptimal allocation of talent and to the widespread use of informal networks to recruit workers through temporary and insecure contracts.

The recent crisis has exacerbated the situation, with an increase in the vacancies that have been “hidden” from the public access. Those who did not have access to high-quality networks have been exposed to increasingly fewer public job-vacancies and many decided to move abroad. International migration, driven by the desire of finding a better skill match, is usually positive as it allows a better allocation of talent. The drain of a nation’s human capital, however, does represent a major problem when this country is not able to attract from abroad the talent required by its own labour market in specific areas.

Italy scientists’ net migration position in between 2001 and 2010 has been negative, with many Italian scientists moving abroad and going to the United States. Initiatives are needed to endogenously spur a stronger demand for those skills that have been developed nationally as well as to attract international talent to fill shortages when needed.

Active and passive labour market policies (LMP) fundamentally differ in the way they see skills as a tool to address labour market challenges and crises. Passive LMP such as unemployment benefits can help to provide relief to the unemployed from the strains of their labour market condition. This is done by supporting the incomes of unemployed but not directly their skills. Active LMP, instead, aim to provide workers with tools and support to retrain and upskill so as to return to employment in the best possible job match through an enhanced skill set.

The creation of the ANPAL, the national agency for the provision of active labour market policies represents a major shift in the way Italy approaches labour market policies. Such shift has potentially notable repercussions on the way Italy develops and matches skills.

Italy has a long tradition of passive labour market policies and of relatively generous wage-topping mechanisms – the *Cassa Integrazione Guadagni* (CIG) – that have been largely used a “*the*” solution to temporary crises and labour market challenges.

Against this backdrop, the Jobs Act promoted the creation of the ANPAL to provide renewed incentive for the unemployed to retrain and upskill in order to meet the needs of the labour market. Putting emphasis on “*active*” interventions is going to face several ideological barriers. Italy needs to do more to create the adequate social context for this change.

The rejection, however, of the constitutional reform proposed through a national Referendum in December 2016 has modified the initial plan for which the ANPAL would have centralised the mandate over the delivery of ALMPs in Italy and, as it stands now, this is a shared competence between the ANPAL and the regional governments.

Co-ordination challenges with and among regions, especially with regards to the interpretation of *minimum standards* for the delivery of services to jobseekers, are likely to emerge. These can potentially end up undermining the role of the ANPAL itself. Doubts remain, therefore, on how the constellation of different experiences at the local and regional level in delivering labour market policies will be able to homogeneously adapt to the radical switch to ALMPs. This is all the more so in a context where regions will not be fully accountable to the national agency.

It is, therefore, imperative for Italy to design adequate mechanisms to strengthen co-operation between regional and national stakeholders. It is crucial to identify clear criteria on which regions and providers of services have to be held accountable homogeneously across the whole national territory.

Another major challenge facing the ANPAL in the delivery of ALMPs will be that of making the best use of scarce resources. Skill profiling tools can help streamline case-workers activities and have already been implemented in Italy within the Youth Guarantee (YG) scheme in 2014. This positive experience should be capitalised upon for the delivery of ALMPs.

Along with the development of new profiling tools, the ANPAL is going to manage a web portal whose aim is to provide information to both jobseekers and employers on vacancies and skills available in the labour market. It will be important to monitor the effective functioning of this web tool and, especially, the integration with regional informative systems and with the national network of statistical information provided by ISTAT and INAPP's *Sistema Informativo delle Professioni*.



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