

# THE JOB SERVICE OFFICES OF THE SALESIAN VET CENTRES IN EUROPE:

operational guidelines,  
quality standards and tools for  
European VET providers



# DBWAVE

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# 1

## THE JOB SERVICE OFFICES OF THE SALESIAN VET CENTRES: A EUROPEAN AND INTERNATIONAL PERSPECTIVE

### 1.0. Introduction, objectives and structure of the guidelines

The European project DB WAVE, the first Erasmus+ KA3 project that brings together 7 European Salesian VET networks with the common goal of increasing the employability and social inclusion of young people through vocational training, has among its specific objectives the creation and development in a cooperative way of tools aimed at providing quality resources to facilitate the transition of VET students in Europe into the labour market.

One of these quality resources that the partnership of the DB WAVE project has developed is the present document, the operational guidelines to create or to update a Job Service Office in one's own reality. Many Salesian VET centres in Europe had already developed this kind of internal employment centre which deals with managing all the services related to job placement and which directly connects the VET centre to the labour market with the general aim of employing Salesian students.

These guidelines have the purpose to collect and map the services that the VET Centers of the Salesian world can offer to their students and to share the physical and digital tools that are used daily by JSO operators.

The guidelines consist in two parts:

- a.** The Guidelines, describing history and providing a general overview of the current situation of European JSOs
- b.** The Toolkit, consisting in a collection of tools developed or used by the Salesian VET Centers in Europe.

### 1.1. The Salesians and the working world: the heritage of St. John Bosco from 1852 up to now

Since their beginnings, the Salesians have dedicated special attention to the theme of youth employment, to the importance of students' preparation, to their orientation and insertion, always citing with pride the action of Don Bosco who signed the first labour contract and that is still considered as an "ante litteram educator-unionist".

*“Don Bosco, in the presence of a socio-political situation which in fact did not protect his young apprentices, reacted once again in a very concrete way. He approached some workshop owners whom he knew and offered them to sign apprenticeship contracts for those who participated in the life of his Oratory”.*

After Don Bosco's death, the first generation of Salesians affirmed - with a programmatic expression - that they wanted to continue working *“with the times and with Don Bosco”*.

In these programmes we read:

*“There is no doubt, therefore, that if we Salesians wish to work profitably for the benefit of the youngsters, we too must move and walk with the century, appropriating what is good in it, indeed preceding it, if we can, on the path of true progress, so that we can authoritatively and effectively fulfil our mission. Vocational schools must be gyms of conscience and character and schools equipped with the best of modern inventions in tools and mechanisms, so that young pupils lack nothing of the culture of which modern industry rightly boasts.”*

As part of their educational action, the Salesians have always placed orientation as a means of preparing the young person for work and life:

*“In the educational field, guidance is a service that, with its own methodologies, integrates and supports the intervention of the educational institutions, offering a specific contribution from the psycho-pedagogic-didactic-social point of view.”*

In particular, the Italian CNOS-FAP Federation has deepened the guidance activities provided in the new Vocational Training and has modified its organisational structure according to the Decree regulating the accreditation of training centres, because

*to define the strategic role of the orientation in the educational system contributes to the modern approach of the reform to the “right to training” in substitution of the scholastic obligation. In this perspective the orientation service becomes strategic in that it can be expressed as an action that gradually accompanies the person who has the arduous task of bringing back to a “personal project” the multiple opportunities for learning and training.*

## 1.2. The emergency linked to vulnerable youth employment and the vocation to professional integration as part of holistic development, based on a meaningful culture of work and on a valuable life plan: the establishment of Job Service Offices inside Salesian VET Centres

There are three main reasons why the educational institutes belonging to the Salesian VET networks in Europe are willing to create or strengthen Job Service Offices in their realities and they are: Christian motivations, Salesian vision and political reasons.

### Christian Motivation

Christian motivation is inspired by the importance that work has in a person's life according to the Christian view.

Here are some expressions of Pope Francis:

*“The book of Genesis tells us that God created a man and a woman, entrusting them with the task of filling the earth and subduing it, which does not mean exploiting it, but cultivating and preserving it, taking care of it with their own work (Gen 1:28; 2:15).*

*Work is part of God's plan of love: we are called to cultivate and care for all the goods of creation and in this way, we participate in the work of creation. Work is fundamental to the dignity of the person.*

*Work fills us with dignity, it makes us similar to God, who has worked and still works, always acting (Jn 5:17); it gives the ability to support oneself, one's family, to contribute to the growth of one's nation. And here I am thinking of the difficulties that, in various countries, the world of work and enterprise is encountering today; I am thinking of how many people, and not only young people, are unemployed, often because of an economicist conception of society, which seeks selfish profit, outside the parameters of social justice.*

*I would like to invite everyone to show solidarity and to encourage those responsible for public affairs to make every effort in order to give new impetus to employment; this means caring for the dignity of the person.*

The recent proposal for a global event to “Rebuild the global educational pact for and with the younger generations, launched on 12th September 2019 by Pope Francis, also contains a very inspiring point:

*“To commit oneself to study in order to find other ways of understanding the economy, of understanding politics, of understanding growth and progress, so that they may truly be at the service of man and of the entire human family in the perspective of an integral ecology of man and the economy. Work is part of God's plan of love: we are called to cultivate and care for all the goods of creation and in this way, we participate in the work of creation. Work is fundamental to the dignity of the person”.*

The bibliography to deepen the Christian vision of work is immense.

### Salesian Vision

Don Egidio Viganò, Rector Major of the Salesians (from 1977 to 1995), spoke in 1985 at the Assembly of the CNOS-FAP Federation on the following subject: “The commitment of the Salesian Congregation to the world of work”.

Here below one passage from his speech is reported:

*The first idea that seems to me to be evident from this rapid consideration of our founding text is the Congregation's clear awareness of the Salesian commitment in the world of work, as a characteristic aspect of our mission. The more this commitment diminishes, the more the figure and the face of the Salesians become generic. [...] To create a culture in the world of work, or to help grow in a specific culture in the world of work according to a Salesian education, means to have the following objective: to know how to do a catechesis that, from within, moves the competence, the professionalism, the responsibility of the young person who grows for the world of work. This is something quite complex. It is a fact that one cannot do catechesis with young workers in the same way that one does catechesis with young students: there are different values. ...*

Don Ángel Fernández Artime, the Rector Major of the Salesians, responds to the question “Does work, and in particular trades, remain fundamental in the training of young people?”:

*“Our educational experience shows us that young people prepared for work with a professional or technical education present a very special profile. [...] they are young people, boys and girls who are close, simple, with a great sense of practicality, a capacity for empathy and motivation for service. One can say, without a doubt, that training and preparing for work serves to structure the person correctly”.*

### Political and Social Reasons

The political motivation is linked to the choice made by the European Union to modernise the labour market.

The European programming 2014-2020 has put side by side with the traditional objective of people’s employability, which has supported over the years the training offer aimed at the development of professional skills, the new objective of employment, aimed at the occupational integration and/or reintegration, through Active Labour Policy measures.

This evolution has raised a new issue of the relationship between Vocational Training and Active Employment Policies.

Analysing the situation in Italy, it can be said that at the moment the Active Employment Policies are still a young strategy, almost immature, still far from being a stable, broad, universal system. Although aware of these critical issues, but still convinced that we are in the presence of a marked trend line that is now irreversible, CNOS-FAP Federation has participated to this project in order to focus on Vocational Training connected to the world of work and supported by a specific service of accompaniment to work.

### Background Elements

The development of Employment Services in Vocational Training is linked to the changes that have characterised the labour market in recent times.

Global competition, market transformation, the speed of change of scenarios are just some of the key issues that have led to the rapid crisis of entire production systems, the obsolescence of skills and professions, the emergence of new competitors and new forms of organising production.

This scenario has also been affected for years by the decisive and increasingly pervasive presence of digital technologies, accompanied by new models and forms of communication/ dissemination and access to network-based information, the development of algorithms with which to interact with vast databases, the spread of artificial intelligence and the interconnection of technological systems and equipment.

In this scenario, some points of reference seem to be emerging:

- the competitive advantage of the competent person, also known as “human capital”;
- the benefit of an ecosystem conducive to the growth, hybridisation and innovation of skills;
- the active management of uncertainty through employment policies, qualified services and lifelong learning.

### The Proposal

The project idea for a Vocational Training Centre is to work on the entire chain aimed at accompanying the person and the enterprise, intended as any external organisation which has a demand for skills, in the various phases of labour demand and supply matching.

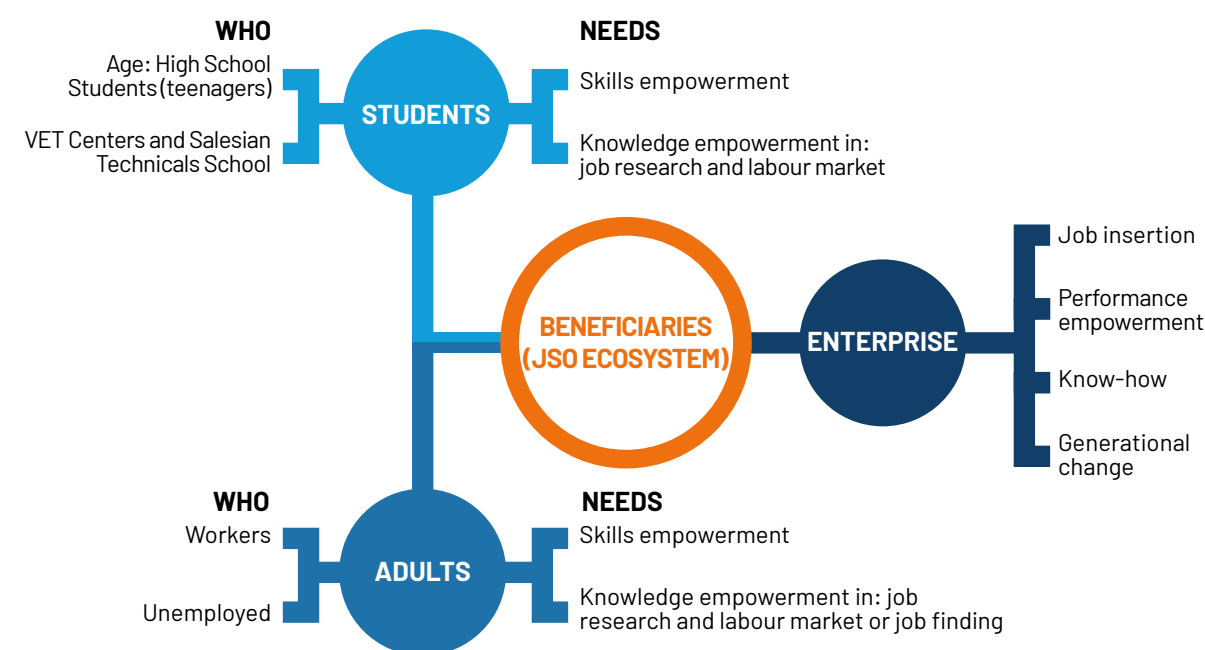
In order to give concrete form to this project idea, it is necessary that the Vocational Training Centre progressively implement an “integrated action” for making the internal Job Service Office a driving force for integration and connection with the market, a hub for interaction with business.

Up to now, any organization model for Salesian Job Service Offices had been provided, the current actors of the Training and Employment Services do not have a univocal answer in an ideal organisational model or in equipping themselves with functions or tools. Various flexible models are envisaged, characterised by the ability to activate internal competences, integrate, motivate and enhance resources and networks of relations, organise opportunities for interconnection and interaction according to project experiences.

Even in the presence of this organisational flexibility, the Job Service Offices should measure itself with:

- the enterprise that looks for “competent people”;
- the people (unemployed, students at the end of their studies, former students who want to change jobs or need to find a new one) who are looking for a job;
- the students of their own Vocational Training Centre who find in the JSO a useful stimulus for their professional preparation.

### 1.3. Description of the beneficiaries, of the stakeholders (JSO ecosystem) and of the map of services provided by a JSO of the Salesian VET Centres in Europe

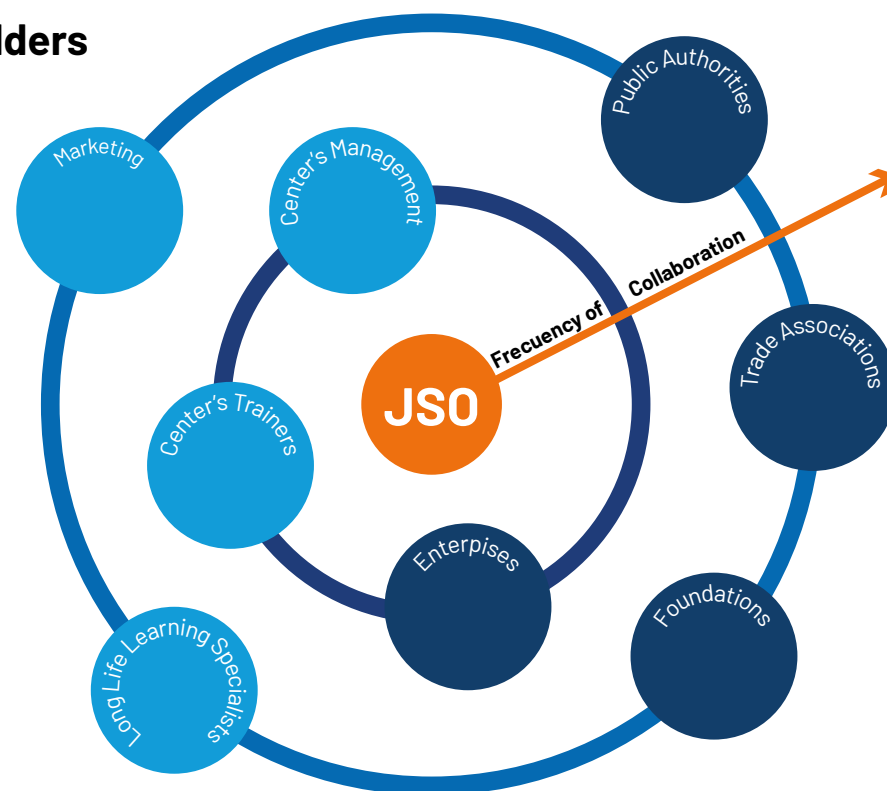


The beneficiaries of the services provided by the JSOs can be summarized in three groups:

The stakeholders of the JSOs ecosystems could be resumed in internal ed external ones and organized by frequency of collaboration:

### JSO's Stakeholders

Internal Stakeholders  
External Stakeholders



## VOCATIONAL GUIDANCE AND ORIENTATION, GUIDANCE SERVICES

CNOS-FAP Federation, through its JSOs, offers the opportunity to those who attend their own training courses (initial or continuous) or to those who are looking for a new job to be involved in a work orientation pathway under the guidance of a qualified counsellor and expert in Employment Policies.

The main activities can be summarised as follows:

- a. INFORMATION:
  - Information about the services provided by the local network for job search and training and how to access them.
  - Referral to the reception service and/or taking charge for signing the Service Agreement.
  - Provision of tools for self-consultation of job offers.
- b. RECEPTION AND TAKING CHARGE OF THE BENEFICIARY (Guaranteeing the user the possibility of updating his or her personal and professional record and of being taken on by means of an individual interview to sign the Service Agreement.)
  - Presentation of the aims and operating methods of the caretaking service.
  - Reading and detection of the professional and service needs expressed by the user.
  - Writing or updating of the worker's personal and professional file.
  - Insertion of data on the job demand/supply matching tool.
  - Signing of the Service Agreement in which the mutual commitments are defined.
- c. CAREER GUIDANCE
 

To support the user in the construction and definition of a personalised pathway useful to actively promote their integration or reintegration into the world of work or to improve their position in the labour market:

  - Orientation interviews: first recognition of the user's training experiences, skills, knowledge, potential and aptitudes; first analysis of the user's professional history.
  - Assessment of the user's training and professional needs.
  - Definition of the Individual Action Plan (proposal of adhesion to measures commensurate with the expressed needs).
  - Support in the drafting of the curriculum vitae.
- d. GUIDANCE COUNSELLING
 

To support the user in need of support services to identify the professional objective, in order to define the personalised pathway useful to actively promote insertion or reintegration or to improve the position in the market:

  - Specialised guidance interviews.



- Skills assessment activities and individual pathway structured in several meetings to: listen to and understand the personal, scholastic, training and professional history of the individual.
- Analysis of skills and professional aspirations: reconstruction of the skills, potential and aptitudes of the worker, drafting of a professional project.
- Identification of support interventions for labour insertion consistent with the identified needs and orientation towards specialised services and training.
- Updating of the Individual Action Plan on the basis of the results of the skills assessment and of the specialised guidance interview.

### JOB INSERTION

Structured Job Insertion service aimed at selecting the best matches between young talents and companies looking for staff.

The service is structured as follows:

- PLANNING WORK BASED LEARNING PATHS:** Supporting the user through training measures, apprenticeships, internships, etc.:
  - Accompaniment in the active search for training opportunities.
  - Assistance in adapting the training project and/or adjusting the starting skills
  - Promotion of work-based learning (dual training, apprenticeships, traineeships and internships).
  - Tutoring in internship and stage paths.
- ACCOMPANYING TO WORK:** Supporting the user in the search for employment and in activities related to job placement or resulting from the need to improve employability:
  - Preparation for appropriate job interviews.
  - Accompaniment in the active search for job placement.
  - Support for self-promotion.
  - Advice on business activity creation and referral to relevant services.
  - Organisation of information days dedicated to the presentation of new business opportunities or the consolidation of soft skills
- JOB OFFER/DEMAND MATCHING:** Supporting and facilitating the matching of job supply and demand, accompanying the worker towards employment, offering an effective response to both the job placement needs of users and the professional needs of companies:
  - Accompaniment in the phase of scouting and promotion of the user towards companies.
  - Identification of job opportunities.
  - Accompaniment in the pre-selection and selection phase.
  - Assistance to entrepreneurs in the application of regulations facilitating job placement.

## 2.1. SERVICES: Information, reception and activation; vocational orientation and counseling; the building up of learner-centered vocational pathways

This chapter offers a non-exhaustive list of services identified as desirable or necessary to help, to support and/or to inform the learners in our VET centres.

These job services may vary from one country or partner to another. They can be created or integrated in their existing organisation.

Regarding information, reception and implementation with learners, actions depending on these themes can, depending on the case, be included into the actions of the educational and/or training establishment. They may not be fully dependent on the JSO. In this case, it may be necessary to follow the progress and establish goals in order to work on a good basis.

The implementation part will be specific to each establishment and/or organization depending on the relationship with JSO.

### Editorial Help

**Creation of a CV / Cover letter:** the base of the internship research is communication, for that we can help our students to create a CV or a cover letter. It is important to explain how to adapt a cover letter to each company, the presentation of letter (where to place the address, the date, etc.) and the use of a mail address, if necessary.

**Creation of internship report:** The internship report can help students to present their competences to the future employer and give them greater confidence. We can support them with models of internship reports and with their writing of documents. We are here to remind them of the essential points to highlight their internship and the skills developed during it.

**Provision of research tools (computer, phone):** Some students do not have a computer, internet connexion or a phone. This situation is rare, but it exists and it is necessary all students should have the same opportunities. For that, we must have an office available with computers and phones for the internship research. The access to computers and phones must be controlled to prevent misuse.

### Help for Professional Behavior

**Simulation of a job interview / internship request / telephone interview:** self-confidence is often lacking in our young candidates. We must help them express themselves during an interview, for example, with the creation of small standard text to say to the future employer for an appointment request.

**Help to present and be presentable:** We must help them to highlight their qualities and know to express their weaker points. They should also be oriented on the outfit to wear during an interview (avoid jeans with holes, T-shirts with funny images or other, comb their hair correctly, not chew-gum, etc).

### Organisational, Methodological Assistance

**Help in job searching:** The internship / job searching is quite difficult for students or the first-time workers to get access to employment. We can help them to structure their research: doing a companies list with addresses, phone numbers and a box to note the information received about the company contacted by phone. This way, they are less likely to phone twice same company.

**Interviewing students to help them find the company best suited for them:** All students are different, they have their peculiarities, their handicaps, their characters, their affinities. Some

companies can become a bad experience. We can support students by helping them target the companies that best meet their expectations, particularly through our partnerships.

### Help to Contact Partners: Companies, State/Regional organizations

**Partner company listing:** the production of a book listing all of the establishment's partners will help the students to better research and more efficiently (business activity, address, phone number). This book can be made from the history of the establishment with companies.

**Link with employment the centers / temp agencies:** We have national job search assistance structures. We can liaise with them in order to be informed of job offers in the event of strong demand.

**Forward job offers to students:** The establishment can receive job offers from partner companies or former students. They can be transmitted directly to students or communicated by posting in the JSO office or on a JSO website for example.

**Support the application of a student to a company:** Some students find it difficult to introduce themselves to companies despite their work and efforts. We can use our partnership with companies to promote young people and place them in internships and or work.

**Web platforms and information sites (eg: Yparéo...):** The use of platforms is not to be neglected and to know how they should be mastered for job search. We can support them in their search.

**Student / Professional exchange forums:** Direct contact and exchanges between the professional world and young people allow the latter to better implement their representations / projects and establish their professional network. The establishments can organise forums for exchanges between professionals and young people.

### Accompaniment

**Students and their family interview for the orientation:** Support throughout the year is important to help young people project themselves into the future with confidence. We can direct them to further studies in higher education or help them choose additional training to become versatile (eg a student in automobile mechanics can study bodywork and painting) or help them prepare for their entry into the professional world.

**Establishment of internship agreements complemented by an evaluation to help the students with carrier orientation:** Young people are often undecided on their orientation and / or have the wrong idea of the chosen profession. The completion of internship can help them with their career orientation and allow them to create a motivated professional project. We must therefore be able to provide internship agreements to support the students in the construction of their training course.

**Support during the internship:** The first steps in a new company can be intimidating, so young people should feel supported by their training center. Calling the internship supervisor at the star and middle of internship and making a visit towards the end of the period ensures that the students feels good in the company, that they develop their skills related to their training and that the accoure a professional attitude. We must also remain reachable for businesses and student in the event of a problem.

Advice/ knowledge on legal/ labor codes: We can envisage JSOs with different performances depending on the number of categories and services provided (level 0, level 1, level 2, etc). For example, see table below.

Services	JSO LEVELS			
	Level 0	Level 1	Level 2	Level 3
Help for professional behaviour				
Simulation of a job interview				
Help to present and be presentable				
Editorial help				
Creation of a CV / Cover letter				
Creation of internship report				
Provision of research tools (computer, phone)				
Organisational, methodological assistance				
Help in job/intership searching				
Interviewing students to help them find the company best suited for them				
Help contact partners: Companies, state/regional organisations ...				
Partner company listing				
Link with employment the centers / temp agencies				
Forward job offers to students				
Support the application of a student to a company				
Web platforms and information sites (eg: Yparéo...)				
Student / Professional exchange forums				
Accompaniment				
Students and their family interview for the orientation				
Establishment of internship agreements complemented by an evaluation				
Support during the internship				



## 2.2. METHODOLOGIES (methodological focus ex. assessment and validation of non-formal and informal competences)

The assistance provided to learners attending our school and VET centre mainly consists in internship research and job research is not a strong demand. Our school and VET centre mainly collects offers for apprenticeship contracts whereas the alumni association mainly collects the job offers they receive.

### MINIMUM

Services	Tools	Wich means
Editorial Help	CV type model	Access to a computer with internet access
Internship research	List of partners	Advice from content teachers in the different specialties

### MEDIUM (the elements of the previous table should be taken into consideration)

Services	Tools	Wich means
Assistance on how to introduce yourself	Instructions	Advice from general subjects' teachers and professional specialties former students' website
Assistance on how to prepare a report	Video	
Interview with families	Interview guide	Personality questionnaire
Internship research, apprenticeship contracts research and/or job research	Positioning grids Billboard	
Internship monitoring	Access to the Don Bosco.fr platform	
	Skills grids	

Services	Tools	What does it mean?
Internship or job targeted research	Interview + personality test	Positioning software and/or questionnaire
Recommending a youngster	Business Forum, Job Dating	Person in charge of relations with the partners
Contact with the national job research structure and private companies providing temporary jobs		

### TOOLKIT (Gathering Tools EX. SKILLS PORTFOLIO)

In order to carry out the training, there are two different type of tools.

The ministry of National Education provides the first one which is the diploma curricula.

The second one is the training programme which is carried out by the teachers' or trainers' in charge of the training. This depends on each school or VET centre.

### DIPLOMA CURRICULA

These documents detail the content of the different training subjects in terms of:

- Professional activities,
- Knowledge,
- Skills.

These three subjects are identified as an exam unit.

### THE PROFESSIONAL ACTIVITIES

The professional activities are split in different tasks which are precisely detailed as follows:

- the starting conditions
- the list of tasks
- the expected results
- the implementing conditions in terms of resources, relationship with the other company departments as well as the documentary resources.

### THE KNOWLEDGE

The different types of knowledge are identified and coded.

Then, they are linked with skills through a table

All the knowledge is described, and the limits are explained. Different levels of mastery are set.

### THE SKILLS

The skills are organised in different categories and then detailed

A table matches the skills requested with the professional activities and tasks.

### TRAINING PROGRAMME

The training programme consists in visualizing the learners' training progress in different subjects, during the training cycle. This can be done thanks to a training programme table which shows the activities, the tasks, the skills and the related knowledge. The evaluations/ tests are also visible in the training programme. In order to get a clearer organisation, the material, the machinery, the technical support material and the occupation of the educational spaces (workshops, labs, classrooms...) may be mentioned /added.

# 3

## JOB INSERTION AND OTHER MARKET ORIENTED SERVICES

### 3.1. SERVICES: CO-PLANNING, IMPLEMENTING AND MONITORING APPRENTICESHIPS AND OTHER WBL PATHS

The Vocational Training Center / The school / The Institute plans - independently or in agreement with the company - training and / or career development plans for students and / or adults in training.

These activities are mostly mandatory by the funding body (Region) and are closely linked to the type of training course promoted.

The design activity is followed in all its parts, from the bureaucratic aspects to the operational ones and up to ongoing and post-activity monitoring.

The main types of activities provided are the following:

- A.** Curricular and extra-curricular internships (only for students and adults in training)
- B.** Extracurricular internships (only for students or pupils leaving the course)
- C.** Private internships
- D.** Dual Apprenticeship (for students only)
- E.** Ordinary vocational apprenticeship

The activation process is roughly common in all declinations.

After a preliminary phase of getting to know the company and the student, a skills assessment is carried out and an orientation interview that aims to better understand the skills, talents and skills potential of the student and, moreover, the professional fields to which he is most inclined (e.g. if one industrial mechanics student is more inclined to welding or milling).

Having carried out this first phase of analysis, the training tutor (associate of the VET Center, who's deputy to activate, manage and monitor the training process), will hold the requesting company and produce a formal documentation regulating the experience that has to be activated.

The documentation is generally divided into three models:

- Center/Company Agreement: a contract that will regulate the rights and duties of the Center and the Company, last but not least the main rights and duties of the student.
- Individual Training Plan: probably the fulcrum of the whole experience.

- The tutor and the company, in the person of the company tutor (counterpart of the training one who collaborates with the Center), will discuss to draw up a plan of all the activities that the student will carry out in the company and the skills that are expected to mature. In addition to this, operational headquarters, hours of work as well as insurance and social security coverage.
- Final evaluation module (outgoing skills): at the end of the activities, the company tutor will go to identify which are the skills acquired and/or strengthened and possibly evaluate the achievement of the objectives of the experience. Attitude is also usually evaluated (eg. punctuality, curiosity, etc.).

Types of activities provided by the institution:

### A. CURRICULAR AND EXTRACURRICULAR INTERNSHIP

By internship we mean a period of on-the-job training in companies that are available to host one or more students for a specific period of time.

These formative periods can be scheduled during the formative year and are called “Curricular” (usually 4 or 5 weeks with daytime hours) or “extracurricular” when they fall outside the period of educational activity (for example the summer period).

In exceptional cases, the extracurricular internship can take place during the training year but in third moments with respect to curricular activities, such as an internship to be held every Saturday morning at a restaurant or in a car workshop (automotive).

The internship involves different charges for the company, but at the moment is totally free, because is not “job” but an on-job training period during the school year.

### B. EXTRACURRICULAR INTERNSHIPS

The extracurricular internship has a legal and operational form almost identical to that of the extra-curricular internship, the reference regulation is the regional one. The main differences are the following:

- the extracurricular internship requires UNILAV communication by the personnel department of the host company;
- the extracurricular internship foresees a minimum duration of the experience (15 days) and a duration maximum not exceeding 6 months;
- the extracurricular internship provides for a salary / reimbursement of the intern which can be determined through a specific regional decree.

The extracurricular internships can be divided into two particular families:

#### B1. SUMMER INTERNSHIP

Internship that can be activated during the summer break for students still in charge of the institution of formation.

Example: student enrolled in the 2nd year, who will resume his career in September by accessing the 3rd formative year.

#### B2. ORIENTATION TRAINING

Internship that can be activated during the summer break for students no longer in charge of the VET Center.

Example: A student enrolled in the 3rd year, not yet enrolled in any 4th formative year at the same institution or other educational institution.

### C. PRIVATE INTERNSHIPS

The private internship has a legal and operational form almost identical to that of the internships extracurricular, the reference regulation is the regional one.

The main difference is that the latter sees as beneficiaries all the unemployed with a company intent on hosting them for a certain period of time, which must not exceed six months (not even for the activation of a new internship at the same company).

Private internships are a service that is offered to companies upon payment of a startup fee.

### D. DUAL APPRENTICESHIP

By dual apprenticeship we mean the first level apprenticeship contract (Italian law).

Roughly speaking, the establishment process is the same as for curricular internships.

The juridical nature of the experience diverges; the dual apprenticeship can formally be constituted with two types of negotiation:

#### D1. FIRST LEVEL APPRENTICESHIP CONTRACT

A regulated employment contract, which makes the beneficiary a worker with mandatory training hours at the VET Center.

The formal and competence classification will be taken from the CCNL table concerning al professional role of reference.

The remuneration generally stands (barring regional differences) at 10% of the 60% of the reference figure salary (according to Italian CCNL).

#### D2. DUAL APPRENTICESHIP IN “STRENGTHENED TRAINING”

The dual system apprenticeship is managed as a generic curricular internship strengthened (The period is superior in time frame and complete with UNILAV communication). In this configuration, the beneficiary remains in his / her legal status as a student (not becomes a worker as in D1) with on-the- job training periods at the host company.

The main difference is that this learning period in the host company includes a time extended to approximately 50% of the hours provided for in the annual training plan.

Example: 1056 hours of training are divided into: 528 hours of training at the VET Center (including exams) and 528 hours of in-company training.

At the end of the training year, the company as deputy examination commissioner will validate the achievement or not of the skills acquired during the period at their headquarters.

The dual student constituted with procedure D1, passed the exam and obtained the European professional diploma will be faced with these scenarios:

- the company or the student, renounce to continue their relation;
- the company transforms the first level apprenticeship contract into an ordinary apprenticeship of three-years or five-years;
- the company lets the contract expire and proposes a temporary or permanent subordinate employment.

On the other hand, the dual student constituted with procedure D2 is formally unemployed at the end of the exam, and therefore free to receive a contractual offer from the host company or decide individually or not, to seek a new work experience.

### E. ORDINARY PROFESSIONAL APPRENTICESHIP

Employment contract for the achievement of a professional qualification for contractual purposes through a transversal and vocational training. Normally the duration of the contract cannot be over three or five years.

Young people aged between 18 and 29 can be hired with this type of apprenticeship (in the case of possession of a professional qualification the minimum age drops to 17 years), in all sectors of activities, private or public.

The Vocational Training Center can provide and manage the training required by the apprenticeship through the departments of continuous and permanent training.

#### THE FIGURES OF THE TRAINING TUTOR AND THE COMPANY'S TUTOR:

The tutoring, training and corporate figures are present in each one of the previous activities that imply the presence of a close relationship between the Training Center and the company.

The training tutor is designated by the promoter: He manages the development of the project and guarantee the correct development of the experience, monitoring the training course and verifying its consistency with what is indicated in the Training Project. At the end of the internship, he writes certification of the activities carried out and the skills acquired on the basis of the feedback from the company's tutor. In order to guarantee the quality of the trainee's accompaniment, each didactic-organizational tutor cannot follow more than a predefined number of trainees or interns at the same time (the variable number is according to the various regional laws).

The company's tutor, appointed by the host organization, has instead the task of facilitating the insertion of the trainee in the workplace and to assist him, support him and train him (possibly also with the collaboration of other colleagues), periodically verifying the results achieved. At the end of the path, the company tutor provides an overall assessment of the trainee's results. To this end, the tutor company must have the professional skills necessary to ensure achievement of the objectives set. Generally, each tutor can follow a maximum of 3 trainees at the same time.

#### Matching Between Market Offer and Training Demand

The Job Service Offices make use of qualified personnel in managing the intersection of demand and job offer.

Having collected the companies' requests, the vacancy and insertion times, the JSO consultant is activated by carrying out a search among unemployed ex-alumni and selecting a shortlist of at least three with the ideal technical and transversal skills.

For an efficient matching activity, it is advisable to carry out frequent follow-ups on the students by: phone calls, emails or instant messaging services. To do this it is necessary to have full time dedicated professionals.

Data management is processed through a job managing web platform that allows consultants to receive job offers directly from companies and therefore to carry out matching contextualizing required skills and geographical areas.

Sometimes, the company requests do not concern mere placement, but tailored training needs and other things, the JSO Consultant is active in analyzing needs, discussing with the company and then internally with the continuous training area, so as to be able to draw up a commercial quote or direct the order to the Training Consultants, who will be able to indicate starting courses and / or public funding opportunities for training activities.

#### Promotion and Implementation of Upskilling And Re-Skilling Path And Other Services Offered To Enterprises

The Vocational Training Center promotes and creates tailor-made training courses that can respond to the need for work placement or reintegration and / or the improvement of business performance for organizations requiring training.

In detail, this service takes the form of the following offer:

- detection companies' professional needs and definition of processes for the adaptation of professional skills of male and female workers;
- drafting and provision of continuous training courses for the improvement of performances;
- organization of technical visits for VET students;
- rent of rooms and / or school equipment for the training of new company workers;
- tutoring to the preparation of personalized training plans in the field of apprenticeship.
- Analysis of training needs.

The JSO, in interfacing with the company must better understand what the training needs are, so as to be able to propose the most appropriate solution for the customer; for example, as first filter, understand what a simple request of qualified personnel is compared to the activation request of a extracurricular summer internship or a dual apprenticeship.

A best practice is to ask the company to send an email with a description of what you need in a complementary way, it will act both as a formal request and as a reminder.

The service office, depending on the request, will close the open ticket (if of its competence) or will forward the request to the office in charge.

It is common practice that the services office at work in this function also becomes a commercial promoter of these activities. Good practice is to inform loyal partner companies or new contacts with mailing lists, newsletters and messaging services, which allow the JSO to obtain an excellent result by capitalizing considerably the time.

## 3.2. METHODOLOGICAL FOCUS

**The relationship with companies: how to start, manage and develop the dialogue with the business world.**

**What type of collaboration to undertake.**

**Recognition of the production chains of interest and survey of company needs.**

The relationship with companies: how to start, manage and develop the dialogue with the business world. What type of collaboration to undertake. Recognition of the production chains of interest and survey of company needs. Meeting between supply and demand: the role of the different actors to facilitate the job placement of the user Co-design / Evaluation / Monitoring of the activated services (cf. WBL toolkit prepared by CNOS-FAP and NOVITER): how to involve the enterprises in the improvement / development of the service, also within the trainee and / or trainer training paths.

JSO consultants plays in the creation, strengthening and loyalty of relationships between the Center and companies.

The relationships can be of an educational nature (e.g. creation of internship and / or internship paths) or commercial (e.g. creation of tailored training).

In this context, we could divide the relationship between the Center and companies into three operational phases:

- knowledge and approach to the company;
- creation of a partnership;
- loyalty.

### KNOWLEDGE AND APPROACH TO THE COMPANY

The JSO uses part of its time to contact and visit companies with which the Center never has collaborate (scouting and matching activities).

Contact can be made by telephone or via mail / social / job portals.

The Consultant, in the act of introducing himself to the company, will go to list and promote all the training activities and services that the Center can potentially put in place (eg. job placement through apprenticeship, activation of a dual apprenticeship path, etc.).

The company visit activity is fundamental, as it allows the Consultant to empathize with the company contact person and to grasp those essential aspects to start a fruitful collaboration (e.g. "clima" company, overall safety level, average age of the company population, etc.).

### CREATING A PARTNERSHIP

Business partnerships can be initiated in a formal and / or informal way.

Usually, formal means a partnership regulated by a specific agreement, while for informal means a company that collaborates with the Vocational Training Centers in a sporadic.

In this phase, in addition to the JSO Consultant, any tutors are involved with the aim of managing the provision of services:

- definition of partnerships with companies aimed at the mutual exchange of knowledge and opportunities formative;
- promotion of the job placement of young people and adults with professional qualifications through selection processes;
- promotion of training sessions with experts from companies;
- activation of training / orientation or job placement / reintegration internships, including targeted ones for a specific job (activity that includes the assessment inside the Center to identify the ideal trainee);
- elaboration of corporate coaching projects, human resources management and definition of the profiles of career.

Partnership example.

CNOS FAP ITALIA - MAN TRUCK SPA

Cnos Fap Italia and Man Truck Spa after a profitable mutual knowledge, have created a tender training that allows young people qualified in the automotive sector of the CFP to access a selection aimed at training specialists in the field of heavy vehicles.

In detail, Salesian students will have the opportunity to take advantage of different contractual conditions than students from third-party schools and have direct access to an apprenticeship recruitment professionalizing.

After a fruitful phase of getting to know the company and its needs, it is possible to create agreements that regulate groups of activities.

A classic example is the company that carries out educational activities in concert with the training staff.

The creation of a special agreement allows the relationship to be regulated.

### LOYALTY

In the continuation of the activities between the Center and the company it is essential to build loyalty and engagement.

Good practices are those of:

- invite and / or visit the company every six months / annually if there is no opportunity concomitant with internship / internship and similar visits;
- respond to emails and / or phone calls promptly or within 72 hours;
- keep a report of the activities between the Center and the Company, so as to check for any drops or increases of activity;
- maintain regularity in proposing training activities;
- make proposals consistent with the identified and / or known needs.



All these factors, from a monitoring point of view, can be translated into KPIs (key indicator of performance) useful for measuring and self-assessing the work of the JSO Office.

The loyalty of companies is a key point in the work of the JSO since the greater knowledge of each partner company allows to break down any information asymmetries that may hinder any activity.

For example, if there is a placement need in a particular company, knowing the interpersonal dynamics of the department, as well as corporate mission and vision, will allow the consultant to get the perfect match in less time and without resorting to further applications.

### MONITORING ACTIVITIES

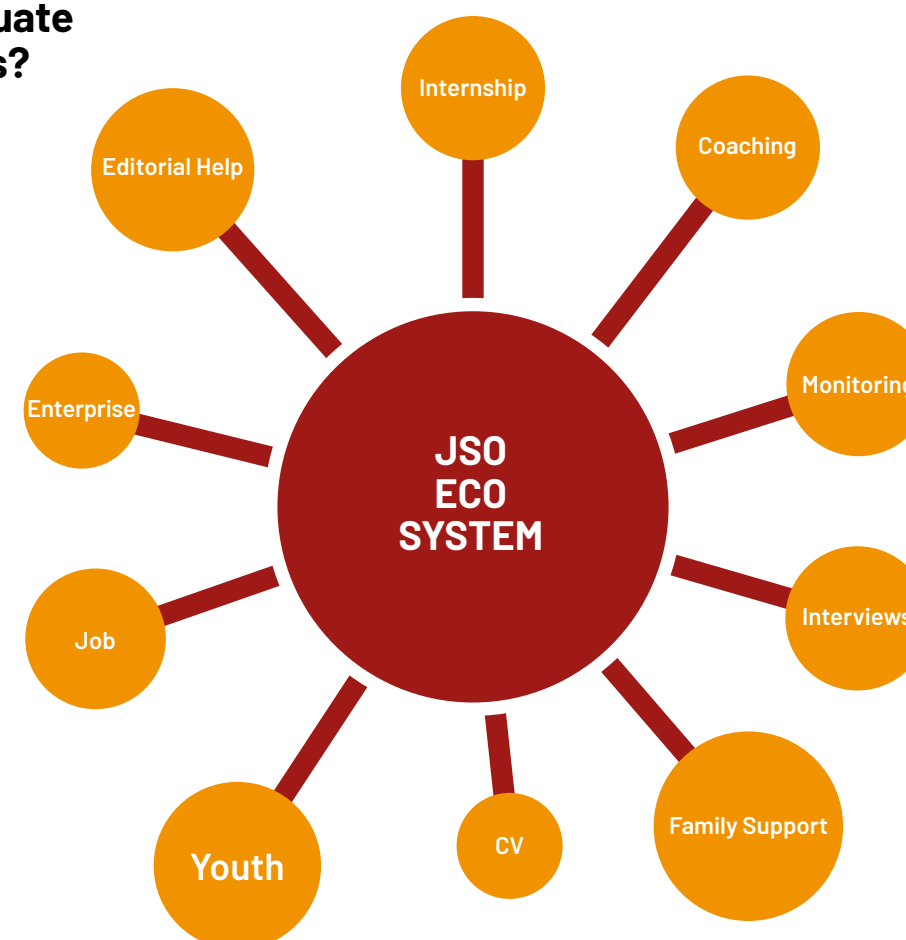
At the monitoring level, each JSO must define what are the best KPIs to be able to measure the effectiveness of their work.

The Italian experience makes use of consultancy companies specialized in management support in finding alternative financing channels to support the development of the Service Offices and to achieve the best organizational assets.

## QUALITY CRITERIA AND STANDARDS FOR THE SERVICES PROVIDED

### 4.1. MAP OF MINIMUM REQUIRED STANDARD AND ADVANCED QUALITY CRITERIA: general standards and individual standards

#### How to evaluate our services?



Is my office a Job Service Office or not?  
Do we have a Job Service Office in our VET Center?

These are the questions of every single VET Center manager.

For example, we know that every single VET Center provides a lot of services for students and adult but it is very difficult to assess if those services are training based services or job-oriented services.

To find out how to respond to those great questions, we have developed a unique system of evaluation, common to every single Vet center in Europe.

The standard system is divided into two documents:

#### A) “General Job Service Office Standards”:

It is a Google Form of 21 questions with a 50-points evaluation rate.

If your ranking is equal or over 25 points your office has the minimum level of JSO EU standards, from 30 to 40 points you have an intermediate level (divided in lower intermediate and upper intermediate) and finally, over the 40 points we can define the office as a top level JSO.

All the questions want to explore and discover what the services are provided and how the Center manages the services.

The questions sections are organized in:

- Editorial Help Services;
- Presentation Skills Services;
- Training on the Job Services;
- Orientation Services;
- Enterprises Relations and Connections;
- Digital Tools;
- JSO Managing Structure;

[https://docs.google.com/forms/d/1MkMUfwu\\_uMQfF\\_x\\_Y10xA0v1GLX1XBqQ2hjnAgjD4ul/edit?usp=sharing](https://docs.google.com/forms/d/1MkMUfwu_uMQfF_x_Y10xA0v1GLX1XBqQ2hjnAgjD4ul/edit?usp=sharing)

#### B) “The Job Service Officer HR Job Description”:

The added value of every single organization is the people who work for it.

Men and women who work side by side to ensure high quality services.

The hard-organizational approach based on structures and functional paradigms is obsolete to compete with the complexity of the new markets.

The soft organizational approach based only on the emotions or the feels (for example, using one person to a new role in order of his/her presumed workload balance) is obsolete to compete with an always more specialized services market.

The speed of the markets and services give us the opportunity to change our assets and evolve into a dynamical organizational approach based on the skills and relations between our intern functions.

The job service office by its essence is an horizontal transversal office able to touch every single function inside a VET Center; for example, JSO services are presents in training process and on job processes.

To manage the Job Service Office is necessary to adapt a new concept of manager, a dynamic figure with strong pedagogical skills and at the same time: sales skills (to better communicate and build loyalty with the enterprises), object-oriented mind (the JSOs services sometimes are like booleans variables, for example an internship can be realized or not with a clear deadline. The Job Service Officer has to be able to handle deadlines, failures and success).

To evaluate our officers we have developed a new dynamic job description form, based on; mission of the role, vision of the center, main activities with related flexible key performance indicators, skills required and skills assessted as surplus values.

In order to define a standard or just take a picture of our employees we have developed the JSOfficer HR Job Description:

Job Family	HUMAN RESOURCES	Sub Job Family	VET TRAINING
Rg - Office		Mission	
Organization	CARIS FAP		
Department	JSO		
Job Title	JSO MANAGER		
Direct Report to:			
Indirect Report to:			
AIM OF THE JOB POSITION			
MAIN TASKS		N. OF TIME PER TASK	
		25	
		10	
		10	
		10	
		14	
		5	
		5	
		5	
		5	
		3	
		2	
		1	
INTERNAL STAKEHOLDERS		EXTERNAL STAKEHOLDERS	
QUALIFICATIONS AND EXPERTISE TO HOLD THIS JOB POSITION		ORGANIZATION VISION	
SOFT SKILLS REQUIRED OR - 25		THE 4 KEY SKILLS TO	

The model can easily allow you to know what are the main activities that take in charge the JSO, and self-assess if you're working with efficiency and a desirable balance in order to avoid time thieves (i.e. those work processes that are not efficient or not needed anymore).

The model is dynamic and updatable every six months or every year, to verify if services have changed or the workload has been modified (i.e. The Job Service Officer, can easily know itself if his/her work load is heavier or not compared to the last year).

In case of retirement of the Job Service Officer, is possible to have an update picture of the job role to find a new talented person to become the new colleague.

Obviously, the model is repliable to every single job role inside a VET Center and thought for an internal use only.

### TOOLS FROM THE PARTNERS

JSOs use various tools to enhance and professionally perform the services offered.


Obviously, these services are different for each European nation depending on the commercial agreements and the managerial structures of each VET center or VET national network.

The areas in which the tools usually operate are the following:

- balance of skills and discovery of talents;
- matching activities between job supply and demand

## EXAMPLES

### PERFORMANSE®

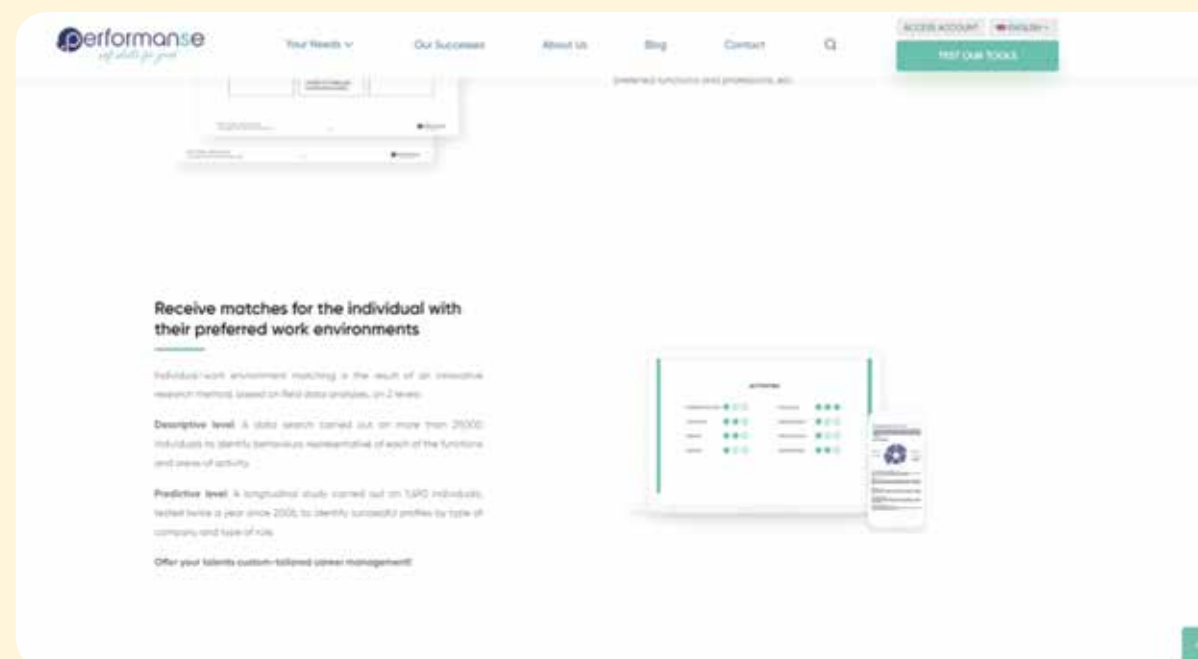
TOOL	NATIONALITY	USERS	SERVICES PROVIDED
			<ul style="list-style-type: none"> <li>• Personality test;</li> <li>• Talent and career management</li> <li>• HR Assessment</li> </ul>
Contact person: Piero Fabris – <a href="mailto:p.fabris@cnos-fap.it">p.fabris@cnos-fap.it</a>			
Link: <a href="https://performanse.com/en">https://performanse.com/en</a>			

**PERFORMANSE** is A french specialistic software in soft skills and assessment sciences.

The expertise of PerformanSe has been developed over 30 years of experience and understanding of the individual at work. Any organisation needs a clear vision of its teams' contributions to positively project its employees into the future. To take up this major challenge, PerformanSE team design and distribute psychometric tests (personality tests, cognitive tests, etc.) dedicated to assessing and developing talent.

Behavioural and cognitive assessments, 360° assessments, collective efficiency, mapping, etc.: 100% web-based, the solutions provide you with a unique understanding of employees & candidates, their attitudes, motivations and beliefs.

Key to individual and collective performance, this understanding enables you to recruit according to the right criteria, to engage and retain your talents, and to sustainably align each of them with their responsibilities and objectives. It also helps you discerningly prepare them for future transformations through a clear and positive relationship. To etch out, with them, a truly desirable future.



## SORPRENDO®

TOOL	NATIONALITY	USERS	SERVICES PROVIDED
			<ul style="list-style-type: none"> <li>Self Assessment;</li> <li>Decision making empowerment;</li> </ul>
Contact person: Piero Fabris – <a href="mailto:p.fabris@cnos-fap.it">p.fabris@cnos-fap.it</a>			
Link: <a href="https://www.sorprendo.it/">https://www.sorprendo.it/</a>			


**SORPRENDO** is the innovative technological platform for orientation, designed to help people make responsible decisions for their future.

Thanks to self-assessment tools for one's interests, preferences, skills and a database with detailed records on over 450 career paths, SORPRENDO allows you to identify study and work objectives and build action plans to achieve them.

Sorprendo is an Italian software.



## SAL PLESK®

TOOL	NATIONALITY	USERS	SERVICES PROVIDED
			<ul style="list-style-type: none"> <li>Job apply;</li> <li>Matching demand and offer;</li> </ul>
Contact person: Francesco Gentile - <a href="mailto:f.gentile@cnos-fap.it">f.gentile@cnos-fap.it</a>			
Link: <a href="https://formazioneweb.org/dev/salpleskv2/">https://formazioneweb.org/dev/salpleskv2/</a>			

**SAL PLESK** is a web portal that allows companies to post their job advertisements and people to report their availabilities.

The JSO office, in its territorial competence, can manage the matching and build targeted job applications.

The graphics of the tool is very friendly, as it uses Google Maps® as a basic tool.

The IT tool is fully developed within CNOS FAP Italia.





## JOB LABYRINTH®

TOOL	NATIONALITY	USERS	SERVICES PROVIDED
			<ul style="list-style-type: none"> <li>inclusive education, training and youth employability in Europe;</li> <li>gamification for employability;</li> </ul>
Contact person: Angelica Progetti – <a href="mailto:a.progetti@cnos-fap.it">a.progetti@cnos-fap.it</a>			
Link: <a href="https://www.cnos-fap.it/en/node/65965">https://www.cnos-fap.it/en/node/65965</a>			

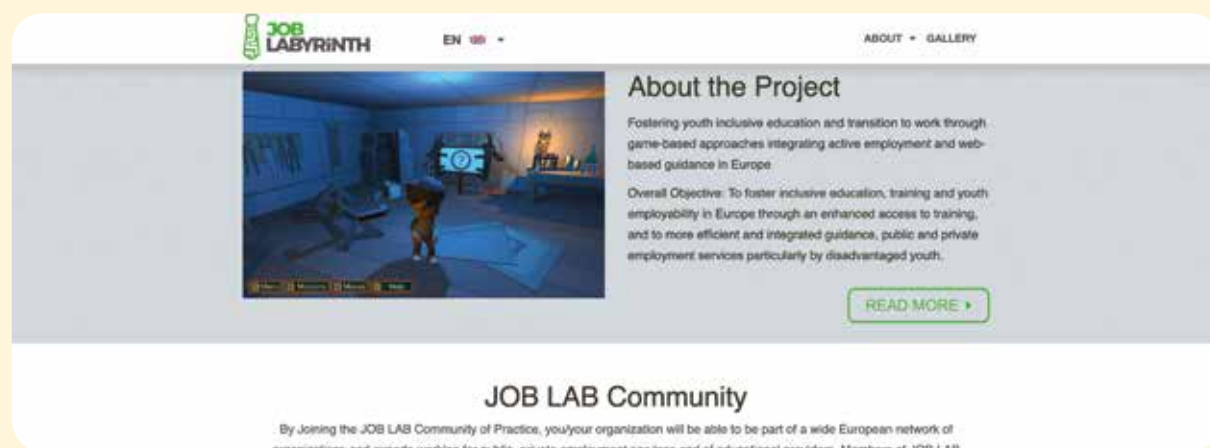
**JOB LABYRINTH** project moves from the assumption that there is a direct link between Unemployment, Poverty and Social Exclusion according to whom, as a result of growing unemployment, young people are experiencing increased levels of poverty and social exclusion

The following **operational objectives** of project:



1. to develop learner-centered game-based e-solutions to raise youth awareness on ALMPs measures, on policies undertaken, and attract in particular NEETs and vulnerable youth,
2. to increase cooperation between VET, employment and guidance in education, building staff capacities to deliver skills assessment, counseling, and qualification through “tailored services”,
3. to mainstream in formal and non-formal settings (VET, education, youth work, public-private JPOs) e-services guidance, moving from EU-funded best practices, integrating them into the JOB Labyrinth game and Community of Practices to enable beneficiaries’ skills as active job seekers,
4. to develop and disseminate tools, guidelines, blended paths to build the capacities of EU actors on how to use e-tools and enable clients to access services and information.

have been achieved through an interactive game, the **Job Lab Game**, with which the user is able to acquire skills and information about the local labour market and the bodies providing services to meet his working needs (public/private employment services, CNOS-FAP JSOs, youth centers...). In addition, through the game the beneficiary receives support to write a successful CV and create his personal profile and a network among public and private employment centers, VET, youth centers has been created in order to reach more young people, especially the most disadvantaged ones.

It is possible to play the Job Lab Game by visiting the official Job Labyrinth website (<http://joblab.cnos-fap.it/en>) where you can receive further information about the project, enter the Community of Practices as a service provider for employment or as labour market actor or as a Job Lab Spot.



## KEY COMPETENCES MEASUREMENT TOOL

TOOL	NATIONALITY	USERS	SERVICES PROVIDED
<b>KEY COMPETENCE TOOL</b>			<ul style="list-style-type: none"> <li>Enhancing partner organizations’ ability of assessing key competences and soft skills of students during work-based learning environments;</li> <li>Improving students’ key competences and soft skills at Salesian VET organizations;</li> <li>Providing a best practice at national and European level;</li> </ul>
Contact person: József Halász - <a href="mailto:halaszj@szamalk-szalezi.hu">halaszj@szamalk-szalezi.hu</a>			
Link: <a href="https://measurementtool.sdb.hu">https://measurementtool.sdb.hu</a>			

**KEY COMPETENCE TOOL** is a questionnaire designed to assess the acquisition of professional key competences and soft skills of VET students during a work-based learning experience.


It has been developed within the DB WAVE Erasmus+ KA3 project guided by the Hungarian partner, the Salesian network of VET centres in Hungary called SZIF.

The Measurement tool aims at

1. Enhancing partner organizations’ ability of assessing key competences and soft skills of students during work-based learning environments,
2. Improving students’ key competences and soft skills at Salesian VET organizations,
3. Providing a best practice at national and European level.

## FORMACLOUD®



TOOL	NATIONALITY	USERS	SERVICES PROVIDED
			<ul style="list-style-type: none"> <li>Digital and web management of the JSO activities;</li> </ul>
Contact person: Miguel Esquíroz Noble – <a href="mailto:techdonbosco@salesianos.es">techdonbosco@salesianos.es</a>			
Link: <a href="https://bit.ly/3lzNgu2">https://bit.ly/3lzNgu2</a>			

**FORMACLOUD®** is a spanish tool aimed at giving service as a JSO app.

The students in the TVET centers of SSM province are invited to register themselves on it. There is a link on every one of the centers' web page to do this. And the same happens with companies interested in presenting job offers with which to find the necessary talent for their activities. The added value for the company and for the student is given by the intervention, necessary in any case, of the TVET center tutor. It is this person who provides knowledge of the people, companies and positions to be filled and facilitates the decision on the suitability or less of the available profiles.

The tool provides multiple possibilities of accessing the data, in the form of reports prepared according to the search conditions: age, center, geographical location, professional experience, qualification, etc.





Project DB WAVE - Don Bosco Web for a more Accessible  
and inclusive VET in Europe  
n.609095-EPP-1-2019-1-IT-EPPKA3-VET-NETPAR



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