

"OWL - OLDER WORKERS IN LEARNING"

LIFELONG LEARNING PROGRAMME
LEONARDO DA VINCI - PARTNERSHIPS

LLP-LDV-PA-08-IT-282



Peer Review Italy

26 - 28 November 2008

Authors	Claudia Oehl, Elisa Valentini
Organisation	IAL Cisl Piemonte
Place of visit	Torino, Vercelli, Italy
Date	26 – 28 November 2008

1. Background material (same as for preparation of the review; cf format above)

c.f. annex 1 (Background Information)

2. Description of the peer review process

The first day was dedicated to an overview of the system of vocational training in Italy and in Piedmont and of continuing training in particular. The intention was to give the evaluating team a general framework of reference into which to place the more specific case of Work Based Learning illustrated in the Equal Project Skill³. The first day was therefore characterised by presentations from different actors of the VET system: Regione Piemonte department for vocational training, the training agency IAL Cisl, the trade union Cisl, and the employers association in crafts sector CNA.

The project itself was illustrated through the on-site visit in Vercelli. Main partners in the project presented the relevant parts. The layout was more interactive and allowed for discussion with the presenters. The actual work based learning experience conducted was presented in the afternoon by the beneficiaries of the employers association Confesercenti which had itself experienced this form of learning. They were available for questions from the evaluators.

The third morning was dedicated to the visit to a bookbinding company which practices work based learning out of necessity because bookbinding is not taught in the vocational training as a qualification.

The time dedicated to discussion between the evaluators was short and mainly

taken up by the writing of individual reports. This was due to the visit to the bookbinding company as well as to bad weather conditions which obliged the visitors to leave earlier than foreseen.

Also c.f. annex 2 (Preparatory report and final programme)

3. Summary of the feedback received

Question n°1

Why do workers have difficulties in voicing their demand for continuing training? Why do they not have the “courage”? Are there cultural differences between Italy and other European countries? Are the reasons personal, educational, social, institutional, ...?

The evaluators consider a number of different aspects to answer this series of questions, and evaluators agree that there is a mix of individual, social, educational, institutional and work related reasons. While cultural differences do exist, most evaluators seemed to agree that they are not responsible for substantial differences in the behaviour of workers between Italy and other European countries.

Cultural differences which could have an effect, but which did not emerge during this visit could be for example: immigration patterns; patriarchal and religious traditions; strength of the welfare state; the impact of differences in retirement age and the award of state pensions on attitudes towards OWL, the strength of the unions and their ability to support OWL.

First of all there is an agreement that there is a difficulty in voicing demand for training among workers.

With respect to the individual worker: Workers who have not participated in continuing training often are tied to negative experience from school that might influence their self-esteem and confidence and therefore they do not

voice their demands for training. They sometimes also have an old picture of school and especially teachers or trainers that is not true today. The teacher in their eyes might have a demanding and punishing role instead of a encouraging and promoting one. The image of training might still be the old class-room training which may have changed today. Finally, there may be examination anxiety from previous formal exams. The demands of the “haves” often are in conflict with the “needs” of the have-nots.

In addition, workers sometimes have a troublesome private situation financially and in other ways. My experience is that for example single mothers often have difficulties to find time and resources to participate in education and training.

Sometimes there are undiscovered underlying individual problems: for example adult students who have problems with reading and writing which is due to previously undiagnosed dyslexia or limited literacy and numeracy skills

One should also not forget that workers already have difficulties in balancing work and private life so that the free time is precious, which causes a low motivation to invest it in extra learning.

There is evidence to suggest that most older workers in the UK – and we can probably safely assume that this is true also in other countries - are positive about work, but are seeking less stressful roles, and many would prefer to work part-time or flexibly, but are afraid to ask for this for fear of appearing uncommitted and exposing themselves to age discrimination. Furthermore, older people themselves internalise negative stereotypes of age, and become sensitive to signals that other people do not value their contribution. Thus the stereotypes become self fulfilling; workers lose motivation, and employers – can be seen to encourage them to leave earlier than the individual or the state would like.

Factors that are conditioned by society: The general concept is that youth is dedicated to learning while adulthood is dedicated to work. The acceleration of

technological change and the labour market in the last decades has made this concept obsolete but training is only requested by workers with high education levels and qualifications.

Many employees come from the working-class where education is not always promoted and the need of education and training is not always explicit.

Well established myths about the older worker continue to be reiterated and research and publicity to challenge limiting myths needs to be undertaken. This should include collaboration between sectors as well as EU wide collaboration. There is evidence to support claims that continuing in work/training /education has health benefits for participants. The older workers of today are ex punk rockers or fans of the Rolling Stones, contemporaries of Madonna. While one should avoid creating new myths and stereotypes we certainly need to question existing ones if we are to avoid reproduction of traditional and outdated images of the older worker.

The motives of the company: For many companies the benefit of training staff is not obvious and therefore they do not encourage it. Integrating training/learning into the company organisation can be difficult. And training is also a cost factor which companies prefer to avoid.

This reinforces the need for policies and funding which promote an understanding of the wider benefits both for individuals and companies – including a more developed understanding that it is not only economic expediency but also a matter of equity and social justice that OW have an opportunity to re-engage in learning

In this respect the reflection on the **type and function of learning contents** is interesting: the worker can be interested in and might practice problem-oriented learning, while the learning of more formal and not directly work-related content may be difficult to accommodate in terms of time. Their

motivation is consequently focused on problem-solving while learning of more formal content could also be useful for future employability, which is however not considered by them.

The interaction between company and worker: Of course, there may be cases where the worker is happy with the work situation and does not feel a need for training. If however there is such a need, the enterprise culture plays a role. Clearly the work culture can contribute to workers confidence to express a need for training. Where there are no career paths, workers do not feel part of the company and consequently career development will occur by changing companies rather than growing inside the same company. The motivation to enhance skills inside the company is therefore low.

It is also remarked that learning/training should take as a starting point the every-day problems at the work place. If the worker and of course even the employer see that problems can be solved and new strategies for work relevant problems can be found, then the motivation for training with both parties will increase. There must be a clear connection between problems at work and the need for training.

The size of the company plays a role in that in small enterprises the worker is directly confronted with the company owner, while in larger companies there would be a human resources department. This intermediary might make it easier to ask.

At the book binding company the evaluators were introduced to a small 'family' business in which the skills of the older worker were valued because they possess specific skills that are in short supply therefore the employer is keen to retain and develop experienced older workers. The relationship between manager and workers was more personal. The manager himself was approaching retirement and therefore sympathetic to older workers.

One reviewer points out that the **work process and company organisation** influence the behaviour of industrial workers: one should distinguish among

fordist-tayloristic organisation of work from lean production (toyotism), flexible specialisation, modular enterprises, collaborative network of enterprises. Different work organisation can give different opportunities of developing learning needs and then motivation to learn. Think of workers at an assembly line: poor chance to develop learning needs.

Finally, the **relationship between training providers and companies** plays a role. If this relationship can be improved and more trust be built, then it would be easier for enterprises to appreciate the benefits of learning.

Question n° 2

Why are Italian enterprises unwilling to invest in continuing training? In the partner countries, is training on the job/in the enterprises usually covered by public funding or do companies pay themselves? Does public funding when available function well?

The question refers to the organisation of some formalised continuing training. As one evaluator points out, there is of course informal learning occurring in MSMEs, and it would be important to make this explicit.

Availability of funds: In Germany there is no general funding for continuing training. Normally, if funding is available in a special occasion, the time for applying to receiving the finance is very short (from 2 days to some weeks).

The German system of continuing vocational training (after initial training, i.e. apprenticeship) is not very much formalised. So companies can receive very individual, tailor-made trainings. Usually the biggest amount of financed training is afforded by the companies. The exception is training for unemployed persons or persons who are facing unemployment; the employment insurance, financed equally by employers and employees, finances training in these cases.

In Sweden training at the work place is usually covered by public funding, and this is well functioning.

In Poland most training of workers is covered by public funds, but for most companies it is difficult to apply for this money. Normally training agencies apply and organise training. However, the training offer is not tailor-made for the needs of small companies.

In the UK, the Government's overarching Opportunity Age strategy has had a limited impact on education /training policy for two reasons: the first- a long standing concern about maintaining the UK's economic competitiveness, its desire to be at the leading edge in relation to technology and knowledge based industries, has resulted in a strong focus on increasing participation in higher education (rather than VEL); and second, a concern about the numbers of young people and adults who lack basic literacy, numeracy and IT skills, which results in their continuing social exclusion, leading to social disruption as well as loss of productivity. Policy has focused strongly on these issues, and when OW have been considered at all, it has to rectify these problems in basic skills.

The evaluators confirm that in Italy, where continuing training is mainly publicly funded, the financing system mainly suffers from slow transfer of funds, which penalises in particular MSMEs who do not have the capital to wait for such reimbursements.

As to the reluctance of enterprises to invest in training, companies (feel) they must concentrate on their core business and have **no time** to spare for the organisation of training. This is due to the necessity of continuous production. There is however also an attitude which can be expressed as lack of "training culture". The same lack of continuing training culture can be found in the training agencies themselves, which are for example not used to pro-active publicity and tailor-made approaches.

The problem of time also exists on the side of the workers: When training occurs outside working hours, not only is there a problem of overtime, but it

can become a problem for workers, especially for those with demanding family duties.

Competition can play a paradoxical role. Firstly there is competition among enterprises on the labour market: For some companies – this is pointed out for Poland – the motivation to train workers is low because the risk of losing them to competitors sooner or later is high and training seems a wasted effort. Secondly, as another evaluator notes, Italy's market economy is less internally competitive because of the public institutions that govern its socio-economic system. Therefore innovation is slow and the pressure to invest in knowledge management and learning is lower than elsewhere.

Question n°3

WBL needs cooperation between training providers, companies, public authorities, possibly job centres. How can cooperation between the partners be facilitated so that the system is created?

Evaluators share a clear view that the key for a system is the dialogue and steady cooperation between partners in a network. The composition of the network can have different layouts – depending also on its tasks (policy setting, planning of training offer, implementation). The network can therefore comprise job centres, public authorities, companies, training centres, and others, or only employer and training centre, or employer, employee and training centre, etc.

First of all, the task of the partners in this network is to cooperate with conviction. The dialogue needs to be constant and needs to be characterised by trust and patience. Needs must be articulated, checking results and feedback are important in this respect.

It is pointed out that a shared analysis of training needs in the company is very important. This analysis is necessary to respond to individual needs: the

example of older workers who want to retire because of a lack certain skills which would allow them to carry on their active working life. Regular analysis, such as through performance assessment linked to qualification needs analysis, can be a system on which to build continuing training offer. Another option could be a more in-depth strategic consultancy together with skills analysis, for example as in the case of Skill³

“To create really effective WBL arrangements there must be a steady dialogue between all the partners, so that:

- companies get information about demographic, economic, social developments;
- training organisations enter into companies to be better aware of the work process;
- job centres get actual and confirmed information about the companies’ needs;
- public authorities can control and steer the process and put funding into agreed priorities.”

The question of funding is addressed, but there seem to be different even though complementary opinions. On the one hand, strong public support through funding should be granted. On the other hand, the companies should also realise that enhanced worker skills and employability yield real benefits for the company.

As to the difficulties of cooperation, it is pointed out that there is a need for a more pro-active approach from training agencies, at least in Italy. Also the public authorities are not reactive to the companies needs, too slow.

The use of ‘case managers’ in the Skill³ project is of interest here: When case managers were able to act as interlocutors between the workers and the employers they were able to broker arrangements that were both understood and appreciated by all concerned. This mediation role can be seen as most

effective when the interlocutor has a good working knowledge of local, regional and national policies, practices. Training for the trainer is an important consideration: Do employees have the opportunity to train as interlocutors or is the 'outsider' status of the case manager considered important ?

It became clear that the strict rules of training within regions limits training possibilities. Employees can only ask for funding for training offered within the region –this fits a designated regional profile - funds are restricted to certain kinds of training with fixed assessment/evaluation procedures which don't always match more innovative , experimental practices (such as the 'Teleworker scheme which was shown).

4. Suggestions for further development received from the reviewers

A number of suggestions were received during and after the visit:

There was not enough time for reflection about the questions and for discussion among evaluators. In the next visit one should have more time.

Look for an example of companies with a systematic, regular needs analysis on learning and qualifications.

Look for an example of companies where learning happens mainly through "self-managed learning" with the sole support of mentor or tutor.

Maybe finding new training method can increase motivation of learning – laughing should be allowed ☺, for example.

5. Reflection on the feedback and conclusions

The different opinions of the evaluators certainly coincide in saying that work based learning, and continuing training in the company in general, is a task

which is difficult in all countries. This is a result of a number of economic, social, cultural factors. One of the main stumbling blocks seems to be that WBL and continuing education require close cooperation between actors which are very different by nature. The less they are used to collaborate, the more difficult the cooperation becomes. The only way out seems indeed strong will and conviction. Continuous dialogue is a tool as well as a result in this respect.

How to organise the dialogue is instrumental to the aim and function in the continuing training process. It will look different at policy setting, at planning stage, and during implementation. There was no clear view expressed on how precisely the dialogue in the given case was organised or could have been improved and stabilised.

It remains an open question why then in some countries or regions such a dialogue and therefore WBL seems to be easier to organise than in others if all agree on the difficulties and the necessary ingredients. Could there be a propensity in some societies to cooperate more, to have a more open dialogue which in itself favours the organisation of WBL and continuing training?

Annex 1

Background Information

Visit Italy 26 – 28 November 2008

Case Study	
1	<p>General background information</p> <p>National and local economic and labour market situation, ageing/demographic change, social partners, Vocational Education and Training system, continuing education, etc.</p> <p>The project was implemented in the Province of Vercelli. This is one of the 8 provinces of Piedmont, situated between Torino and Novara. The province has 86 communes, 53 of which are situated around the city of Vercelli. The population is a total of 177 000 which is slightly more than 4% of all of Piedmont while Vercelli's territory is 8,2% of Piedmont.</p> <p>In 2006/2007 the rate of activity was 67,2% with an upwards trend, slightly less than the Piedmontese average of 67,8% but still well above the Italian average of 62,5%. At the same time unemployment was up at 4,2% in 2007 from 3,7% in 2006. The Piedmontese average had increased at the same time from 4,0% to 4,2%. The trend for all of Italy was the reverse: down to 6,1% from 6,8%.</p> <p>Occupation is concentrated the services sector, which had a positive upwards trend (43.000 from 42.000), while the industry and agricultural sector register a downwards trend. In particular in agriculture which is dominated by rice production, occupation fell from 6000 to 4000. In industry it fell from 27.000 to 26.000. The principle sectors of the economy in the Province of Vercelli are textile (in the north of the province) and taps and fittings in the south. The latter is organised into an industrial district and stretches over the borders of the province into the Province of Novara (towards Milan). Furthermore, the metalworking industry is represented. The services sector is characterised by traditional type of services in commerce while agriculture is dominated by rice production which is suffering from increasing competition. The provincial economy is as yet productive but seems to be little innovative and comes hence under pressure. Most companies are micro and small enterprises which are weak in investing. Generally innovation could be supported by enterprise groupings however there is a natural diffidence towards such networking activities.</p> <p>Vocational Education in Italy distinguishes between education and training, which depend on separate administrative and school systems. Schools come</p>

under the Ministry of Education and Science and are centrally regulated. The system of vocational training comes under the Ministry of Labour and Welfare and is decentralised.

The Central Government - establishes the legislative framework, is responsible to ensure correspondence between regional policy and vocational training, and has a negotiation role towards the European Commission within the European Social Fund.

The Regions – legislate within the overall framework, are responsible for funding and represent the regional interests towards the central government and the European Commission within the framework of the European Social Fund. In close consultation with the social partners, training plans are established on a yearly basis.

The Provinces – plan the activities on an annual basis, closely linked to the local economic needs and exercise control over the training activities.

The Training Agencies – they operate as non-profit organisations, in contrast to the educational branch. The training offer is planned and negotiated with the regions on an annual basis.

For more information, cf documents in annex

2

Context and background of the specific case

Which was the problem, to which problematic situation did the action react?

Which were the proposed solutions?

Companies in the province were operating in an economic and social environment characterised by strong local and global competition and ageing working population. The province has difficulties in transport infrastructure and insufficient coverage of public services.

Enterprises are not used to flexible working time. As a consequence, employees experience difficulties to enhance their skills and combine working life with private life. In this situation, a project with the name “Skill3 – Development of Know-how of companies and workers for Life-long-learning” was initiated. The philosophy was to develop and apply preventive approaches on an individual and company level in order to avoid or reduce a crisis.

The project was funded by the Equal Initiative and ran from 2005 until 2008 (July).

The project’s aim was to support companies in identifying solutions to possible and potential crisis situations and to strengthen the position of workers in the labour market.

The target groups of the intervention were consequently two-fold:

1. Companies of the province in all sectors with at least 5 employees
and

2. Individual workers as part of a company initiative or on their own initiative.

The network is composed of Local Public Authority Provincia di Vercelli which is directly responsible for the province's two employment centres, employers' associations (including Confesercenti), vocational training agencies (Csea and Ial Cisl Piemonte), trade Unions, and the chamber of commerce.

Through the newly established Skill3 Centres, which functioned during the project implementation, the following services were delivered to companies:

- organisational analysis;
- training needs' analysis;
- analysis of existing public funding for training;
- implementation of "taylor-made" training courses;
- finding and testing new organisational solutions.

While for workers the following services were foreseen:

- formal and informal competence assessment;
- counselling;
- advice on and offer of specific training opportunities;
- delivery of training.

The two Skill3 Centres had been set up within the Employment Centres managed by the Provincial Authority of Vercelli as access points for companies and workers.

The project was therefore seeking to innovate on different levels:

- new methods for identification and assessment of competences that are acquired through professional experience specifically for potentially excluded workers.
- Setting up a new type of resource centre for support to companies and workers with new processes for the delivery of such support. The resource centre was based on the "case managers" who were responsible for delivering the services.

Activities:

- Action research: 250 companies contacted with questionnaire, 166 answered, 108 received information on the project activities, 14 requested in depth consultancy, 4 companies carried out the full cycle of needs analysis, training plan and implementation

	<ul style="list-style-type: none"> • Set up of Skill Centres and training of Case managers • Provision of services to companies and individuals
3	<p>What was the feedback of beneficiaries and users – what was good and what was less good?</p> <p>In a nutshell assessment showed that</p> <ul style="list-style-type: none"> • Enterprises realized projects/ideas previously defined; • Management took the chance to analyse the company’s needs and to built a “tailor-made” project; • Enterprises used public funding opportunities and are continuing to do so with training and innovative projects; • Management and personnel were satisfied about the involvement they felt on planning-realizing-evaluating activities. <p>The specific impact and feedback in the participating enterprises was different.</p> <p>In Confersercenti (which we will visit), the issue was that of work-life balancing which was approached with the coached introduction of tele-work. The coaching was organised in individual support as well as through focus groups. All in all 7 out of the 14 staff were concerned. The impact was a better integration between private and private life, resulting in less stress, less time wasted in moving home-workplace, higher motivation and better work place atmosphere etc. It involved also higher productivity.</p>
4	<p>What was feedback in your own institution?</p> <p>The impact of the project was increased competence of the participating organisations through the new “case managers”, therefore an increased capacity to interact with companies as well as with individuals. There was no structured feedback.</p>
5	<p>If there was a local evaluation – what did it say ?</p> <p>Some essentials of the evaluation can be summarised as follows:</p> <ul style="list-style-type: none"> • The target groups were more difficult to approach than had been anticipated. • The type of service on offer was difficult to understand. Individuals typically asked “will I get a new job?” “If I participate in the training, will you inform my employer?” Companies asked “ How much will the service cost?” or “I don’t understand...are you proposing training courses?” or “What is the trap here?” • This difficulty forced the project to re-adjust the information strategy,

which needed to be more targeted and intensive. The new approach was useful but for real effectiveness it would be necessary to create larger awareness on Corporate social responsibility and Work Life Balancing and other issues through national and regional channels.

- In case of such innovative services, the full awareness and sharing of all actors of the objectives is essential. Only through such cohesion of a network can the innovation be conveyed in a convincing way.
- The case manager is an essential and central element of the whole system because he/she is the one who unifies the services from first contact and information to assessment and debriefing.

With respect to the companies, the research that was carried out showed:

- Life long learning is not very much implemented in companies.
- Work life balancing measures are introduced on personal request but not as a work organisation measure.
- Awareness of competences allows workers to increase their own professional skills and companies to enhance their own image and reputation.

With respect to a service such as the Skill3 Centres, it became apparent that:

- There exists a need and demand for life long learning but it is not yet explicit. Both companies and individuals need support to identify the need and act upon it.
- The need for better work organisation and quality of working life often is not translated into a re-thinking of work organisation.

Finally, the project illustrated that unawareness of own competences and inability to analyse them really constitutes also the inability to identify need to development and possibilities of innovation. This is true for individuals as well as for companies. The question of CSR and innovation are consequently essential for the regional development.

6 What are the specific questions which you want to ask the peer reviewers during the visit?

The visit should cover these themes:

1. Cooperation mechanisms between the stakeholders and actors
2. Teaching method – how to plan, control and assess the learning process outside the class-room

In order to focus the visit further, the peer evaluators (= the partners) will be asked to come up with suggestions and answer to the following questions during and after the visit to the project and Ial Cisl:

- 1) Why do workers have difficulties in voicing their demand for continuing training? Why do they not “have the courage”? Are there

cultural differences between Italy and other European countries? Are the reasons personal, educational, social, institutional...?

- 2) Why are (Italian) enterprises unwilling to invest in continuing training? In the partner countries, is training on the job/in the enterprises usually covered by public funding or do companies pay themselves? Does public funding when available function well?
- 3) WBL needs cooperation between training providers, companies, public authorities, possibly job centres. How can cooperation between the partners be facilitated so that a system is created?

These questions are meant to focus the discussion and to ensure that Ial Cisl will receive targeted and excellent feedback from the visitors from abroad. At the same time a focused discussion should enhance the active learning process for the visitors.

PREPARATORY REPORT & DETAILED PROGRAMME

Visit in Italy - 26/27/28 November 2008		
Reference person for the practical details	Ms Elisa Valentini Phone +39 011 5660695 Mobile + 39 339 7874626 elisa.valentini@ialpiemonte.it	
Participants from partner organisations	DE - bfw/DGB & KM:SI Bildungsvilla	Ms Monika Stricker
		Ms Sabine Bechheim
	IT	Mr Tullio Colombo, Ial Cisl International Projects Ms Elisa Valentini, Ial Cisl International Projects
		Ms Raffaella Titton, Ial Cisl Vercelli
		Ms Annamaria Goria, CNA Torino Ms Elena Schina, CNA Torino
		Mr Piero Bozzola, Cisl Piemonte Ms Nadia Mazziero, Cisl Vercelli
	PL -Solidarnocz Malapolska	Mr Adam Gliksman
	SE - Studium, City Gotheborg	Ms Marie Ekelund
		Ms Madeleine Kurzwelly
	UK - University of London	Ms Maria Cristina Migliore
Ms Lesley Burgess		
First Meeting time/point	Tuesday 25 , at 19.30 in the Hotel Dock lobby (to go together for a pizza) or Wednesday 26 , at 09.15 , in the Hotel Dock lobby	
Hotel references	HOTEL DOCK MILANO Via Cernaia, 46 - 10122 Torino Tel. +39 011 5622622 - Fax +39 011 545939	

Peer review visit Italy, 26 – 28 November 2008

Draft programme

Each peer review should try to highlight a number of key issues that are important in the delivery of work based learning. The visit in Italy will focus on a concluded Equal project Skill ³, in which IAL Cisl Piemonte was partner. The aim of the project “is the reduction of the risk for a employee to be excluded from the enterprise he/she works for, increasing the possibility to maintain the job place. It is therefore essential the possibility to adequate, increase and maintain proper professionalism, coherent to enterprise requirements, set-up a system for certification of acquired competencies, conciliate time schedules. At the same time, it is important to support also intermediate beneficiaries (operators, enterprises and entrepreneurs).”

The visit should cover these themes:

3. Cooperation mechanisms between the stakeholders and actors
4. Teaching method – how to plan, control and assess the learning process outside the class-room

In order to focus the visit further, the peer evaluators (= the partners) will be asked to come up with suggestions and answer to the following questions during and after the visit to the project and Ial Cisl:

- 4) Why do workers have difficulties in voicing their demand for continuing training? Why do they not “have the courage”? Are there cultural differences between Italy and other European countries? Are the reasons personal, educational, social, institutional...?
- 5) Why are (Italian) enterprises unwilling to invest in continuing training? In the partner countries, is training on the job/in the enterprises usually covered by public funding or do companies pay themselves? Does public funding when available function well?
- 6) WBL needs cooperation between training providers, companies, public authorities, possibly job centres. How can cooperation between the partners be facilitated so that a system is created?

These question are meant to focus the discussion and to ensure that Ial Cisl will receive targeted and excellent feedback from the visitors from abroad. At the same time a focused discussion should enhance the active learning process for the visitors.

Day 1 - Wed 26 November 2008 - TORINO

Place	Time	Activity
Torino Meeting point:	09.30	Welcome by the Promoter & Coordinator Ms Giovanna Ventura – General Secretary – Cisl Piemonte Mr Tullio Colombo – IAL Cisl Piemonte
At 09.15 in the lobby of the Hotel Dock 2 min walking	09.45	Mr Gianfranco Buratti of Regione Piemonte (regional local authority) - www.regione.piemonte.it Short introduction to VET: VET in Piemonte & Italy, the funding system (ESF), public authorities and VET providers. Continuing training, training for older workers, work based learning.
IAL Administration offices Via Cernaia 30 First floor	10.30	- Questions and answers
	11.00	Coffee Break
	11.30	Mr Piero Bozzola of CISL Piemonte (regional trade union) Demographic Change and Trade Unions Trade union position on demographic change and active ageing policies. Italian debate on pension schemes. Position on work based learning.
	12.30	- Questions and answers
Via Bertola 57 5 min walking	13.00	Lunch at Oryza (011-5130574) <i>Open buffet or "risotto"</i>
IAL Administration offices Via Cernaia 30 First floor	14.00	Mr Salvatore Manfredi of IAL Cisl / IAL Service (training and consultancy) www.ialpiemonte.it - www.ialservice.it IAL Cisl offer and experience Course offer and target public, experience in work based learning, demand for work based learning, successes and obstacles.
	15.00	- Questions and answers
	15.30	Ms Anna Maria Gorla of CNA (Artisans association) www.cna.to.it CNA activities and role Specific problems in artisan sectors with demographic change; training role of artisans association; experience in work based learning, demand for work based learning.
	16.30	- Questions and answers - Discussion
	17.30	End of the meeting
Via Botero 7 10 min walking from hotel - Meeting in the lobby of Hotel Dock at 19.30	19.45	Dinner at Ristorante Le Vigne (011 5178378)

Day 2 - Thu 27 November 2008 - VERCELLI

Place	Time	Activity
<p>Meeting point at 07.40 in the lobby of Hotel Dock</p> <p>Train departure at Porta Susa station at 7.59</p> <p>Provincia di Vercelli - Centro per l'impiego</p> <p>Province of Vercelli Employment centre</p> <p>Piazza Roma 17 Vercelli</p>	07.59	Train leaving from Torino Porta Susa (About € 12 return ticket)
	09.00	Ms Alessandra Corrias, CSEA Torino (training company) – www.csea.it
		Introduction to the Equal project “Skill 3” Background of the project, objectives and results; feedback from users and in own institution; results of the evaluation
	10.00	Ms Margherita Crosio, Province of Vercelli, responsible of the Employment Center – www.provincia.vercelli.it Presentation of the Employment Centre role and function, organisation, unemployment system in Italy, centre role in the project Skill 3
		Start-up database: introduction by staff of Employment Center
	11.00	Coffee Break
<p>Viale Garibaldi 35 5 min walking</p> <p>Confesercenti Via Meucci 1</p> <p>20 min walking</p>	11.30	The “Case manager” Brief introduction to the role of the “Case Manager” for employed workers in Skill 3 (tasks and future perspectives) Interview to one case manager, Ms Raffaella Titton
	12.30	- Questions and answers
	13.00	Lunch at “Pizza e Pasta” (0161 69798)
<p>Viale Garibaldi 35 5 min walking</p> <p>Confesercenti Via Meucci 1</p> <p>20 min walking</p>	14.30	Ms Germana Fiorentino , Confesercenti – Employers association – www.confesercentivc.it
		Skill 3, WBL and Telework Presentation of the role in the project and experience; brief introduction to the “Case Manager for companies” and training needs analysis
		Meeting with the beneficiaries of WBL measures for telework
	16.00	- Questions and answers
	16.30	End of the meeting
	17.00	Walk in the city centre & Pre-dinner cocktail and buffet
	19.13	Train leaving to Turin
	20.00	Arrival in Turin & Free evening

Day 3 - Fri 28 November 2008 - TORINO

Place	Time	Activity
Meeting point at 08.45 in the lobby of the Hotel Dock Strada Settimo, 370/30 10156 Torino	09.30	Legatoria Vita Varnavà, S.r.l. (011 2732242) Visit to a small bookbinding enterprise with ca 20 staff, associated with CNA. WBL and activities
	11.00	Question and answers – missing information Review of the visit;
Via Bertola 55	12.30	Lunch at Mezzaluna (011 5185255)
IAL Administration offices Via Cernaia 30 <u>First floor</u>	14.00	Evaluation & Discussion Review of the visit ctd; Evaluation of the case Skill3; Individual reports; Next deadlines.
	16.00	End of the visit and departures