



# TUSCANY

## Resilience and Skills Matching

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# Regional context

- Tuscany is a region located in **central Italy** with an area of about 23,000 square kilometres (8,900 square miles) and a population of about 3.8 million inhabitants (2013). The regional capital is Florence (Firenze).
- Tuscany is divided into **nine provinces** and one **Metropolitan City**
- The **unemployment rate** stood at 6.7% in 2019 and was slightly lower than the national average (10%)
- The **youth Unemployment rate** in 2019 was 23,6%, while at national level was 29,6%



# About us: Tuscany Region and Irpet

- **Tuscany Region** is a **Public Regional Authority** responsible, on a regional level, for policies including among others Education and Employment. It is a regulatory Institution for VET and its policies are designed to promote employability, lifelong learning and competitiveness, stability and quality of work. It manages the Public Employment Service system (PES) (a network of 52 local centres) within its territory according to National and regional law, delivering for career and vocational guidance activities to different group of users in order to improve their employability and promote the matching between demand and supply of labour.
- Within the framework of Regional Law n. 32/2002, skills adaptation/anticipation is a high priority for Tuscany Region, with a specific focus on the potential repercussions that technological innovations under Industry 4.0 are producing and will produce in the future on the skills needed by the labour market.
- Analysis are developed mainly through **IRPET**, the **Regional Institute for Economic Planning of Tuscany**, which studies its socio-economic structure and its transformations economic, providing support to plan regional economic policies.

# Measures taken by the Region during the pandemic crisis

- In **march 2020** the National Government decided that all education and training activities in presence should be stopped and provided at distance by ICT tools: Universities, Schools and VET Providers establishments were closed. In Tuscany, at the early stages of the lockdown, **all the regional training activities**, but also traineeships and apprenticeships **were stopped**.
- Tuscany regional government then decided that, whenever possible given the situation, teaching and learning should continue in a distance format. **‘Formazione sincrona’ or synchronous training** (live delivery of the teaching) allowed the teachers/trainers to be in contact with the learners as in a normal classroom.
- As regards **traineeships**, it is obvious that not all activities could take place remotely, especially those regarding non cognitive occupations (e.g. blue collars). Also, an important number of learners enrolled in the commerce and retail sectors had it difficult to reconvert their training into a distance/virtual one.

# Some key findings

- ➔ • Interaction between the teachers/trainers and the students was key and was facilitated thanks to the virtual environment provided. The teaching and training also counted with the **supervision of a tutor** as it is the case in the regular face to face programmes.
- ➔ • In the commerce and retail sector, the companies hosting the trainees decided to transform most of the traineeships in **proper employment contracts**. This was the case for big supermarkets chain
- ➔ • For traineeships that could take the shape of a distance experience, the **Region elaborated some guidelines** to legally adapt them to the situation and to make them 'safer', and not only from the point of view of a safe working environment at home. The guidelines were addressed to the three stakeholders involved in any traineeship: 1. company, 2. trainee and 3. the 'promoter' of these traineeships (the public employment service in most cases in Italy and in Tuscany).

# Challenges identified due to Covid19

- ➔ • One of the main obstacles to overcome: learners' assessment and final exams were carried out online. However, this is an area where further reflection is needed. **Assessing learning outcomes remotely** is possible but should be done in the best possible way and under the best possible conditions.
- ➔ • Another challenge was to guarantee that the teaching and learning process happened according to certain quality standards. **Quality VET provision** should be at the core of any activity regardless of the tools and methods used.
- ➔ • Another important challenge was to run and organize the **in-company training** when the economic activity for the non-essential sectors was stopped

# Main challenges identified during the pandemic: the difficulty of anticipating needs

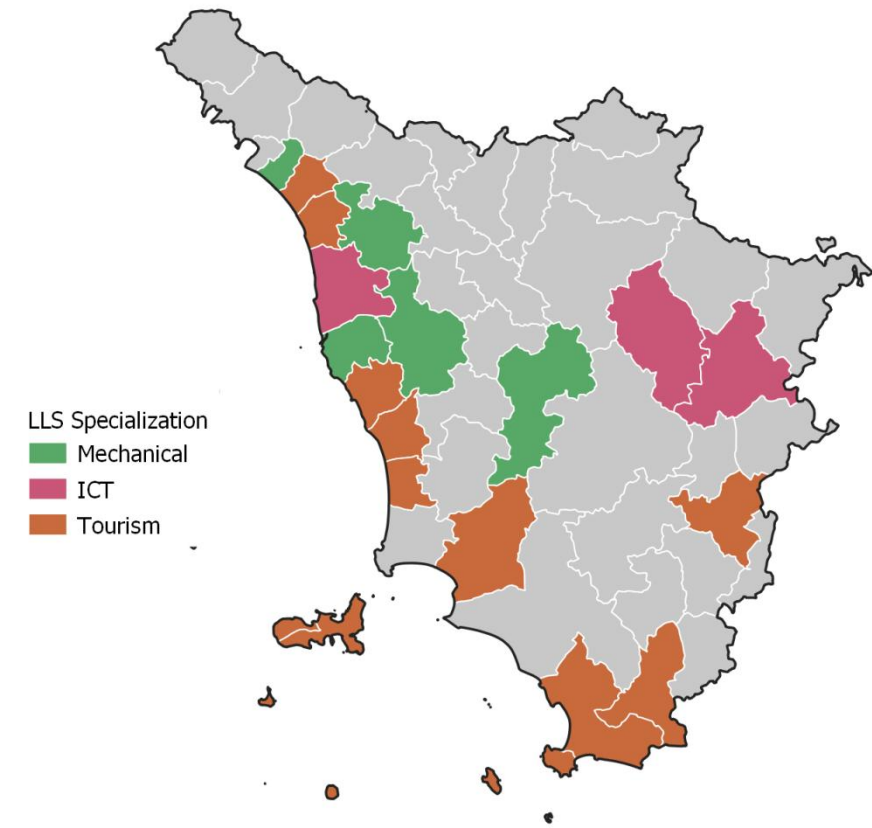
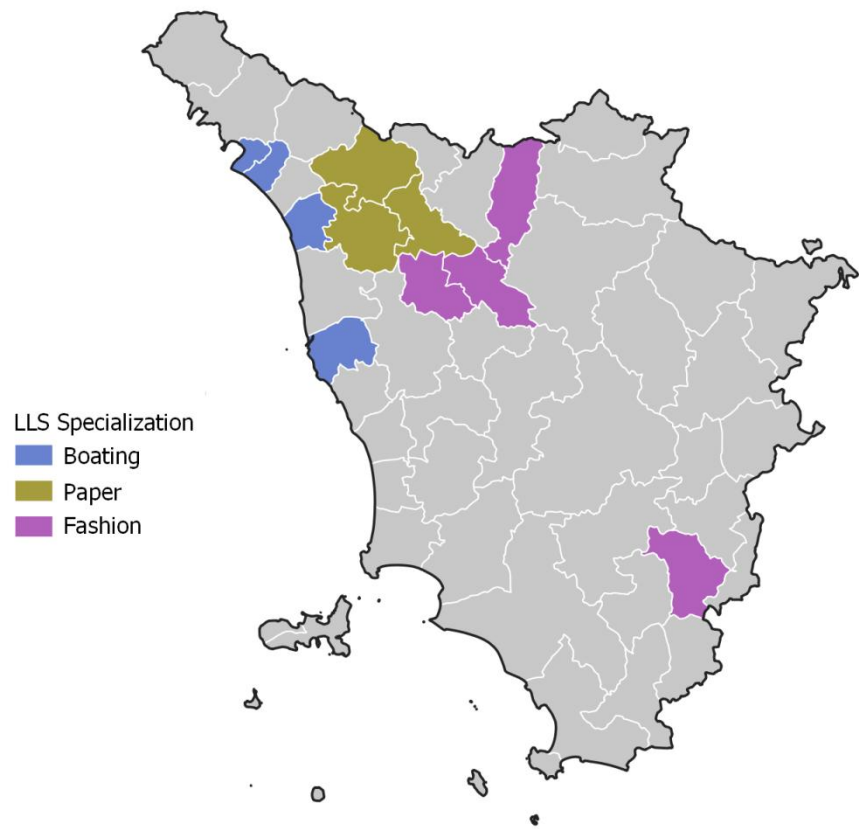
- The Covid-19 pandemic is expected to bring about marked structural changes in the short to medium term, with an **asymmetric impact** on different economic activities and occupations.
- E.g.the **tourism sector** is a key employer of the Tuscan economy but it is highly vulnerable to Covid challenges: skills demand has immediately decreased due to social distancing measures and travel restrictions and it is hard to say if and when there will be a recovery. Indeed, in the after Covid era, the sector could possibly be smaller due to business closures.

# Main challenges identified during the pandemic: the risk of skills loss

- Firms and workers in sectors that are directly or indirectly hit by the effects of the pandemic are supported through **short time working schemes**, which however risk to freeze job mobility and to retain workers in declining sectors, without incentive to **upskill** or **reskill**.
- **School closures and distance learning** could have a negative impact on human capital formation: increased drop out rates, lower levels of competences acquired may cause a **lack of the necessary skills in the medium to long term**.

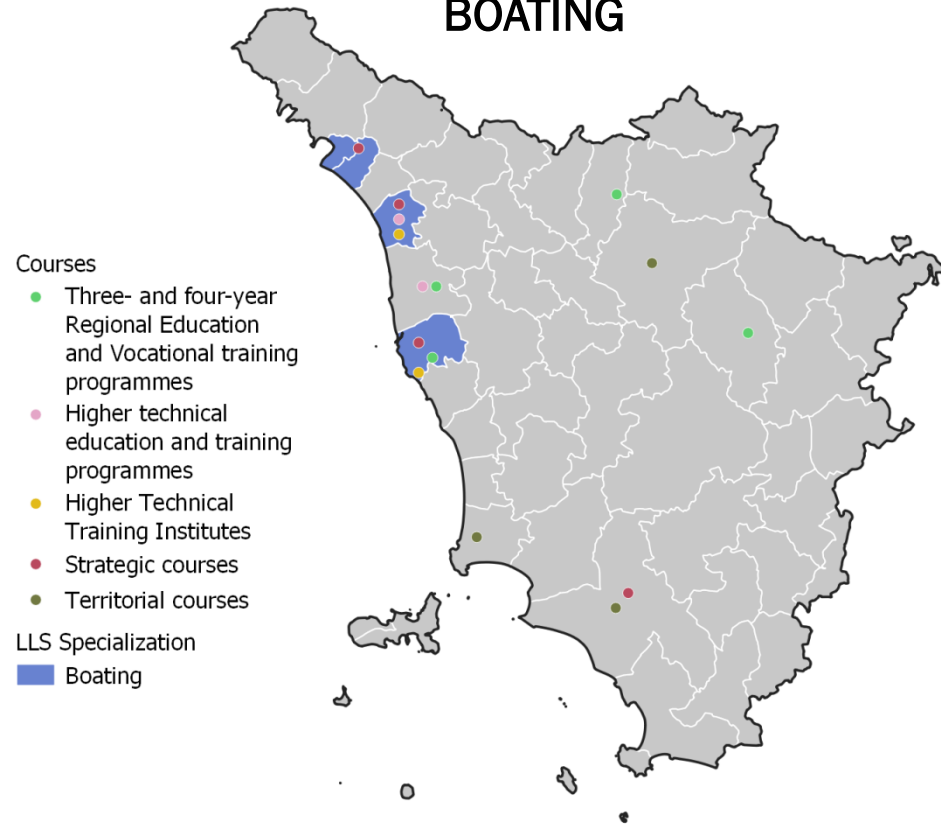


# Lessons learnt: the importance of knowing local skill needs

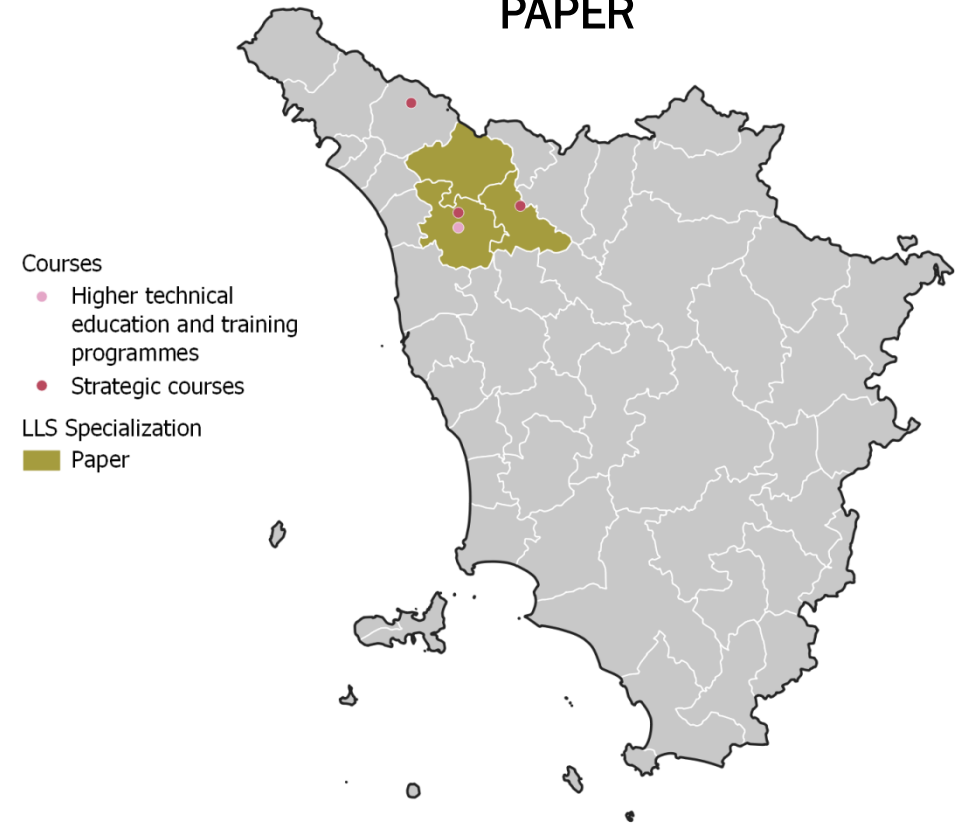


# Lessons learnt: assess matching regularly

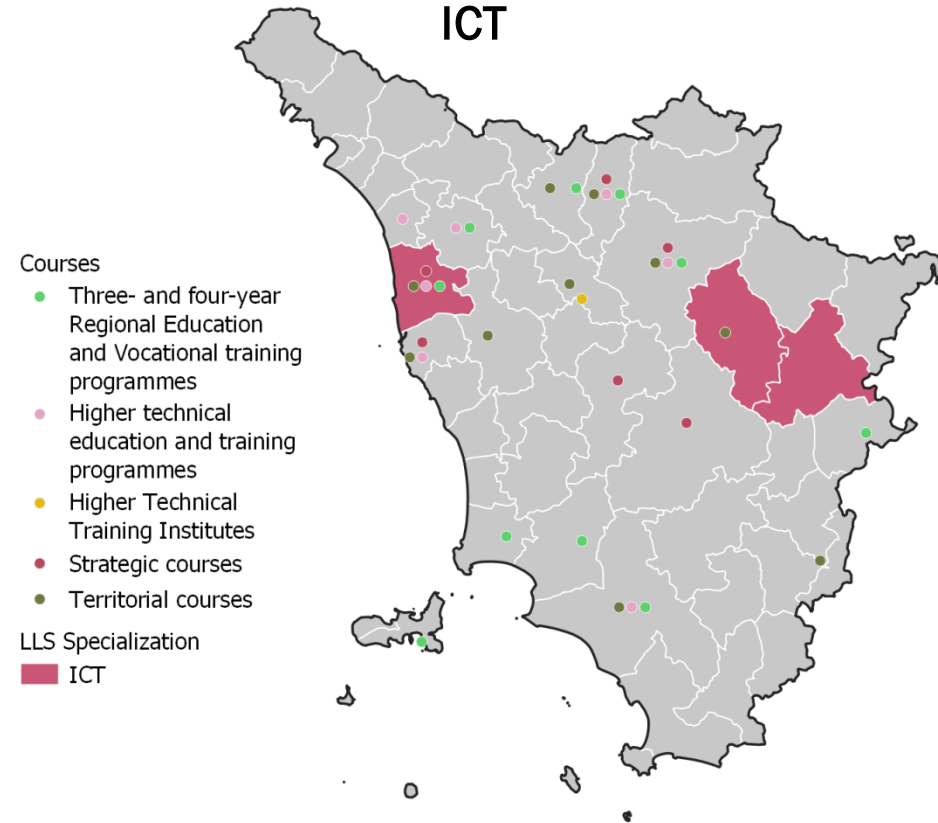
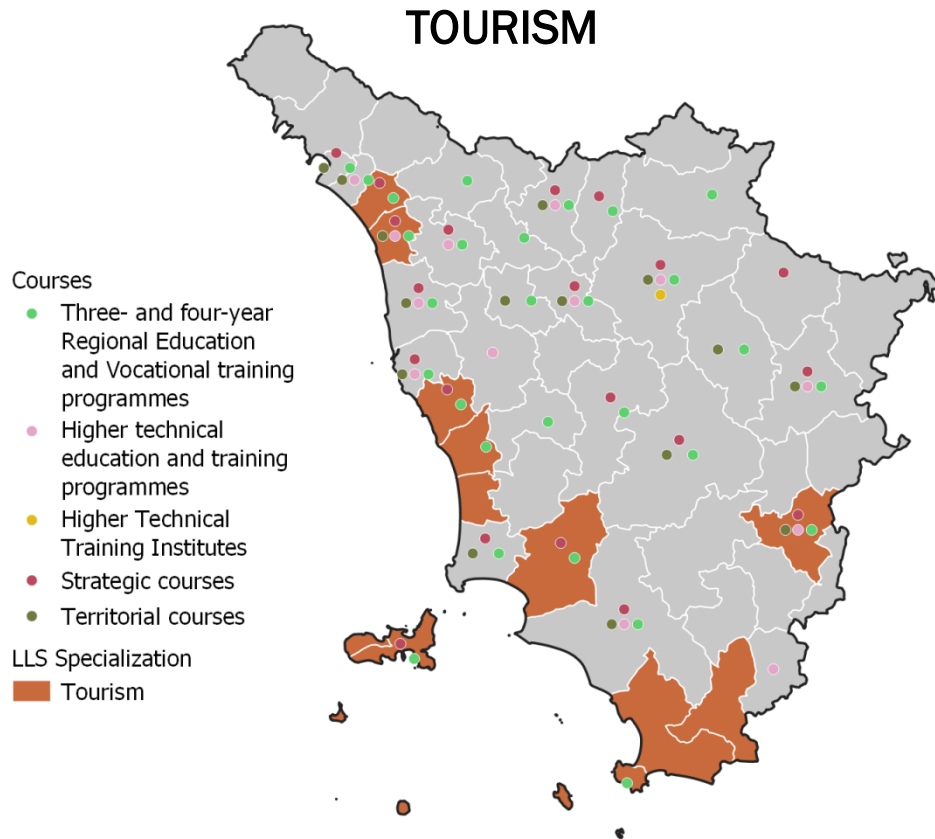
## BOATING



## PAPER



# Lessons learnt: assess matching regularly



# Lessons learnt: the importance of analyzing qualification needs

## Regional Education and Vocational training programmes qualification needs

	High contractual stability	Low contractual stability
High demand	COMPANY SERVICES OPERATOR	SALES SERVICE OPERATOR
	CLOTHING AND TEXTILE OPERATOR	OPERATOR IN PROMOTION AND WELCOME SERVICES
	FOOTWEAR OPERATOR	AGRICULTURAL OPERATOR
	LEATHER GOODS OPERATOR	ASSEMBLY AND REPAIR OPERATOR OF LEISURE BOATS BUILDING OPERATOR
		LOGISTIC SERVICES OPERATOR
		RESTAURANT OPERATOR
		FOOD PRODUCTION OPERATOR
		MECHANICAL OPERATOR
Low demand	OPERATOR IN THE PROCESSING OF GOLD AND PRECIOUS METALS	WOOD OPERATOR
	OPERATOR IN THE PROCESSING OF STONE MATERIALS	SEA AND INLAND WATER OPERATOR
	WELLNESS OPERATOR	CHEMICAL OPERATOR
	WATER AND ENVIRONMENT OPERATOR	ELECTIC OPERATOR
	MOTOR VEHICLE REPAIR OPERATOR	
	TEXTILE PROCESSING OPERATOR	
	GRAPHIC OPERATOR	
	ICT OPERATOR	
	THERMO-HYDRAULIC OPERATOR	

# What we expect to learn from partners

- Which **tools** they use to match demand and supply of skills? Are they local, regional or national tools?
- Are these tools suitable to match skills in an **uncertain labour market** structurally changing due to the pandemic?

# Priorities for the future

“Youth guarantee schemes should be based (....) on mapping skills needs using local forecasts (informed by, for example, big data labour market intelligence) to identify skills in demand on the labour market, with particular attention to regional labour market specificities”

*COUNCIL RECOMMENDATION (20 oct 2020) on  
A Bridge to Jobs - Reinforcing the Youth Guarantee*

# Thanks for your attention!

# Contacts

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