

INSTITUTO DE FORMACIÓN
Y ESTUDIOS SOCIALES



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**Federación
Agroalimentaria**

**EUROMEAT: QUALIFICATIONS TRANSPARENCY
IN THE MEAT INDUSTRY IN THE EUROPEAN UNION**

Phase 3

REPORT ITALY

By Biocert Association



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Previous

The meat Industry in Italy is in a very delicate phase, like the rest of Europe.

The slaughtering activities in Italy are still far from the European standards, under the aspect of the production and consequently under the aspect of the quality of human resources used. All depends mainly on presence of an excessive number of small companies, with insufficient productive capacity, and equipped to operate only in a local ambit. The greater meat production is realized in 4 Regions in the north: Emilia Romagna, Veneto, Piemonte e Lombardia. These Regions are near at France, Holland and Germany, countries suppliers of livestock, and near to the Po Plain, main supplier of feed. In Italy exist more than 2.000 slaughterhouses distributed on all of the Nation. More than 80 % of these, are very small and, consequently, not very organized to work efficiently and to be competitive on the market. This kind of characteristics are the typical ones of the companies in the Centre and South of Italy. In the North of Italy, instead, the slaughterhouses have good dimensions and many of these are provided of elevated levels of automation systems. So they are qualified to realize important volumes of production and a big range of products(fresh meat with bone, semifinished products, semicooked, cooked, and others more.

Cremonini's Group is an example. It represents the most important reality of the field, surely in Italy, maybe in Europe too. This Group manages a lot of plants (obviously in the north) and one of these is considered the greatest and modern slaughterhouse of Europe. This plant is on Lodi country, near Milan, with a covered surface of 60.000 m² and a capacity of slaughtering of 6000 cattle per week. The Cremonini group has a very important and modern management and financial approach. But the methodologies about personnel management and trading, instead, are completely aligned with the Italians competitors.

Concerning labour market in meat industry sector, there are not statistics data. Anyway from the data periodically published and from its interpretation, schematically it results:

- In Italy the percentage of workers regular immigrates is not elevated like in the rest of Europe;
- The medium age of the workers is quite high.
- The level of training of the workers is remarkably low
- The mobility of the workers in the meat industry is not frequent
- The number of temporary workers is approximately 20% on total
- The employees percentage is quite low, and generally does not participate to the managerial development of the company.

The actual situation is characterized by

- a hard commercial competition between communitarian and extra communitarian Countries,
- a total demand of meat from the consumer in decreasing, but during the last few years is increasing the demand of diversified and complex products,
- a immense offer of local and migrant labour,

and in this situation exist an urgent necessity to create a qualifications transparency not only for meat industry sector.

An high attention for the vocational training and his instruments that certificate the competences can offer benefits to whole meat industry chain. The beneficiaries will be: - youth in initial vocational training; - the workers and the employees in the meat sector, - the companies, that if the kind of the production would be improved and obtained with advanced technology and managerial mentality, it would need of competences, - obviously The final consumer too will obtain a benefit, buying products with high quality levels.

Chapter 2. Scenarios for the Qualifications Recognition

Educational system

In Italy the responsible for education from primary to university level is the Ministry of Education, Universities and Research (MIUR).

In this years al lot of reforms are changed the school and job scenery.

For example the last reform (law 53 of 2003) has been revised and has broadened the concept of compulsory schooling and compulsory training. It guaranteed to individual citizens the effective exercise of the *right-duty* to education and training for at least 12 years or until the pupil obtains a qualification by the age of 18 years.

- Pre-primary education (*scuola dell'infanzia*)
Pre-school education is the first stage of the education system.
Under the terms of the reform, the three-year *scuola dell'infanzia* is designed to foster the education and the emotional, psychomotor, cognitive, moral, religious and social development of children, and to guarantee educational continuity with the childcare services and with schools.
The teaching methods focus on the development of play and exploration and on socialisation, hands-on productiveness and direct experience of contact with nature, objects, materials and the social milieu. The activities, whether structured or free, must be varied, progressive and mediated.
Nursery schools are responsible for identifying educational processes that will allow all pupils to fulfil their potential. To this end, nursery schools assist each child with a personalised *skills portfolio* that is progressively built up.
- Compulsory Education/Training
 - Primary Education
The first cycle of education, which lasts a total of 8 years, consists of primary school and the first cycle of secondary school.
Primary school lasts 5 years. It consists of a first year that serves as a transition from nursery school and two successive periods of two years.
The disciplines for primary school are: Italian, English, history, geography, mathematics, science, technology and information technology, music, art, physical education and the Catholic religion.
One innovative element is the introduction across the board of English courses and basic courses in technology and information technology.
In addition to the disciplines, a number of special courses has been introduced: citizenship education, road safety education, food science, environmental studies and mental health.
The level of learning and the behaviour of pupils are assessed periodically and every year by an *individual skills portfolio*.

This document records the academic progress of each pupil from the point of view of the attainment of the educational targets specified by the Personalised Study Plans and in terms of their behaviour. The *portfolio* includes comments by teachers, by the parents and, where appropriate, by the pupils concerning important materials produced individually and in groups, school tests, remarks by teachers and the families on the teaching methods, comments on personal work and projects, remarks based on systematic observation, discussions between teachers and parents and with the pupil as well as from questionnaires or tests.

- Compulsory Secondary Education

Secondary level I, lasts a total of three years. It is divided into a first two-year period and a third year for guidance and the transition to the second cycle of education.

The disciplines for which the specific learning targets are defined for secondary level I are: religion (optional), Italian, English, second Community language, history, geography, mathematics, science and technology, information technology, music, art and physical education.

Assessment and certification at secondary education level I, is the same arrangements as described for primary schools.

At the end of the third year of secondary level I, pupils take the Final State Examination for the first cycle of education, which has replaced the *licenza media* examination.

The third year of secondary school level I is devoted to courses that provide pupils with more in-depth teaching and guidance and assistance for the transition to the second cycle of education.

Guidance is also the subject of a specific section of the *individual skills portfolio*, the document that was introduced with the reform of the school system. This is the document that follows pupils throughout their educational career.

To be admitted to upper secondary level, pupils must have passed the State examination for the end of the first cycle of education.

- Post-Compulsory Secondary Education

Upper secondary education has been the second cycle of education.

This cycle encompasses the *liceo* and the *vocational education and training system*. The 5-year *liceo* system will be divided into two two-year periods plus a fifth year of advanced study and preparation for university, while vocational training will last three years, four years or five years.

At the end of each education cycle, there will be a State Examination, and if the pupil passes the examination he can go on to university or enrol for higher education technical training.

The arrangements have been made for the following levels and types of schools:

- Classical and Scientific: Liceo classico, Liceo scientifico
- Artistic: Liceo artistico, Istituto d'arte
- Technical: Istituto tecnico
- Vocational: Istituto professionale.

These types of upper secondary schools cater for pupils aged between 13 and a half and 19 years.

In order to gain access to upper secondary schools, pupils must have the leaving certificate for secondary education level I.

- Technical and Vocational Secondary Colleges

The main purpose of technical education is to give pupils between 13 and a half and 19 years of age specific theoretical and practical preparation for skilled tasks in various sectors, with particular attention to the requirements of the local labour market.

There are different types of *Istituti Tecnici* (Technical Colleges): agricultural, commercial, touristic, surveying, industrial, naval, aeronautic and social activities. Each offers several branches and specialisations.

The courses are divided into two cycles (one of two years and one of three years). However, there are no examinations between these two cycles.

Organizzazione del corso agrario e commerciale come riportato in fase II, elenco delle materie studiate, compiti in classe, attività di stages.
- *Istituti Professionali* (Vocational Colleges) cover three sectors: agriculture, industry and crafts, services and the special sector.

Each sector offers a number of branches which correspond to the most important areas of professional life. Each branch leads to professional qualifications in a specialised area as a tradesman (after three years) or a technician (after the last two years).

Vocational colleges offer "*Triennio di Qualifica*" (Three-Year Courses) for pupils aged between 13 and a half and 17, after which there is a "*Biennio di Post-Qualifica*" (Two-Year Cycle), for pupils aged between 18 and 19.
- Initial Vocational Training

Based on the reform of law 53/03, initial vocational training is part of the system of vocational education and training for which the Regions are responsible. This system also includes the segments of vocational education provided in the State Vocational Institutes and the vocational training provided by the training agencies operating in the territory, which are more directly linked to the world of work. However, between these segments there are various forms of interaction/integration based on the innovations introduced by the aforementioned reform (law 53/03).

The present section describes the characteristics of the second segment of the system of vocational education and training.

For Italy this segment includes the initial vocational training arranged by the Regions and work-linked training.

Law No. 53/03 and its implementing decrees have reorganised the Italian system of education and training that is in two parts: firstly, the *liceo* and, secondly, vocational education and training. This law has effected a transition from the system of compulsory training to a system underpinned by the right duty to education and training for at least 12 years or until the pupil obtains a qualification by the age of 18 years through a school, through basic vocational training or through an apprenticeship.

The possibility of leaving the first school cycle at 14 made it necessary to set up experimental courses for the young people who opted for vocational training lasting a total of three years in partnership between the schools and the training agencies. These courses, which will be briefly described, are the outcome of the Agreement between the Ministry of Education (MIUR), the Ministry of Labour (MLPS), the Regions and the Provinces.

The initial training system provides for the following types of intervention:

 - basic or first-level vocational training for young people who have completed the first cycle of studies. This type is increasingly characterised by forms of interaction/integration with vocational education.

- second-level training for young people who have a diploma or a degree.

This is in general the Italian scholastic system. In relation to the labour market in the agro-industrial field, the scholastic system frequently does not supply adapted answers to the necessities of the production world. The acquired official training competences, relatively above all to the technical and professional schools, often are not clearly and immediately spent. We have to consider and never forget that in Italy, and in particular in the South, the levels of unemployment are very worrying. The young people, finished the studies, obtaining a diploma, and generally is not ready to face the working reality. They have, in theory, many competences of base but little experience about production. They have to start again a formation. It determines a removal of the youth from the agro-industrial field, because the offer in training from the institutions and enterprises is very insufficient. In other sectors, instead, the situation is much more attractive. In fact the medium age of the workers in agro-industrial field is very high, but not the levels of formation.

Labour market

The quality of job is a component very important for the companies and for the economy of a country. In Italy the general frame is not very comforting. There is a delay regarding other European partners, and the recent school and labour reforms do not have determined at the moment positive effects. The labour market in the industry of meat has very similar dynamics respect other fields. About the recognition of qualifications, the meat industry sector recognizes only few qualifications like administration and control quality. Instead with reference to all the other qualifications utilized in a slaughterhouse, the competences and the qualifications are valued through practice evidence. It seems that the only important characteristic for a labour market is the practice. This is the reason because the medium age is very high and the formation is very low.

Young people frequently is employed with temporary contracts. From employer or its delegate depend the judgement of suitability of the personal and social characteristics. The importance of the evaluation from the employer is reported in the apprenticeship contract. To have a correct view about the apprenticeship contract, is important to describe the fundament on which is built.

The apprenticeship contract is one of the three channels in order to commit the obligation formative. It's applicable in all the fields of work and is defined like a "mixed cause" contract, being at the same time previewed job and formation. It is addressed to young people between 15 and 24 years old. The minimal duration of the contract is 18 months and the maximum is 4 years. In this period the apprentice will have 2 typology of training:

- Inner Formation to the company, that need to acquiring the professional abilities
- External Formation, carried out during the working hours in external formative structures. The minimal duration of the external formation is 240 hours per year for the apprentice from 15 to 18 years old, and 120 hours per year for apprentice from 19 to 24 years old.

In theory the apprentice will be able to work and will have the competences for the diagnosis of problems, to take decisions, able to communicate and much more. An enterprise tutor will be the responsible to develop the competences necessary for the job and cure integration between the external initiatives and those inner ones. The

tutor will express his judgement contributing to the final evaluation, and the employer, from the inner side issuing a certificate.

All here said it seems very interesting for youth, to be introduced directly in the production reality. In some fields like automotive and ITC often are optimal opportunities of integration. In the meat industry sector (like many others) the results are not encouraging. There are a lot of gaps to fill up. For example (but this is just one "little" gap) to an apprentice is totally prohibited to manage dangerous tools! In the slaughterhouse knives and cutting blades are ordinary instruments of job.

The gap that in Italy exists in the levels of the human labour capital and in its increasing actions, is evident. The medium educational level of the workers, employed in the main part of the productive activities, first agro-industry and agriculture, appears very worrying. It results below the average of other advanced countries (OECD area), also relatively to the young workers classes.

The medium age of the qualified workers is much elevated. With specific references to the vocational training activities, there are several signals of delay, displayed by the comparative indicators habitually considered.

- Only 1/5 of the Italian workers take part to the vocational training activities as regards to the European average of 40%
- Only 1/4 of the enterprises realize training activities as regards to the European average of 60%.

It is useful to remember that the structural characteristics of the Italian productive system, and of the relative composition of the labour system, according to the studies titles and competences, referring to the meat industry, aren't characteristics of modernity, efficiency and productivity.

Often exist some vortices (in the real sense of the term) and productive activities need to exit as soon as possible from their, to be competitive and remain on the market. A vortex characterizes also the vocational training ambit.

The large number of small enterprises existing, that operate on local markets and with low capitals invested and low technologies, they have structurally a low propension to invest in training. Often the enterprise considers the vocational training just a cost, not an opportunity. In these conditions the entrepreneur has no convenience to invest in vocational programs. It is a dangerous vortex that is characterizing the production system in Italy, in various fields, also the agricultural and agro-industrial.

A low human resource capital induces to make a low innovative and low value production, not very competitive. Vice versa a technological innovation that follows the consumer trend (about fresh products with long shelf-life, or elaborated products, cooked, preserved with gelatine or dehydrated), needs of human labour capital competent and efficient.

In Italy the training politics for the workers, are destined, for the main part, to the great industry, in fields different from the agro-industrial one, and they act through three main lines of intervention:

- The European Social Fund
- National laws
- Interprofessional fund (constituted with the obligatory contribution of 0.3% on the rewarding mass).

The European Social Fund contributes to the politics of training for the workers for approximately the 50%, with a tendency to decrease in the next years, for the probable reduction of the communitarian contributions.

The Interprofessional funds (which live with the contribution of 0,3% of the remuneration of workers, paid from the enterprises), represent in alternative the main change about vocational training politics. And progressively appears destined to absorb the larger part of resources.

Finally for the training exist many funds, and investing their with far-sightedness, indifferently in all over the productive fields, they could recover the gap relatively to the competitiveness of the company and its workers.

Chapter 3. Actors during the recognition process of qualifications in the meat industry.

Important actors about the recognition and certifications of qualifications, in Italy are the Region's Institution. There are 15 Region's Institution with ordinary status and 5 with special one. The Regions receive and carry out the directives from the Ministries, including obviously the Ministry of Labour or the Agricultural one.

About the recognition and certifications of qualifications and competences, the Regions are very engaged, in according with all others actors. They for example the Vocational Training centres, qualified from the Regions, the Trade Unions Organizations, or Business Organizations, and Enterprises. From the Regions depends the activities about the institutional training.

With reference to the agro-industrial sector we have to admit a strong delay about the opportunity to build up a diffuse training system. For the meat industry the situation is almost unreal.

With a Decreto Ministeriale in date 10.11.2005 all the Regions in coordination with ISFOL, has the task to testing the utilization of the "Libretto Formativo del Cittadino" (Citizen Training Book) a tool used for the recognition of qualifications and competences.

LIBRETTO FORMATIVO DEL CITTADINO

RILASCIATO DA ... (soggetto abilitato/autorizzato)

NELLA REGIONE/PROVINCIA.....

DATA DI PRIMO RILASCIO

DATA DI ULTIMO AGGIORNAMENTO

SEZIONE 1

1. INFORMAZIONI PERSONALI

Nome e Cognome

Codice Fiscale

Sesso

Data di nascita ____/____/____

Comune (o Stato estero) di nascita

Provincia

Nazionalità

Comune di residenza _____ CAP _____ Provincia _____

Indirizzo di residenza _____

Comune di domicilio _____ CAP _____ Provincia _____

Indirizzo di domicilio _____

Numero di telefono cellulare

Numero di Telefono

Numero di Fax

Indirizzo di posta elettronica

2. ESPERIENZE LAVORATIVE / PROFESSIONALI (*)

Tipologia contrattuale

Data di inizio del rapporto di lavoro ____/____/____

Data di cessazione del rapporto di lavoro ____/____/____

Mansione svolta (qualifica SIL) _____

Settore economico (codice ISTAT) _____

Principali attività svolte

Nome del datore di lavoro

Indirizzo del datore di lavoro

(*) da ripetersi per ogni esperienza citata

3. TITOLI DI ISTRUZIONE E FORMAZIONE (*)

Titolo di studio _____

(se in apprendistato, indicare se:

apprendistato per il diritto dovere

apprendistato per l'alta formazione

Anno di conseguimento _____

Nome dell'Istituto Scolastico/Ente/Università _____

Sede dell'Istituto Scolastico/Ente/Università _____

votazione conseguita (numeratore/denominatore) ____/____ cum laude ____

ultimo anno frequentato (se abbandonato) ____

anno di frequenza (se in corso) ____

nr. esami sostenuti (se abbandonato o in corso) ____

tirocinio/stage Durata _____

ente/azienda ospitante _____

(*) da ripetersi per ogni esperienza citata

4. ESPERIENZE FORMATIVE (*)

Titolo attività formativa _____

- se ottenuto in apprendistato indicare:

apprendistato per il diritto dovere

apprendistato professionalizzante

apprendistato per l'alta formazione

- indicare se ottenuto in contratto di inserimento

Soggetto che ha erogato l'attività formativa _____

Sede soggetto erogatore (comune o stato estero) _____

concluso nel _____

durata (specificare se in ore/giorni/mesi) _____

attestazione/ certificazione rilasciata o validata dall'ente pubblico _____

altre attestazioni _____

tirocinio/stage Durata _____

ente/azienda ospitante _____

(*) da ripetersi per ogni esperienza citata

SEZIONE 2 –

Competenze acquisite in percorsi di apprendimento

Tipologia (*)	Descrizione	Contesto di acquisizione (in quale percorso/situazione sono state sviluppate le competenze indicate)	Periodo di acquisizione (anno/i in cui sono state sviluppate le competenze indicate)	Tipo di evidenze documentali a supporto dell'avvenuta acquisizione delle competenze descritte

(*) In caso di competenze acquisite nell'ambito di percorsi di apprendimento formale, specificare l'articolazione in relazione alle tipologie di competenze individuate dall'accordo in Conferenza Unificata del 28.10.2004: competenze di base, competenze tecnico-professionali e trasversali. Per le Competenze di base derivanti da percorsi di istruzione e formazione si farà riferimento alle aree individuate dall'Accordo in Conferenza Unificata del 15.01.04: Area dei linguaggi, Area tecnologica, Area scientifica, Area storico-socio-economica.

Some Region like Emilia Romagna and Toscana are in an advanced phase. Emilia Romagna in particular is the Region that have a particular affection about Agricultural Agro-industry sector.

Chapter 4. Professional Qualification recognition process.

About the occupational figures involved in the meat industry sector it is opportune to divide them in two groups:

- employed
- workers

Official and no Official Training related at different duties are obviously different.

About the recognition of qualifications of employed

The "intellectual worker" (employed) had an official training not necessarily oriented strictly at the duty to which is employed. This is frequent in the major part of european School Systems, but in Italy probably much more.

To analyse the dynamics for the recognition of qualifications for "intellectual work" we will reference, for example, at the Assistant Veterinary duty. Naturally all that is explained, count for all the qualifications become from Official formation (e.g. University degree, High school diploma, or Technician and Professionale Diploma).

Veterinary Assistant is a professional in possession of a Degree in Sciences and Zootechniques Technologies. To obtain the Degree certification she/he had sustained numerous exams (oral and written ones), participate to meetings edit thesis, and much more, in different disciplines like mathematics sciences (also indispensables for statistics analysis), biological sciences, applied technologies. With this title the professional will face the labour market able (in theory) to can work indifferently in a breeding, in a feed factory, in a slaughterhouse, or elsewhere, with privates companies or in the Public Administration. Therefore the recognition of the qualification "Veterinary Assistant", (or any other qualification - like Quality Control Expert, Labour risk expert, Organic Production Expert, Clerk - where is necessary an Official Training Certificate) in national ambit, is an automatic recognition. Training Courses of course, added the competences increasing the work opportunity and profitability.

Naturally when need instead recognition useful for a mobility not only in European ambit, the instruments to recognition the qualifications are fundamental.

Unfortunately at the moment in the meat industry sector the mobility isn't yet an evidence considered.

About the recognition of qualifications of workers

For workers and its recognition of qualifications the dynamics are not so automatics. At the moment for the meat industry, the recognition of qualifications of workers is very important, for some kind of job, maybe much more than others. But, considering the actual situation of slaughterhouses in Italy, we can say that the words recognition and qualifications are just concepts, nothing else.

So, all the tools are useful to verify that a Slaughterer, a Trimmer or a Cutter have the necessary competences to have the recognition of qualification.

The recognition will be a consequence of verification of skills acquired, so it is mainly just for worker included on production realities. For workers experts or experienced, it could be, for example a Curriculum Vitae detailed. CV is probably the most important document, because contain all worker's labour history.

For a young worker with low experience instead, a document that shows his actual and potential competences and characteristics, could be suitable. This document (a kind of Book of Competence) could contain all the professional facts.

For a migrant, a kind of Portfolio that collect all about his job life, like the different experiences to continue or to start to work in the meat industry sector.

Certification

The Decision n° 2241/2004, on Europass System and tools has done of Europass the mainly instrument about the recognitions. In the labour market ambit isn't very diffuse, but in others fields it become very popular and adopted.

Europass System isn't in conflict with the Libretto Formativo used for the experimentation conducts from the Regions.

At the moment about the meat industry sector we can imagine a development for the certifications of competences and qualifications, but in our opinion the scenery is to confuse to foresee a develop of a kind of document that recognised qualifications.

Chapter 5. Quality analysis results

Block 1. Vocational training situation at the meat industry sector.

I) Which is the situation of vocational training in the sector?

This area is very diversified in terms of productive structures, from the point of view of dimensions, processing and typology. That makes not homogeneous the answer of the training market to the demand of training. A common profile for all the forms of vocational training that can be noticed is that of shadowing of young workers by means of the more expert workers.

II) Which success has initial training (official training) between youth?

The success of official initial training among the young people can be considered at a good level in those areas where there is an high level of innovation technology, for the simple reason that without training the implantations cannot work.

III) What implementation have the companies and the labour market?

The companies have the trend to use able workers in the more delicate positions of productive process. In smaller companies the job managers usually give salaries higher than the ones foreseen at level of National Work Agreements. Besides, it usual to have recourse to workers retired and to ask the workers for overtime job, in particular in the smaller companies.

IV) Is it possible to identify any change at the vocational training for the future years, which be stemmed from the new technologies introduction?

This is an exigence more than a possibility to consider. The introduction of new technologies in general reduces the need of manual skills and leads to activity that requires more process knowledges, such as computing, traceability of products, packaging, laws, etc.. Consequently, there is the need of a interdisciplinary training.

Block 2. Qualifications Recognition

I) Which is the value of the labour experience in the labour market of this sector?

The value of labour experience in the labour market of this area can be considered high for the positions that requires an high professional skill, but low for the less professionalized positions. About these latter, there is also less respect of worker's right to reduce the costs of the work.

II) How is the worker qualification recognized? How are the selection and recruitment process? Which documents are used in this process (CV, registration form, recommendations, degrees and certificates, etc. ?

It is usual the shadowing of expert workers aimed at training. Basically, the work qualification is done by the concrete ability to go on specific duties. Besides, is growing the relevance in the worker c.v. of study qualifications and specializations.

III) Is there any specific accreditation of the sector which allows the labour mobility, the access to the training courses, etc.?

There is non doubt that the anatomical knowledge of the meat and the skill in working with the meat are basic elements to make effective the chances of worker's mobility in the labour market. I do not know exactly which are the sharp pre-requisites to have access to the more targeted training courses in this area.

IV) Is there any company which has a related practice?

The companies showing foresight have the trend to make higher the specific skills of workers, in particular with reference to their workers already involved in peculiar activities within the company context. In general in the sector there are not consolidated practices in charge of all the companies . An exception can be considered the mentioned shadowing of younger workers.

V) Do you know any research or project which be developed in this sense?

Up to now, I do not.

Block 3. Need of a national and an international report of Recognition and accreditation.

I) Do you consider needed that it should be a competences license which makes easy the mobility and the access to the vocational training?

It would be necessary to have a right concept of "licence" . As a matter of fact, nobody among the private operators can give official permissions concerning job . The word license can only be considered as a certification of the skills of a worker . we can more appropriately use the word " competence book". this latter can be useful also to understand the perspective and need of training refreshing in the next future.

II) Do you consider that a model as the Europass will be useful for the companies? Why? (reasons)

- Labour mobility in the enterprise and in the sector
- Personal selection by Qualifications visibility
- Labour promotion
- Training access

- Quality certification
- Quality improvement
- Others

III) Do you consider a model similar to the Europass would be useful for workers?

- Labour mobility in the enterprise and in the sector
- Personal selection by Qualifications visibility
- Labour promotion
- Training access
- Quality certification
- Quality improvement
- Others: The European companies can reach an effective competition , starting from similar levels of professional skills of workers, by means also of forms of monitoring and certification of levels of ethics standards reached in the productive processes. The differences existing in the way to work among the companies in this productive area, can be overcome by means of an effective comparability of knowledge and skills.

IV) If a model of competences license in the sector will be used, will you consider important these parts?

1 Personal data: name, age, gender, place of birth, residence.

Of course, for some aspects, these data could be relevant. Anyhow, a big relevance has to be done to further data such as the spoken languages, the knowledge in areas as the food safety, the safety on the job, the traceability of products, the " chain of the cold".

2 Name of the organisation who issue the document: trade union, business organisation, training centre, public authorities, private companies, employment agencies, ect.

The typology of the Organizations in charge of the mentioned document issue, should be that of a Centre of vocational training – both public or private- accredited following current laws. It should be a Body over the parties with its own autonomy.

3 Labour experience-labour path: enterprises where it's been working, jobs, responsibilities, workers in charge, seniority.

These data are relevant. As a matter of fact, it is a good skill index an outline of work previously done on behaviour norms, set up on the labour environment. I mean norms set up in the field of food safety, safety on the job, hygienic, etc..

4 Training courses carried out: academic studies achieved, training courses at job, computer skills, languages courses, seminars participation, etc.

Basic is the knowledge acquired by the attendance of training courses on laws and technical norms (such as Hccp).

5 Professional competences acquired:

- a. Technician professional competences
- b. Languages competences
- c. Computer competences
- d. Enviromental competences
- e. Labour risk prevention competences
- f. Social Skills and competences acquired: working on tea, flexibility, self-control, interpersonal understanding, self confidence, results guidance.

Effectiveness in the transfer of skills and practical notion in the working environment.

V) Which type of organisation should promote a competence licence in the meat industry?

- Social agents
- Enterprises
- Public administrations: educational authorities, labour authority, health authority, others.
- Alls, although social dialogue linked to the collective agreement.
- Others: The Bodies, private or public, accredited to make training as their main aim.

VI) Do you consider necessary the following steps to carry out a Qualifications Recognition process in the sector:

- Identification of the enterprises and types of enterprises
- Working posts classification
- Description of the needed competences for the sector
- Detail of the related training to obtain the competences
- Definition of the qualification Recognition process
- Identification of the staff who will asses and carry out the qualification identification process
- List of the certificates, experiences, previous evidences which will have them in count
- Emission of the competences license

Remarks

When you make a general project evaluation, among the other things, you have to consider the training from the point of view of ethics in the realization of productive processes, that is the respect not only of laws concerning work in general, but the wider range of rights (also not codified in official laws) of workers.

Drawn by **Ivan Comotti**
FLAI-CGIL Nazionale
Dipartimento Industria
Roma 30 Marzo 2007

Euromeat: interview file

Country	ITALIA
Name of the interviewed person	Ivano COMOTTI
Organization	FLAI-CGIL NAZIONALE
Post	Via LEOPOLDO SERRA 31 00153 ROMA "ivan.comotti@flai.it"
Date and place of the interview	30 MARZO 2007 ROMA
Curriculum of the interviewed person	FUNZIONARIO SINDACATO NAZIONALE DIPARTIMENTO INDUSTRIA FLAI-CGIL.
Reason which the person has been selected because of	ESPERTO SINDACATO DEL SETTORE CARNI SEGNALATO DA ERIC BOSSING EFFAT.
Name of the interviewer	D'ANDREA DAVIDO
Signature of the interviewed person.	 FLAI-CGIL FEDERAZIONE NAZIONALE LAVORATORI AGROINDUSTRIA



CGIL
FLAI

FEDERAZIONE NAZIONALE LAVORATORI AGROINDUSTRIA

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Chapter 6. Conclusions

In Italy there is great necessity of a system of recognition and certification of the qualifications, in the meat industry like in other sectors. The politics regarding the professional training and labour, are not producing yet considerable effects, and it is evidently linked with the industrial characteristics. In facts the productive scenery is consisting of very big enterprises (that grows up the qualifications internally), and medium-small enterprises (that can't give, for many reasons, the right impulse).

About the development of a model of professional qualifications, surely the Europass System is the most complete, detailed, efficient and recognized that at the moment exist.

In our opinion however, Europass is more usable for medium – high professional profiles, that in the actual Italian meat industry sector, represents a small part of labour organization. Not by chance in facts, the Italian Regions institutions are testing the utilization of the "Libretto Formativo del Cittadino" (Citizen Training Book), a tool more adaptable to the different profession, and environments. **Note: Commonly in Italy Europass System is called also "Libretto Europass"**

One of the great changes in the last school system reform, has been the adoption of the *individual skills portfolio*, a tool where is reported all about the facts that conducts to the formation of the individual. It follow the students from the beginning of official formation, and it is progressively built up, and constantly updated.

The proposal of models of qualifications transparency and competences, is a proposal that consider all the typologies of jobs employed in the meat industry sector. It could be a model, where Europass, Libretto and Portfolio format can be used and mixed. It will contain **3 Section**, that could have any format, or pagination, or length, but always separated.

Section A: (*with a structure predefined not modifiable*). In this section will be reported all the Real Facts all that a person really hold, like: personal data, degree, diplomas, licenses, documentation, certifications, work experiences, residence or work permits, references,

Section B: (*with a free structure*). In this sections will be reported with a free structure (but predefined) all that is not necessarily documentable, like: no official formation, short work experiences (or without contracts), language skills, hobbies, voluntary work,

Section C: (*with no structure*). This section will be the presentation, the biography, the *portfolio* where could be present all can help the definition of the profile.

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