



European Federation  
of Building  
and Woodworkers



Education and Culture DG

Lifelong Learning Programme

**Leonardo Da Vinci Project  
„Bricklayer“**

# **Bricklaying Country report**

## **Italy**

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# 1. SUMMARY OF THE REPORT

## Regulatory area:

*In Italy, there are no regulatory constraints on practicing the profession of “Bricklayer”.* There are no compulsory training requirements regarding initial access to the labour market or relating to the possession of a minimum level of professional qualifications to engage in working activity. The job title of "Bricklayer" is not uniformly regulated, from either a regulatory or technical point of view.

- a) *In Italy, the framework of professional characteristics for "Bricklayers" (and consequent training courses) varies according to the educational level at which it has been pursued:*
- at a national level, the State works through the Ministry of Labour, which lays down the general approach;
  - at a regional level, the regional governments regulate professional training according to their own criteria, apprenticeships and methods of access to financing (for both beneficiaries and trainers);
  - at a private level, the Social Partners (Trade Union Organisations of the sector and the Entrepreneurial/Employers' Associations), regulate the working framework and professional training through the CCNL (National Collective Bargaining Agreements for the profession).

In the construction sector, there are four National Collective Bargaining Agreements, corresponding to the four employer representation organisations: Industry, Handicrafts, SMEs, and Workers' Cooperatives. The private level is also highly decentralised (both in remuneration and professional training): bargaining at a national level is followed up on a secondary (territorial) level, even for the specific aspects of operational implementation, which under national and regional regulations are partly delegated.

- b) *In Italy there are no compulsory professional training courses for access to the profession.* The only "obligation" currently in existence is that of a "16 hour" course prior to entering a worksite for those who have never worked in the building sector; it is not, however, a legal obligation, but merely a contractual one. The only area actually regulated in the field of the professional qualifications of “Bricklayer” is apprenticeships, which is the competence of the Regions. Even this, however, is not compulsory for access to the profession: it only becomes compulsory for access to funding support and for contributitional/ contractual reductions. Not all the regional governments have passed legislation in relation to training courses and professional profiles. There is a lack, moreover, of reciprocal recognition of the competences acquired in different regions.
- c) *The only entities active in the provision of professional training are private bodies (joint bodies; agencies of the social parties; private organisations).*
- *To provide professional training with the support of public funds requires the possession of accreditation before the regional governments.* Training personnel must meet standards of evaluation referring primarily to logistics (personnel, offices/classrooms, computer equipment) and -- but only marginally -- the quality of training provided (competences of the trainers, teaching methodologies, effectiveness of the training, market usefulness of the professionalism acquired).
  - *Worksite health and safety training is considered distinct from professional training.* Safety is provided principally by the persons or agencies for the job titles listed under the regulations (both European and national); on the other hand, it still plays a marginal role within professional training for bricklayers.
  - *For apprenticeship, there are two parallel channels for training.* The joint professional training bodies (provided for under the National Collective Bargaining Agreement), have been recognised, under the regulations, as autonomous subjects of the Region authorised to provide professional training connected with apprenticeships. In addition

to legal recognition, there are - at the present time - also economic considerations (costs) involved in autonomous operation.

### **Training and contractual areas:**

- a) ***In Italy, there is no uniform system of professional qualifications and related certifications.*** At a contractual level only, four levels of professional placement are recognised for "Bricklayers":
  - 1) common workers;
  - 2) skilled workers;
  - 3) specialist workers;
  - 4) Level IV workersThe levels are identified based on the jobs performed on the worksite, linked to the relative wage levels provided for by the National Collective Bargaining Agreement for the building sector.
- b) ***Advancement in professional level is not linked to qualifications and/or the acquisition of new competences.*** The degree of know-how, skill and ability useful in defining the professional characteristics of a "Bricklayer" is identified, but not uniformly, at both the institutional (State and Region) and contractual (National Collective Bargaining Agreement) levels.
- c) ***Training requirements are linked to the size of the undertakings in the sector.*** The trend among small and medium-sized enterprises and in the 'craft' industries is to require "versatile" workmen, with "useful" competences in various contexts. The larger industries (not very numerous in Italy) usually look for better qualified and specialist workmen (for example, "Foremen"). The rise of new technologies (for example, energy savings and bio-construction) has, however, led to a growing need for better professional training.
- d) ***The job title of "Bricklayer" is perceived as "not very attractive".*** There is a notably low level of loyalty to the profession among young people (under 35), who tend to enter it for short periods of time, followed by career shifts elsewhere as soon as possible, leading to a high turnover in personnel, which discourages stable training policies on the part of undertakings.
- e) ***"Bricklayers" are hired primarily at the lowest wage levels*** (I and II Level National Collective Bargaining Agreement), regardless of qualifications or professional experience. The sector is characterised by a high percentage of immigrants. The basic reasons are:
  - low labour costs;
  - lack of necessity for professional qualifications;
  - scant attractiveness of the building sector for Italians.

### **The "Bricklayer"**

*In the Italian system, there are different definitions for the term "Bricklayer/Mason":*

- *versatile worker or construction worker (Collective Bargaining Agreements);*
- *building maintenance workers (Apprenticeship: definition of professional characteristics).*

## **2. FRAMEWORK OF THE REPORT**

### **2.1 Introduction to the structure of the report**

The present report was drawn up to describe the occupation of "Bricklayer" from the three points of view provided for in the uniform schema drawn up by the "Bricklayer" European working party:

- regulatory (Institutional)
- training -related (Qualifications), and
- contractual (Labour Market).

Each of these areas is broken down into two more areas, forming six sub-sections of the present report:

- In the regulatory area (subsections 3.1 Regulatory and Labour Law Framework and 3.2 Framework of the Professional Training Systems), the Italian scenario will be analysed in regulatory-institutional terms.
- In the training area, (subsections 3.3 Framework of Professional Qualifications/Qualifications and 3.4 Framework of Competences and Professional Know-

How), the Italian scenario will be analysed and described in relation to professional training and competences.

- In the contractual area (subsections 3.5 Framework of contractual and job market aspects and 3.6 System of contractual remuneration) the Italian scenario will be analysed and described in the context of the job market and bargaining.

## 2.2 "Analysis - Social Control" methodological approach

Technical analysis of four National Collective Bargaining Agreements (CCNL) and of the existing documentation reveals the great complexity of both the scope of reference and the key variables defining the profile. The framework was supplemented by interviews to check the impressions obtained with the support of the principal stakeholders. Interviews were conducted with respect to the three areas of analysis:

- 1) regulatory - Institutional;
- 2) professional training and competences;
- 3) labour market and bargaining.

The interviewees were key players in the building system in Italy:

- the Social Partners FeNEAL, FILCA FILLEA, ANCE (see 2.3 Glossary of Terms) and their associated organisations, such as ISFOL (Istituto per lo Sviluppo della formazione professionale dei Lavoratori) [Institute for the Development of Professional Worker Training], CRESME (Centro Ricerche Economiche Sociali di Mercato per l'Edilizia e il Territorio) [Social-Economic Market Research Centre for Construction and the Territory];
  - and the Ministry of Labour and State/Regional Conference (see 2.3 Glossary of Terms).
- Conducting and analysing the interviews contributed to the drafting of this report.

## 2.3 Glossary of Terms

**Apprenticeship:** contract with training content, by means of which the employer, in addition to payment for the activity performed, provides the apprentice with professional training. The Italian system provides for three levels:

- Level I apprenticeship, educational and training right/duty;
- Level II, professional training apprenticeship (provided by the Regions and the autonomous Provinces)
- Level III, apprenticeship, for advanced training.

### **Associations – employers' representation:**

1. Confindustria;
2. Handicrafts;
3. SME;
4. Workers' Cooperatives in Construction and related activities.

Through the following Associations:

1. ANCE, l'Associazione Nazionale Costruttori Edili di CONFINDUSTRIA [National Building Contractors' Association of CONFINDUSTRIA]
2. CNA, ANAEP-CONFART, CASARTIGIANI and CLAI, for the handicrafts sectors
3. ANIEM, for SMEs;
4. LEGACOOP and CONFICOOP, for Workers' Cooperatives in the Building Sector and related activities.

**State/Regions Conference:** permanent conference for relations between the State, Regions and Autonomous Provinces of Trent and Bolzano. The Conference works to encourage cooperation between the activity of the State and the Regions and Autonomous Provinces, constituting the centre of political negotiations between the central Administrations and system of regional autonomies. The object is to achieve collaboration between the central and regional Administrations.

**Contracts with Training Content [Contratti a contenuto formativo] (CFL):** labour relations with training objectives and content, in which the employer must provide recently hired young people with professional training in exchange for non-renewable reductions in contributions. This type of contract includes apprenticeship contracts.

**National Collective Bargaining Agreements:** in addition to wage aspects, these agreements regulate professional training, qualifications and hiring systems relating to worker-performed tasks (based on evaluation of labour services rendered compared to the know-how and control required in production)

through remuneration for professionalism. Other specific elements of the National Collective Bargaining Agreement in the building sector include:

- *APE* (annual premium for Anzianità Professionale Edile [Professional Seniority in the Building Sector]): wage situation at the time of retirement.
- *Special Construction Worker's Funds*: bodies exclusive to the building sector, arising in connection with the peculiarity of working relationships characterised by high inter-employer mobility of workers. These are joint bodies, formed in each province based on the forecasts contained in the National Collective Bargaining Agreements for employees of building firms. The Special Construction Worker's Funds provide workers with part of the wage from the employers and APE. Upon registration with the *Cassa*, members are able to take advantage of the services offered by the Construction Schools and CPT (see below).
- *EET (Elemento Economico Territoriale)* [Territorial Economic Body]: portion of the wage paid to improve competitive and profitability factors related to the economic development of the company, varying from region to region.
- *Joint Bodies*: Bodies of the sector to which *management* is entrusted in equal measure to representatives of employers and workers.
- *Construction Schools and CPT*: joint bodies of the sector in the field of professional training (training and education in the building operators' professions) and safety (CPT: *Comitati Paritetici Territoriali di Servizi per la Sicurezza sul Lavoro Edile*) [Territorial Joint Service Bodies for Construction Worksite Safety].
- *Piecework*: form of para-subordinated labour. Provides a made-to-measure wage (compensation based on the quantity of product produced) or time (calculated based on the hours or days required to achieve a result), broken down on either an individual (when proportional to the output of a single worker) or collective basis.
- *RLST for safety*: the Territorial Representative for Worker Safety [*Rappresentante Territoriale dei Lavoratori alla Sicurezza*], with training obligations for the preparation of opinions on the state of security on site.

**[CRESME (Centro Ricerche Economiche Sociali di Mercato per l'Edilizia e il Territorio) [Construction Market Economic and Social Research Centre]:** Association performing research and working to encourage meetings between public and private operators. It conducts investigative activities on productive or commercial aspects of the building sector; on territorial arrangements and transformations; on the administrative topics of interest to public bodies. It is equipped with informational systems capable of monitoring the degree of progress in various markets of the construction industry, offering operators in the sector a tool providing strategic knowledge.

**Local bodies:** a local body (such as the Regional or Provincial Bodies) is a public body whose competence is limited to a territorial district, pursuing the public interests of that district.

**Interprofessional Joint Funds [Fondi paritetici interprofessionali]:** joint bodies promoting the development of inter-company continuing training (i.e. without sectoral limits) with a view to increasing the competitiveness of undertakings and ensuring worker employability. They are also intended, in particular, to ensure a connection between training and work. The constituent agreement identifies the following as priority axes of intervention:

- 1) the activities of qualifying and requalifying for particular occupations in different sectors, as well as for workers at risk of exclusion;
- 2) development of industrial safety training projects.

**ISFOL (Istituto per lo sviluppo della formazione professionale dei lavoratori) [Institute for the Development of Worker Professional Training]:** public research body working in collaboration with the Ministry of Labour, Health and Social Policies (cooperating, in addition to the Ministry of Education, with Universities and Research; the Presidency of the Council of Ministries; the Regions; the Social Partners; the European Union; other international bodies). It conducts and promotes activities of study, research, experimentation, documentation, evaluation, information, advisory services and technical assistance for the development of professional training, social and labour policies. It contributes to the improvement of human resources, to the growth of employment, to social inclusion and social development. The Institute for the Development of Professional Worker Training is also: National Agency of the *Lifelong Learning Programme* - Sectoral Programme; *Leonardo da Vinci*, National European Social Fund Evaluation Structure [*Struttura nazionale di valutazione del*

Fondo sociale europeo]; National Europass Centre [*Centro nazionale Europass*].

**ISTAT:** *Istituto Nazionale di Statistica* [National Statistics Institute]: a public research body. It is the principal producer of official statistics to support citizens, public decision-makers and autonomous work. ISTAT's institutional task is to produce and disseminate information capable of defining the social, economic and environmental conditions of the Country. Since 1989, Istat has carried out the role of addressing, coordination, technical assistance and training within the National Statistical System (SISTAN).

**Professional Institutes:** the Professional Institutes form part of the second year of secondary school, a term used to refer to the third cycle of education in the Italian educational system (the first cycle refers to primary school; the second cycle refers to the first year of secondary school). In addition to basic culture, professional education supplies technical and operational competences and capacities. The structures of the professional institutes provide for a first cycle of three years study, terminating with an examination, issuance of a diploma, and a final bi-annual examination leading to a post-qualification diploma.

**Ministry of Labour, Health and Social Policies (central government):** active in management, coordination and control. It also has powers relating to the social aspects of immigration and determining the essential levels of services relating to civil and social rights and social security. It possesses regional competence, except in determining the basic principles -- which are reserved to the State -- governing the protection and safety of labour, health and complementary and supplementary social security, and education, to the exclusion of professional instruction and training.

**Trade organisations:**

- CGIL - *Confederazione Generale Italiana del Lavoro* [General Italian Labour Confederation]
- CISL - *Confederazione Italiana Sindacati Lavoratori* [Confederation of Italian Workers' Trade Unions]
- UIL - *Unione Italiana del Lavoro* [Italian Union of Labour]

Through the three national Federations for the profession: Building, Woodworking, Construction, and related federations:

- FeNEAL - *Federazione Nazionale Lavoratori Edili Affini e del Legno della UIL*; [National Federation of Construction and Wood Workers and Related Trades of the UIL]
- FILCA - *Federazione Italiana Lavoratori Costruzioni ed Affini, della CISL*; [Italian Federation of Construction Workers and Related Trades of the CISL]
- FILLEA - *Federazione Italiana Lavoratori Legno, Edilizia Industrie Affini ed Estrattive, della CGIL* [Italian Federation of Wood Workers, the Construction and Related and Extractive Industries of the CGIL].

**Regions:** together with the Local Bodies and the Central State, one of the constituent elements of the Italian Republic. Every region is a territorial entity with its own statutes, powers and functions. There are twenty regions (five of them equipped with a special statute of autonomy).

**SISTAN:** National Statistical System, instituted to rationalise the production and dissemination of information and the optimisation of resources intended for official statistics. The system includes the ISTAT, the central and peripheral statistics offices of the State Administration, local and territorial bodies, Chambers of Commerce, other public and administrative bodies, and other public statistical information bodies and organisations.

**VET:** known in Italy as the "IFP". The national system for occupational education and training, supplying competences and know-how for the labour market.

### 3. THE TITLE OF “BRICKLAYER”: REGULATORY, TRAINING AND CONTRACTUAL ASPECTS

#### 3.1 Regulatory and labour law framework

In Italy, the occupational training system for the building sector, and, in particular, for the title of "Bricklayer", is neither compulsory nor uniform; for this reason, it is characterised by a varying architecture of training courses and professional qualifications on the entire national territory, in the absence of reciprocal recognition mechanisms.

The Italian system works on two different levels:

1. The primary level is institutional, involving central government at national level and the system of regions at local level;
2. The secondary level is private, involving the Social Partners, which may be summarised as
  - the acquisition of a general approach to the National Collective Bargaining Agreement for the sector and
  - specific choices relating to demands for the autonomy of the provincial collective bargaining agreement (CCPL).

This system, until the present time, has not produced any effective agreement between qualified acquired rights and the job market (at both a national and regional level).

From a purely legal point of view, the Italian Constitution establishes a commitment on the part of the State to “provide training and to raise the professional level of workers”, attributing exclusive competence to the Regions with regards to education and professional training. These powers are exercised by the Regions, including the delegation and transfer of functions and tasks to the Provinces (Local Bodies). The State remains responsible for determining the minimum essential levels of training available. The educational requirement (from the age of 15) has been redefined as the "right/duty to receive training, education and professional training, leading to a diploma or other qualification by the age of 18. The training choices are made upon leaving the third medium (second cycle of education, first year of secondary school), with the possibility of experimenting with, and choosing between, various three-year courses of education and professional training. In Italy there are the Professional and Technical Institutes for higher education, but the Italian system does not provide specific choices for the building and construction sector because there are no Professional Institutes with authority for this sector.

The percentage of students going on to higher education is: 22.4% Professional Institutes; 34.1% Technical Institutes. The students going on to vocational training in the *building and construction* sector has increased from 8,500 in 2006 to 21,000 in 2008 (20% of the total). At national level it is difficult to establish the percentage of students going on to do vocational training<sup>1</sup>:

The State, Regions and local bodies provide the range of training courses, organised on a territorial basis. The range of training courses must (at least from the legal point of view) permit customised training, certified and recognised as training credits in the national and European environment. Italian workers, both employed and unemployed have a right to continuing education as long as they live, to acquire increased knowledge and better professional competences. Public or private employers' dependents with at least 5 years' employment with the same company, may request “training leave”.<sup>2</sup>

#### *The role of the State*

There are two different areas of adult education. One is the responsibility of the Ministry of Public

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<sup>1</sup> 2008/2009 Ministero dell'Istruzione, dell'Università e della Ricerca  
[Ministry of Education, University and Research, central government]

<sup>2</sup> “Training leave” is understood to mean leave intended to supplement compulsory education, for the attainment of a II grade diploma, a graduate degree, for participation in training activities other than those created or financed by the employer. The employee retains his job, but receives no salary, for the duration of the training holiday.

Education (MPI); the other, relating to Continued Professional Training (FPC) of adult workers, is under the authority of the regional Administrations. The Italian system does not provide for Professional Institutes with authority for the building and construction sector.

### ***The regions***

There is a constitutional decentralisation of powers and functions which assigns exclusive competence to the Regions in relation to professional training; but there is no guidance on the implementation of the new framework of competences. In expectation of the above mentioned regulation, the system of professional training remains rooted in the preceding regulations, which assign primary and non-exhaustive competence to the Regions in these matters, within the framework of centrally defined approaches at all times. The Regions are responsible for the following (in consultation with the Social Partners):

1. The regulation of apprenticeship training profiles for fulfilment of the right/duty to education and training;
2. The local regulations for professional training and access to the profession;
3. Providing training-related financing (by means of accreditation).

The entrepreneurial associations are required to respect all regional standards and regulations in the manners set forth in the Collective Bargaining Agreements, including establishing the duration of training (although no general principle has been established to which they must all conform). In the absence of regional regulations competent in the matter, and pending the issuance of such regulations, apprenticeships are governed by the National Collective Bargaining Agreements for the profession. To date, the following Regions have passed legislation ratifying a Record of Understanding with the Ministry of Labour: the Veneto, Lombardy, Piedmont, Emilia Romagna, Tuscany, the autonomous province of Bolzano, Abruzzo and Umbria.

### ***The role of the Social Partners***

The regulations dealing with professional training remain a reference point for the system, serving as an inspiration and a basis for implementing regional regulations. The same regulations, from a national perspective, confer a major role on the Social Partners, identifying them as necessary interlocutors for the Regions, to be consulted during the programming of training activities and called upon to participate in activities relating to the social control of training initiatives. The training may be selected by the worker (or prepared by the company) through company or territorial training plans agreed with the Social Partners. The collective bargaining agreement for the category of worker, national and decentralised, defines hours to be set aside for holidays, criteria for identifying workers for training and working times and payment methods relating to participation in the respective courses. Through the CNNL, the Social Partners recognise the value of professional training as the privileged pathway to access to the sector and an opportunity for all construction workers to improve the quality of their work and the technical-productive capacity of the company. Territorial organisations belonging to the national associations are required to update their competences.

### ***The role of the training bodies***

The providers of professional training are private entities, joint bodies formed by the individual Social Partners. There is no official difference between these different entities. The training structures obtain accreditation from the Regions if they are considered adequate, based on previously established administrative and logistical requirements. This marginalises aspects directly related to different standard levels of professional competence of trainers (the minimum contractual requirement demanded of trainers is the possession of an upper secondary school diploma, even for training tutors).

There is no evaluation of the training content or levels of learning involved, nor of the effectiveness of these or their "usefulness" in the labour market. As a result, the gradual differentiation between the various regional mechanisms creates a variegated geographical phenomenon, particularly in terms of the incisiveness of those providing training services.

The Joint Bodies for Training provided for under the National Collective Bargaining Agreement for the profession are the Construction Schools (with regional bodies, designated "Formedil Regionali" and the national body for interfacing, coordination and orientation, known as FORMEDIL). The Joint Bodies have been legally granted the possibility of setting up autonomous courses for apprenticeship, in a manner independent of the Regions. Of the two institutions, however, the real possibility of providing such a service is very different: the Joint Bodies do not possess the same resources as the

Regions (the bilateral entities are privately financed based directly on the provisions of the National Collective Bargaining Agreement).

### ***NQF, EQF***

As regards the European framework of reference, the EQF and any NQF in particular have no actual application except for generic acquisition at a documentary level or as non-compulsory guidelines.

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#### ***Keywords:***

- ***Absence of obligations.*** There is no regulatory and/or training obligation for access to, and the practice of, the profession of “Bricklayer”.
  - ***Non-homogenous professional training system.*** **The** Italian professional training system is based on two levels, which are not standardised: a general, national approach (central government); operational delegation to local governments (Regions) and collective bargaining agreements (national and territorial).
  - ***Partially regulated apprenticeship.*** The system is managed by the Regions. Not all have passed regulations relating to training courses and occupational profiles are neither homogenous nor mutually recognised.
  - ***Profession and Prevention.*** For entry into the building industry, there is a "16-hour" compulsory training course for access to site (contractual obligation).
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## **3.2 Framework of the professional training systems**

### ***Trainers/Accreditation***

Elementary professional training in Italy, including possible external training through apprenticeship, is provided by professional training structures identified by the Regions.

Centres intending to engage in training interventions using public resources must meet the following requirements:

- Possess structures with adequate organisational capacity and equipment;
- Be non-profit;
- Guarantee social control of the activity;
- Apply the National Collective Bargaining Agreement for the profession to their personnel.

Persons or bodies possessing these requirements may provide training based on the programme identified by the Regions and the needs analyses of the local productive system. Minimum criteria for accreditation of the structures are determined at a national level; requirements and procedures are defined by the Regions. The courses are financed by the Regions through national funds provided by the Ministry of Labour and the Ministry of Education. They may be co-financed by the European Social Fund.

### ***Level of qualifications for initial access***

As already noted on several occasions, Italy does not possess regulations governing initial access to the occupation of “Bricklayer”. The only training obligation (exclusively on a contractual level) is the 16-hour on-site pre-access course; this course must be provided to workers on their first contract, when first hired in the sector, to provide them with basic notions of professional awareness/ability in terms of working safety.

### ***Continuing Training***

Continuing training has been through a phase of settlement, following an initial implementation period, but has not yet succeeded in providing an adequate response to the requirements of the productive working world. The notion of continued professional training in Italy includes all activities of a training nature, constituting (or permitting) courses of learning, subsequent to and distinct from initial training. There have been intensified efforts to consider continued training as a fundamental component of policies for the development of a competitive economy based on knowledge. There is a need for a complete and coherent regulatory framework and there is discussion - not productive of many results thus far - on the definition of a coordinated and supplementary intervention strategy between the various economic and institutional levels involved (Ministry of Labour, Regions, Provinces, Social Partners).

Continual training is becoming increasingly important to Interprofessional Funds in Italy. National

regulations recognise the Funds as a means to bring continued training closer to the working world. Notwithstanding the growing participation of undertakings in the sector in the Funds:

- The building sector makes limited use of available resources;
- The training is not often used for professional growth (qualification and specialisation), but, rather, to obtain compulsory training required under health and safety laws, as well as to complete basic training instead of specialisation;
- Few courses are concerned with the professional development of bricklayers (most courses are concerned with industrial safety);
- There has been a tendency towards increasing bureaucracy in the training process, while not much attention is paid to quality..

### ***Role of formal, non-formal and informal learning***

Learning on the job is carried on by means of supplementary methods:

- Formal learning involving the educational and training institutions for the attainment of diplomas and professional qualifications. There are fundamentally three areas of formal learning:
  1. Updating courses in new technologies;
  2. Courses in machine and equipment utilisation and safety;
  3. Training in specialist jobs provided for under safety regulations (such as, for example, the RLS);
- Non-formal learning, inside or outside traditional seats of training and learning, some not structured with learning objectives in mind and not leading to official recognition of the competences acquired;
- Informal learning on the job, at work (practical working experience).

### ***The results of learning and their role***

In Italy, there is only one tool for the validation of competences, the *Record of Personal Achievement* (for both IVET and CVET), which records those acquired (in apprenticeship, through job integration, at work, during continued training activities or specialisation, etc.). The Record is the principal tool offered by the Italian system for transparent documentation of competences and certification, interacting with the labour market. This tool is not uniformly utilised all over the country, and has not yet received official formalisation.

### ***Training evaluation***

Learning evaluation tools (again for both IVET and CVET) are used in the various training interventions. Responsibility for these lies with a teacher and training tutor. In professional training, use of the portfolio is becoming more widespread as a systematic competence recording tool. The portfolio permits an evaluation of teaching and learning procedures, strategies followed and progress made. There is, however, no formal connection between the portfolio and the “Record of Personal Achievement”.

### ***Apprenticeship***

Apprenticeships are structured according to three basic contractual models:

1. *Apprenticeship for the right/duty of education and training.* Reserved for young people of at least 15 years of age, with a maximum duration of 3 years, leading to a professional qualification. National, territorial or company collective bargaining agreements determine the method of provision of company training according to regional standards.
2. *Professional training apprenticeships.* Intended for young persons between 18 and 29 years of age, lasting between 2 and 6 years. These apprenticeships are aimed at qualifications through on-the-job training and the acquisition of competences (basic, transversal and technical-professional). The national or regional collective bargaining agreements establish the duration, according to the type of qualification; the training may be provided externally or in-house. The regulation of this type of contract is, in expectation of regional legislation, left up to the National Collective Bargaining Agreements for the profession or contractual agreements. The Regions have made a great variety of different decisions and various agreements with the Social Partners. There are no agreements on reciprocal recognition between the various regional training systems. There is no college for the *building and construction* sector; there are only the Construction Schools, the

bodies of the sector in the field of professional training. The elements of the professional training systems are Apprenticeship (120-hour) or training on the job. There is no common approach for the different regions; the only one delineated by contracts (National Collective Bargaining Agreements) is not taken into account by the single regional governments.

3. Diploma or advanced training courses. For young people between 18 and 29 years of age or seventeen-year-olds in possession of a professional qualification. The regulation and duration of these courses is left to the Region; the aim is to obtain a secondary school diploma or university or advanced training (or advanced technical specialisation) diploma.

The training for bricklayers in the Italian system does not entail a uniform system at national level of activities or knowledge and competence elements. At a regional level, the single governments regulate professional training according to their own criteria, and also the kind of activities and the elements of knowledge.

### ***Number and types of apprentices***

Over the past few years, there has been an increase in the number of training courses for apprentices; 1 young person in 6 (between 15 and 29 years of age) is employed via this contractual method. Marginal use is made of apprenticeships in southern Italy, where, in the year 2008, 1 apprentice in 20 was found to have undergone regional public training activity (problems of application and legislation, due to the fragmentation of competences). Young people integrated by means of an apprenticeship contract are, rather, "adults"; the proportion of those over 25 has increased from 10% to almost 25% between 2002 and 2008. In the absence of a regulatory definition of apprenticeship for minors, the latter, in 2008, increased to 6.5% of the total. Adolescents abandoning academic education, between 14 and 17 years of age (approximately 110,000 in number) are among the greatest at-risk categories as concerns interaction with the world of work.

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#### ***Keywords:***

- ***Little attention is paid to the quality of the training provided.*** The training bodies, which are private entities, are accredited by the Regions with minimum logistical and administrative, but not qualitative, standards (for the trainers/training provided).
  - ***The Interprofessional Funds are playing an increasingly important role in Continuing Training.*** But the building sector utilises these resources in a limited manner. The training is directed at compulsory basic competences rather than at professional development as "bricklayers". The courses are primarily concerned with job safety.
  - ***Most of the courses consist of professional training apprenticeships.*** Apprenticeships, although regulated by the Region in a non-homogenous manner across the national territory, remains the primary pathway towards access to the profession. The commonest type is Level 11, or professional level.
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### **3.3 Framework of the job title of "bricklayer"**

Italy lacks a recognised qualifications certification system for the occupational title of "Bricklayer". The designation "Bricklayer" and related qualifications are terms which mean little in the construction context. The systems/repositories of qualifications and the value of the certification issued remain confined to the territorial framework in which they were acquired.

The four National Collective Bargaining Agreements applicable within the sector identify the professional and contractual levels and, in consequence, the wage, without specifying the professional qualifications correlated to the different levels.

In the Italian labour market, there is no correlation between professional qualifications and the contractual level; the latter is identified based on the working functions/tasks performed and attained through negotiations/bargaining between the worker and the employer.

The table below summarises the content of the National Collective Bargaining Agreement with regards to:

- professional level;
- nomenclature of the professional levels;

- group job description of professional levels.

In the Italian system people do not need to prove they fulfil the requirements of the job description. The only training requirements (exclusively at a contractual level) are the 16 hour on-site pre-access and the 8-hour on-site post-access course for safety.

Table 1: "The contractual levels"

LEVEL	NOMENCLATURE	GROUP JOB DESCRIPTION
I level	Common worker/	Worker on his/her first contract (no specific function or competences). (This is the unskilled manual worker which implies carrying out labouring work)
II level	Qualified worker/ Multivalent worker	A distinction is made between: <ul style="list-style-type: none"> <li>- bricklayers and</li> <li>- carpenters,</li> </ul> although the same category includes versatile workers. Very little recognition of specific functions and competences. (This is the unskilled manual worker carrying out labouring work and also organising his/her own workplace independently)
III level	Specialist worker	A distinction is made between: <ul style="list-style-type: none"> <li>- Bricklayers (workers capable of building pillars, columns, arches, masonry walls, special coatings, parapets, barrel vaults, cross caps, cupola vaults, gothic vaults, stairways and stone arch faces, marble, tiles);</li> <li>- Carpenter (wood, iron, reinforced concrete)</li> </ul> (Workers are expected to coordinate other workers supporting them).
IV level	Level IV worker / Specialist and/or skilled worker	Equivalent to "Building Site Manager", with a broad knowledge and experience in the sector and acting with autonomy and continuity in the various phases of the job, including the coordination of the workers supporting him.(Workers are expected to coordinate other workers supporting them)

### Certifications

Certifications issued by the professional training system are intended to:

- Ensure the transparency of training courses;
- Provide recognition of the competences, occupational designation and qualifications acquired;
- Permit integration or re-entry into the system of professional education and training;
- Facilitate a compromise between the supply and demand for labour;
- Identify the supply and demand for competences and professionalism on the labour market.

The certification of competences, in compliance with given standards and criteria of quality, may act as an instrument encouraging employability. The object of the certification is to recognise competence (as a structured set of knowledge and abilities) with reference to specific professional occupational designations, which can be acquired through training courses, working experience, and auto-training. The competences certified constitute a training credit; recognition of the credit being through the training entity, in collaboration with the original undertaking. The worker registered for the training receives a certification for the training completed, recognising the higher-level professional course and competences acquired.

Nevertheless, the Italian system does not provide for a national system of recognition of the certifications and competences acquired, whether in terms of wages, usefulness in the labour market, or advancement with respect to professional levels.

### Keywords:

- *Italy is not equipped with a professional competence certification system.* No recognition system across the national territory of competences acquired, whether in terms of wages, usefulness in the labour market, or advancement with respect to professional levels.

- **Lack of mutual recognition between the regional training systems.** No transferability of qualifications. Partial presence of certifications/absence of coding system.
- **There are no certification systems in the collective bargaining agreements.** Professional and contractual levels identified by the National Collective Bargaining Agreements are based solely on the functions/tasks performed and therefore attributable to the 4 wage levels.

### 3.4 Framework of professional competences and knowledge

The Italian government, through ISFOL (Institute for the Development of Professional Worker Training), follows a national approach with regard to the conduct of the profession, via a definition, through competences, of the "Assigned to the Structures". Table 2 below provides a summary of the competences identified by ISFOL (for apprenticeship purposes) broken down into knowledge and ability. And Table 3 contains a summary of the key competences involved in the occupational title of "Bricklayer" in Italy, broken down according to two variables:

1. Key competences, broken down into:
  - basic and technical competences
  - transversal competences (relational, strategic, managerial and organisational);
2. The level of worker professionalism, broken down into the elementary, intermediate and advanced levels.

Key competences do not have a role; there is no minimum requirement. The training programme identifies a midpoint of training needs because the Italian system does not sustain the costs of individual training based on the key competences of each worker.

Table 2: "Competences of building maintenance workers according to ISFOL"

COMPETENCE AREA	KNOWLEDGE	ABILITIES
Preliminary training		<ul style="list-style-type: none"> <li>- Safety in use of required tools and equipment;</li> <li>- Organisation of his/her own workplace;</li> <li>- Read, interpret and apply elaborate scale drawings;</li> <li>- Calculate surface areas and volumes</li> </ul>
Able to read technical drawings		<ul style="list-style-type: none"> <li>- Identify the building system and form, dimensions, measurements and materials of the technical element to be executed;</li> <li>- Identify types and characteristics of technical equipment to be installed;</li> <li>- Utilise technical drawing to communicate the methods of construction</li> </ul>
Metric-geometric competences	<ul style="list-style-type: none"> <li>- Spatial and technical elements making up a construction occupation and the technical solutions to be adopted for its execution;</li> <li>- How to stake out plant foundations, internal partitions, proportions in terms of height, coverage of a construction job, and the procedures required for alignment</li> </ul>	
Materials and machines	<ul style="list-style-type: none"> <li>- Characteristics and behaviour of materials;</li> <li>- Process and product innovations</li> </ul>	<ul style="list-style-type: none"> <li>- Utilisation of production and mechanical technologies relating to mixtures;</li> <li>- Safe use of devices, equipment</li> </ul>

		and hand and power tools
Production technologies	<ul style="list-style-type: none"> <li>- Phases of the construction process, operators involved and their roles;</li> <li>- Innovations in production technologies and their applications</li> </ul>	<ul style="list-style-type: none"> <li>- Programming of operations and prepare tools and working equipment;</li> <li>- Tracing of technical elements</li> </ul>
Regulations on safety and waste disposal	<ul style="list-style-type: none"> <li>- Applicable regulations relating to safety, hygiene, prevention and worksite safety, selection and disposal of wastes and their application</li> </ul>	
Communications	<ul style="list-style-type: none"> <li>- Archiving of information</li> </ul>	<ul style="list-style-type: none"> <li>- Reporting all completed work, in writing, to the foreperson and drawing up ordered lists of materials and equipment;</li> <li>- Reading, understanding, and communicating technical instructions on: jobs, materials, equipment and machinery</li> </ul>

Table 3: “Key Competences for Bricklayers”

	KEY COMPETENCES	
	BASIC/TECHNICAL	TRANSFERABLE
<b>E.LEMENTARY LEVEL</b>	<ul style="list-style-type: none"> <li>- Interpretation of architectural drawings</li> <li>- Interpretation of carpentry and steel design</li> <li>- Interpretation of infrastructure print-outs</li> <li>- Metric survey of construction manufactured components</li> <li>- Interior stake-outs</li> <li>- Construction manufactured components and wall articulations</li> <li>- Basic computer use</li> <li>- Correct use of Italian language</li> <li>- Sensitivity and knowledge of the risk concept upon entry</li> </ul>	<ul style="list-style-type: none"> <li>- Possession and use of tools permitting the active search for work</li> <li>- Analysis of the situation and assignment</li> <li>- Diagnosis of the characteristics of the environment, job and the worker's own role</li> <li>- Ability to express oneself</li> <li>- Effective communication</li> <li>- Safety</li> </ul>
<b>INTERMEDIATE LEVEL</b>	<ul style="list-style-type: none"> <li>- Interpretation of the design of restoration and recovery</li> <li>- Metric survey of architectonic environments</li> <li>- External stake-out - simple elements on ground surface</li> <li>- Excavation</li> <li>- Realisation of fixed concrete installations</li> <li>- Realisation of construction and road work</li> <li>- Realisation of infrastructure work</li> <li>- Prefabricated assembly</li> <li>- Painting</li> <li>- Transport of materials, inert and concrete</li> <li>- Realisation of electrical work</li> <li>- Realisation hoisting installations</li> </ul>	<ul style="list-style-type: none"> <li>- Independent work organisation</li> <li>- Management of criticism</li> <li>- Working in a team</li> <li>- Negotiations</li> <li>- Safety</li> </ul>
<b>HIGHER LEVEL</b>	<ul style="list-style-type: none"> <li>- Design measurement and quantification</li> </ul>	<ul style="list-style-type: none"> <li>- Problem solving</li> <li>- Safety (first aid)</li> </ul>

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**Keywords:**

- **National profile.** Description of the profile "Building Maintenance Worker" drawn up by ISFOL: by competence area, broken down by know-how and ability.
  - **Competence profile.** Description of the "Bricklayer" profile realised by analysing the reference literature: for key competences (technical and transferable) and levels of professionalization.
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### **3.5 Framework of the contractual and commercial aspects of the work**

Even at a contractual level, access to the occupation of "Bricklayer" changes in professional level do not provide for specific obligations or verification of the competences acquired. This implies a marginal role for professional training, although it is broadly provided for in contracts in the sector. The building sector is popularly perceived as "not very attractive", and not requiring highly specialised occupations (the distinction between "manual worker" and "bricklayer" is not generally accepted or understood). In confirmation of this, it is noted that there is a permanent stability in the sector of persons over 45 years of age and at the same time very high mobility among persons under 35. The phenomenon of irregular work and frequency of fatal accidents on the job have been to the detriment of whatever prestige the bricklaying profession ever had. The fact that the younger generation has such a low index of job permanence at the operative level of the building sector tends to discourage companies from adopting any structural training policies aimed at professional development.

#### ***The Italian market***

In Italy, there are 193 codified local markets, each with its own characteristics. There are very many small and medium enterprises and 'handicraft' undertakings (the small enterprises very rarely exhibit high degrees of professional specialisation). There are few large undertakings over the entire national territory. The industrial dimensions of the sector are primarily linked to the Public Works labour market and large infrastructure projects in foreign countries. Production is fragmented and segmented by the increasingly frequent recourse to subcontracting, at the self-employed level, by tradesmen, as well as by lack of contractual uniformity with regard to employees.

#### ***Mobility***

Labour mobility and turnover are characteristic of the building sector. The high degree of geographical mobility is due, not to opportunities for occupational change, but to the spatial-economic characteristics of the country, requiring travel across a wide radius, particularly in relation to the public infrastructure system.

#### ***Occupation***

From analysis of data relating to the Special Building Workers' Fund, the majority of workers in the sector are hired at the lowest wage levels: approximately 10% are Level IV workers and specialist workers; 15% are qualified workers; approximately 20% are apprentices; approximately 45% are common workers. This is not the case for those working in more mechanised areas on site, associated with particular technologies, plant equipment or historical-architectonic work. Only recently has pressure been exerted by the trend towards "energy saving" and "bioconstruction", resulting in increased demand for highly specialist occupations.

Foreign immigrants, from outside the EEC or within it, are playing an increasingly important role in the construction market (over the past few years, the number of "foreign" workers inscribed in the Special Building Workers' Fund have increased exponentially, particularly in northern Italy where they exceed 50-60% of the labour force) due to the above-mentioned factors:

1. Unattractive public perception of the construction market (a "temporary work" sector);
2. Access to the labour market not linked to the possession of particular qualifications, know-how or professional competences, particularly, for basic construction functions;
3. Low labour costs (hiring at the lowest wage levels).

The construction sector therefore continues to represent one of the largest sectors involved in the working integration of migrant populations in Italy, due, in part, to its high capacity for absorption of manpower. Based on the most recent available data, approximately 17% of foreigners working

regularly in Italy are employed in the construction industry.

Proportion of foreigners, by microsector (2006):

- industry 22%
- construction 17%
- services 56%
- agriculture 5%

The types of work in greatest demand for foreign workers are manual and bricklaying (Levels I and II respectively). Undertakings in search for such workers are companies with fewer than 20 employees, prepared, in 60% of all cases, to hire persons without specific experience. This trend appears confirmed by the proportion of foreigners inscribed in the Special Building Workers' Fund, having now risen to nearly 60% in the North-East of the country.

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**Keywords:**

- **Micromarkets.** 193 official local markets in Italy, each with its own character.
  - **Microundertakings.** Many SMEs and 'craft' undertakings; very few large undertakings.
  - **Mobility.** Sector characterised by geographical mobility and the transfer of manpower.
  - **Little top-level professionalism.** Technological innovation still not widespread among SMEs, resulting in limited demand for hi-tech professionalism.
  - **Limited social prestige.** Profession popularly perceived as socially not very attractive.
  - **Limited general replacement.** Very few new workers and poor younger generation loyalty.
  - **Significant proportion of foreigners.** High percentage of foreign workers (both from within the EU as well as from non-EU countries), particularly in northern Italy.
  - **Little connection between professionalism and earnings.** Currently, almost 70% of all workers are hired at the lowest wage levels (Levels I and II).
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### 3.6 Contractual wage system

The "Bricklayer" wage system is not linked to professional competences but to the work tasks performed. Upon completion of work on a specific site, a Level III worker may then be hired for his next job, in a new company, as a Level I or II worker. Minimum wage levels are identified in the National Collective Bargaining Agreements for the occupation and remain in effect for one half-year. National wage levels, updated in January 2009 (hourly sums, expressed in euro), are as follows:

- Level IV production worker, €8.77;
- Level IV specialist worker, €8.38;
- Qualified worker, €7.75;
- Common worker, €7.12.

There is therefore a tendency to associate the occupation of "Bricklayer" with contracts of an undetermined duration (as shown by the considerable increase in temporary hirings of an indeterminate duration). The professional service relationship therefore links the worker to the undertaking without establishing a date of expiry. It rather assumes the characteristic trait of a definite duration of service, linking the worker to a specific site (for the first hiring, the company may have recourse to terminating the work).

#### **Supplemental wage system**

Part of the wage (paid holidays and Christmas bonus; wage supplement in the event of illness or accident; assistance services decided upon by supplementary bargaining agreements as allowances and subsidies, work clothing, summer leave, health services, etc.), are granted to workers in the construction sector through the payment of part of the labour cost by the undertakings to the Special Construction Worker's Funds. This latter, moreover, through the APE (annual premium for professional building industry seniority), supplements normal social security benefits for the purpose of overcoming worker problems in making sufficient contributions to the social security system due to the characteristic mobility (geographical/employer) of the sector. In addition, there is the right to payment of a benefit when the Fund shows at least 2,100 hours in the worker's favour over one half-year (hours worked plus illness and/or accident). Hours recorded with provincial Special Construction Worker's Funds are counted together with those worked anywhere across the national territory.

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**Keywords:**

- **National Collective Bargaining Agreements.** Standard wage (minimum wage effective for one half-year) established by the National Collective Bargaining Agreements for the

occupation, then delegated to the Level II collective bargaining agreement (at regional level).

- **Wage supplement.** In Italy, there is a wage supplement system (Special Building Workers' Fund) provided for by the National Collective Bargaining Agreements for the sector/occupation due to the high rate of mobility (company/geographical).

## **4. INDEX OF ANNEXES**

### **4.1 “Contribution - Control” Interviews between the Social Partners and the sectoral institutions**

- FeNEAL
- FILCA
- FILLEA CGIL
- ANCE
- FORMEDIL
- Institute for the Development of Professional Worker Training
- CRESME