

Defining tasks of trainers in companies

POLICY DEVELOPMENT

REGULATION/LEGISLATION

 ITALY

Timeline



ID number 28323

Background

The apprenticeship system required regulations for the role of company trainers but also for the teaching staff involved in work-based learning activities.

Objectives

- (a) Defining the individual training plan;
- (b) supporting and monitoring apprentices during their training;
- (c) linking in-company with school-based training;
- (d) supporting the deployment of the knowledge during in-company training;
- (e) transferring the essential competences for the implementation of working activities;
- (f) supplying useful elements to the training institution to assess the apprentice and the effectiveness of training processes.

Description

The 2015 Jobs Act (legislative decree No 81/2015), on the apprenticeship system, and the inter-ministerial decree of 12 October 2015 refer to the role and tasks of trainers in companies and teaching staff.

A trainer in a company is required to (in cooperation with the school-based trainer) ensure training success for young people. The trainer is entrusted with supporting the apprentice's integration in the company, aiding the learner-employee during the in-company training course, and facilitating the acquisition of the skills needed for specific job positions. Training for trainers in companies in Italy is not mandatory. Therefore, the legislation delegates to collective agreements the task of defining the requirements for corporate tutors as well as their training.

Training tasks were piloted within the framework of the national project for piloting alternance in regional IVET (dual system in IVET). The dual system in IVET project has promoted, between 2016 and 2018, training activities for company and school-based

trainers, regarding type 1 apprenticeship training (young people who obtain a diploma or qualification in apprenticeship).

2015 Approved/Agreed
2016 Implementation
2017 Implementation
2018 Implementation
2019 Implementation <p>Certain Italian regions and autonomous provinces promoted training actions to strengthen the skills of tutors, to better collaborate with the training provider during the whole training process (to have a proper role in the whole training process). This measure supported especially small and medium-size companies (SMEs) in having their tutors trained.</p> <p>Some joint inter-professional funds for continuing vocational training supported companies by allocating specific resources to training tutors, supporting their overall performance. Such an example, in 2019, was Fonarcom, a joint inter-professional fund, which funded distance training sessions (e-learning) for company tutors (Notice 5/2019 apprenticeship).</p>
2020 Implementation <p>In 2020, despite the problems caused by the COVID-19 pandemic, training initiatives aimed at strengthening the tutors' skills to collaborate with the training provider during the training process, continued. These initiatives were financed by some Italian regions and autonomous provinces and by some joint inter-professional funds used for continuing vocational training (CVT).</p>
2021 Implementation <p>In 2021, training of dual tutors - i.e., the teaching staff involved in work-based learning activities as indicated in the legislative decree No 81/2015 and the Interministerial Decree of 12 October 2015 - continued, with the goal to provide methodologies and tools for the effective management of the dual path, from planning the learning process to the final evaluation of the apprentice.</p>
2022 Completed <p>The training activities concerning trainers ended in 2022.</p>

Bodies responsible

- Ministry of Labour and Social Policies

Target group

Learners

Learners in upper secondary, including apprentices
Young people (15-29 years old)

Education professionals

Teachers
Trainers

Entities providing VET

Companies
Small and medium-sized enterprises (SMEs)
VET providers (all kinds)

Thematic categories

Governance of VET and lifelong learning

Engaging VET stakeholders and strengthening partnerships in VET

Modernising VET offer and delivery

Reinforcing work-based learning, including apprenticeships

Teachers, trainers and school leaders competences

Systematic approaches to and opportunities for initial and continuous professional development of school leaders, teachers and trainers

Supporting lifelong learning culture and increasing participation

Financial and non-financial incentives to learners, providers and companies

European priorities in VET

VET Recommendation

VET as an attractive choice based on modern and digitalised provision of training and skills

Subsystem

IVET CVET

Further reading

[INAPP, Apprenticeship: experiences, territorial models of intervention and comparison with other countries' dual systems. Preliminary study. December 2018](#)

[School-work alternance: Federmeccanica, Indire and Miur edit a volume on the pilot project 'traineeship'](#)

[Apprenticeship among innovation and continuity: 18th Monitoring Report](#)

Related policy developments

2025 Implementation

The regulatory framework for apprenticeship

Apprenticeship regulations were entirely reformed in 2015 (Legislative Decree No 81/2015). The State-regions conference is in charge of defining the minimum set of education and training standards valid for all regions countrywide.

Type of development

Regulation/Legislation

Subsystem

IVET

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