



# VETPROFIT

**Multidisciplinary, Project-based  
Digital Learning Content for VET**



Co-funded by the  
Erasmus+ Programme  
of the European Union

2021-1-HU01-KA220-VET-000025350



# **Summary of the interviews Italy**

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**Date: 30/06/2022**



# Interview data

**Participants: 2**

**Date: 18/05/2022 and 27/06/2022**

**Place: online / phone calls**



# Profile of interviewed companies

## Company #1

- Size: Small consultancy agency (SME)
- Location: Berlin – but operating worldwide
- Field: Support to organizations, projects and networks to strengthen collaboration and learning through Knowledge Management
- Role of respondent: ICT officer (bachelor's degree in computer science)

## Company #2

- Size: Small
- Location: Rome, Italy – but operating Europewide
- Field: software engineering; provision of modern data solutions for companies & organizations; embedding IT competences in companies and organizations
- Role of respondent: Director

# 1. Expectation against the employee just graduated

- ✔ practical sense; proactivity in decision-making; ability to question what they are asked to do; autonomy when performing their tasks
- ✔ Both SMEs were more interested in soft skills, taking the technical skills for granted. They say that graduates usually have the required technical skills.



## 2. Competences the company is missing

- ✔ Both companies declared that they are not missing technical competences, only missing workforce. When asked about missing competences they focused on the trainees/newly hired missing skills:
- ✔ New employees or interns are often unfamiliar with managing the code that is produced during a project and with project management itself. Those who finish their studies are often not autonomous in the choices that must be made during the realization of a project. This is because the training lacks project management theory and practice.



# 3. Suggestions for improvement

- ✔ Courses need to be developed with the consultancy of representatives of the job market
- ✔ Targeted interventions of ICT professionals and SMEs should be included in education, especially on certain aspects and technologies that characterize the work practice



# 4. Cooperation with schools in curriculum development

- ✔ SME 1 is interested in cooperating with schools, but previous experience have proven VET and Adult courses to be not very organized. Professionals don't have much time to offer so the course must be perfectly organized and the intervention of the SME must be coherent with the level of the course
- ✔ SME 2 is not very interested in cooperation with schools as they see it as too time-consuming. They are available only for short interventions (e.g. online lessons on very specific issues or as testimonials of professional application of theoretical concepts).





# 6. Openness for defining project task for students

- ✔ Both SMEs are open to define a specific task for students as long as they are informed on the subject taught in the course and on the level



# Conclusion

- ✔ SMEs expect certain attitudes in their newly hired or trainees rather than particular technical skills
- ✔ Graduates mainly lack project management skills, and in fact the interviews to students show that rarely they are assigned big projects such as the ones that need to be developed in real life
- ✔ SMEs should be involved in ICT education but in a very punctual and tailored way, as they don't have much time



# Project basics

<b>Title</b>	Multidisciplinary, Project-based Digital Learning Content for VET
<b>Acronym</b>	VETPROFIT
<b>Project ID</b>	2021-1-HU01-KA220-VET-000025350
<b>Program</b>	Erasmus+ Cooperation Partnership
<b>Target group</b>	VET-schools' leadership, VET teachers/trainers, Companies (Agriculture and IT sectors)
<b>Beneficiaries</b>	VET students, Employers (Agriculture and IT sectors)
<b>Partner countries</b>	Germany, Italy, Hungary
<b>Duration</b>	01 November 2021 – 31 October 2024
<b>Contact</b>	iTStudy Hungary Education and Research Centre Ltd.



**Thank you for your attention!**



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