

## *The role of professional training in the valorisation of human capital<sup>1</sup>*

*Michele Bertani*

Michele Bertani  
University of Verona (Italy), Department of Time, Space, Image, Society - Section of Sociology

Corresponding author:  
Michele Bertani  
Address: Lungadige Capuleti, 17 - 37129 Verona  
E-mail address: michele.bertani@univr.it

### **Abstract**

The aim of this article is to monitor the outcome of professional training courses programmed in the Veneto Region, the potential, positive repercussions on the labour market and, consequently, on the wellbeing of the community. By means of the human capital concept, it can be evaluated if those students, who successfully finished their professional training courses, were able to see if their training curriculum had been suitably valorised, which was achieved by being able to start work in line with their qualifications, both quickly and positively, they had obtained. Using the data derived from the widespread network of training agencies present in the Veneto, the quantitative and qualitative characteristics of the courses have been analysed, subsequently identifying the profiles of those who qualified and their outcome in gaining access to the labour market.

Key words: human capital, professional training, labour market

### **Introduction**

The socio-economic and cultural development model in many Italian regions, which has succeeded in uniting high levels of productivity with a strong hold on the social fabric, must deal with the challenges of the profound change that is spreading through the world of work and which is redesigning the territory's social geography.

Increasing workers' human capital stock, paying greater attention and placing resources into professional training, represent strategic choices that have enjoyed positive repercussions not only in the advance of a territory's social and cultural progress, but also in the corporate system's development as a whole.

The valorisation of human capital is a process, which could, potentially, be managed right from school, in particular, those schools which, more than others, are called to prepare pupils to directly enter the world of work, such as those providing professional training. This anticipatory socialisation in the role of a *worker* is really effective if virtuous networks between local government, professional training centres and businesses, are activated throughout the territory, where effective information required for programming training projects circulate and for access to the world of work, within a reasonable period of time, for those who qualify.

Central, therefore, to the theme is the action and intervention aimed at valorising the human capital of future workers, who, today, are attending professional training courses, with the objective of creating the optimal conditions to meet the demand and offer of work and to guarantee the maximum level of occupation, especially among the younger generations. Therefore, it is necessary to pay attention to their entry routes and the ways in which to implement them. Suitably sustaining their passage from the world of school to the world of

---

<sup>1</sup> This article has been made possible thanks to the research scholarship donated by Verona University, financed by the Veneto Region, with a contribution from the European Social Fund during the academic year, 2010-2011.

work represents not merely a valid instrument which facilitates socio-cultural integration, but, also a means of prevention and control from hardship, anomy and deviance.

The theme of human capital has assumed, over the last few years, constant attention and importance, for the scientific community, which has been confirmed by the ever greater numbers, research and publications generated by international organisations (such as, the OECD (*the Organisation for Economic Cooperation and Development*) and national ones (such as ISTAT) (the Italian Board of Statistics), besides plentiful, scientific production<sup>2</sup>.

Human capital is a complex and articulated concept, at a general level, it is placed in a sphere of importance which refers to the totality of faculties and human resources – knowledge acquired through the course of a life-time, education, information and technical capacities – which permit individuals to carry out specific activities and achieve established objectives.

If, from an economist's point of view, the ideal reference for human capital is represented by work, or better, by the quality of work and the organisation of the production process, which are capable of conditioning the entire production and economic development, from a point of view which is aimed more at the analysis of society and its changes, attention is, instead, focused more on the training processes and the production and circulation of information. Coleman's consideration makes it clear what approach is followed within this scope:

Probably the most important and most original development over the last thirty years, within the scope of studies on education in the economic area, has been the concept of physical capital, traditionally 'linked' to that of instruments, machine tools, equipment and other devices suitable for the production process, can also be extended to include human capital. Just like physical capital, which is formed from working materials in such a way as to create tools that are able to facilitate and improve production, human capital has been created starting from personal changes which occur thanks to acquiring skills and abilities used to act in new ways (Coleman 1990: 34. - Translation by the author).

The central role is undertaken, from this point of view, by the training processes which, in the more modern sense, are no longer taught solely and exclusively during the schooling period, as an introductory phase to the definitive and irreversible entry into the world of work, but are of importance throughout a life-time, which is described more explicitly by the expression, life-long learning education. Education becomes a production element of human capital when, by means of a learning process, gaining knowledge and technical capacities, the population of a specific, social context is capable of appropriately developing working skills and capacities.

At the same time, the information and its suitable and widespread circulation, carry out a fundamental role in promoting training curriculums that are in "harmony" with the territory's requirements. Thus, the information networks acquire, together with the life-long learning education process, a primary role in the creation and valorisation of human capital.

The definitions that the various authors offer concerning the concept of human capital are numerous and placed at various levels. What the various definitions have in common is the strong connection with formal education and training, but also with other forms of learning which are derived from belonging to specific social networks. The definition offered by the OECD, which better than others collects and summarises all these elements, refers to human capital as being the totality of "individual knowledge, capacities, skills and attributes, which facilitate personal, social and economic wellbeing" (OECD, 2001).

Human capital is produced and used not only in formal education or in training, but also in the primary networks, workplaces, formal and informal learning, pro-social activities and civil commitment. Even the socio-cultural and relational context, in which this interaction takes place, performs an important role in the production dynamics of human capital, as a number of authors have shown when describing the reciprocal connections between human capital and social capital, implied as being the product of social relations and, therefore, a relational asset

---

<sup>2</sup> The following authors may be referred to for an initial survey on the subject of human capital: Becker 1962, 2008; Garonna P., Nusperli F., Silvestrini A. 2003; Cipollone, Sestito 2010; Coleman 1988, 1990; Visco 2011.

*par excellence*<sup>3</sup>. Besides these elements, another factor should also be added, which is represented by information, the quality of the same and its possibility to circulate by means of suitable channels. In contemporary society, in order to develop human capital, it is important that the training process is accompanied by a continuous and suitable flow of information, which become essential elements to produce suitable training processes and, consequently, higher levels of human capital. It is not by chance that recommendations to increase human capital have increased over the last few years (Visco, 2011). Ever more emphasis is being placed on the necessity of “investing in knowledge” but with the warning of expanding in which way and how to increase those “skills” which will be required more and more.

Starting from these theoretical assumptions, the general objective of this research is that of defining and representing the “skills” and human capital stock, within a specific, geographic and temporal context, which professional training is capable of providing and evaluating the outcome in the local work market.

The specific objective is that of evaluating whether professional training is capable of benefiting those students, who have qualified, starting work. In other words, to understand if, for those students who have just concluded their curriculums, professional training represented an experience that was capable of positively introducing them into the world of work, thus, valorising their human capital, or rather their knowledge, education, information and technical capabilities.

## 1. Professional training and the valorisation of human capital: empirical research

### 1.1 Methodologies

The techniques and models aimed at measuring human capital are numerous, not only due to different, theoretical formulation, but, also due to the diversity of methods and information on which measurements are based, in order to obtain reliable values concerning the stock of individual and collective human capital (Nosvelli 2009). It is within the economic scope, more than others, that the debate is intense concerning the theoretic and technical foundations relating to the measurement of human capital and, for this reason, the chosen method cannot but make reference to the analytical routes present within this scope. In the considerations made by Baldassarini and Righi (2010), human capital measurement approaches are gathered into three, macro groupings:

- *Prospective*: is based on the capacity of human capital to generate income. In order to measure the effects of investment, the lifetime income is calculated discounted back to a certain date.
- *Educative performance*: measures human capital with indicators such as the workforce’s total number of years of schooling, the relationship between public investment in training and the GDP, the number of educational infrastructure units, public investment in education pro capita, teacher/student relationships and other indicators.
- *Cognitive skills*: considers the quality of the years passed by the students in terms of cognitive abilities that have been learn and developed. Given the fact that the abilities they have achieved are directly connected to investment, the human capital depends on the quality of the educational order.

In view of the theme dealt with through this research, an approach which focuses attention on educational performance has been chosen, precisely to evaluate the effectiveness of those

---

<sup>3</sup> The concept of social capital has provoked lively debate and intense confrontation among scholars. There are many contributions and considerations on this context, and just as many the fields of application. For an initial in-depth investigation within the scope of Italy, please refer to: Andreotti, Barbieri, 2003; Bagnasco, Piselli, Pizzorno, Trigilia, 2001; Cartocci 2007; Di Nicola 2006; Di Nicola, Stanzani, Tronca 2010; Donati, 2004, 2007; Forsé, Tronca, 2005; Tronca 2007.

who have qualified starting work and after terminating a professional training curriculum. Given the nature and type of the information that has been provided by the ENAIP Veneto, the choice of the indicators to evaluate educational performance has been placed on the following variables, the:

- number di students who are in work a year after qualifying
- number di students who have found a coherent occupation a year after qualifying

In order to retain that the human capital accumulated by the students, who have qualified, has been effectively valorised, reference is made to a percentage of individuals who were employed, which is higher than 80%, at a year from achieving their qualifications, a value that the Veneto Region has indicated as being positive (*Libro Verde. Veneto 2020: 132*).

Since this research is only and exclusively placed within the scope of the data which has been supplied by the ENAIP Veneto structures, the results cannot be generalised to include all those who have qualified from professional training at a regional level, but is only valid for those who have qualified through the ENAIP, during the five-year period running from 2003 to 2008.

### *1.2 Starting work indexes concerning those who have qualified*

Empirical research is structured to start from a database<sup>4</sup> that contains the follow up of the ENAIP Veneto<sup>5</sup> courses that ended in the five-year period running from 2003 to 2008. By means of the analysis of second level data, it was possible to underline and expand the most important elements in terms of levels concerning starting work, occupations coherent with the qualification and those with no employment, concerning the approximately 14,000 who, during this period of time, obtained their professional diplomas from the ENAIP centres in the Veneto. The database analysis conducted using the SPSS package, then, permitted further elaboration, in terms of intersection among the variables relative to positive entry into the labour market (finding an occupation coherent with their professional qualification), the students' gender (male/female), the type of courses (technical/mechanical, wellbeing, catering/tourism, nurses' aides/orderlies, administrative and commercial) and the territorial centres (Belluno, Venice, Rovigo, Treviso, Verona and Vicenza).

The nature and type of the ENAIP courses in the five-year period running from 2003 to 2008, were structured around 873 courses, programmed in 30 provincial centres. The students who qualified amounted to 13,822, of which 8,007 were male (57.93%) and 5,815 were female (42.07%). The follow up (produced one year after qualification) made it possible to collect the information on the outcome further to entry into the working environment of those 13,122 individuals (94.94% of the students who qualified).

From now on, the reference population for the analysis conducted by this research is represented by those former students who answered the ENAIP operator's questions after a year from qualifying, and with reference to whom it was possible to draw up a follow up file. In relation to such a high number of cases (more than 13,000), the missing quota of approximately 5% of the total number of cases, cannot be considered as having any important impact on the

---

<sup>4</sup> The database has been provided by the ENAIP Veneto Headquarters, which has its premises in Venice. The follow up is the procedure that is activated by the professional training centre after a year has elapsed since the courses ended, to collect a totality of information connected to the students who have qualified's position with reference to the labour market.

<sup>5</sup> EnAIP Veneto is a non-profit making social enterprise, promoted by the ACLI - (the Italian Christian Workers Association), which has been active since the 1950's in the field of professional training for workers and young people, in the various production, primary, secondary and tertiary sectors. The EnAIP Veneto's mission consists in planning and supplying professional orientation services, training and accompaniment to work, aimed at encouraging social integration, the growth of territorial economies and working organisations, as well as the professional and civil development of individuals through work.

following considerations and that any, eventual deviations have been distributed uniformly among all the individuals who were traced (700 out of 13,822).

With reference to the starting work indexes, after one year from having obtained their professional qualifications, at an aggregate level, the data collected has produced this situation:

- 12,412 former students were employed (94.59% out of the total who replied);
- 11,579 former students were employed in occupations coherent with the qualification (93.29% out of the total of those contacted who resulted as being employed);
- 710 former students fell into the category of non-employed<sup>6</sup> (5.41% out of the total who replied).

In the following part, the data that has been presented up until now will intersect, examining three, important variables, in order to assess if these factors can or cannot condition starting work. The variables under examination were, the:

- 1) “type of qualification” variable: follow up analysis subdivided by type of courses;
- 2) territorial variable: follow up analysis subdivided by province;
- 3) gender variable: follow up analysis subdivided into male/female.

#### *The “type of qualification” variable*

The 873 ENAIP courses concluded in the Veneto, during the five-year period running from 2003-2008, were subdivided into six, professional types:

Type of qualification	Number of courses started 2003-2008	% of total courses
Technical/Mechanical	497	56.93
Administrative	98	11.23
Personal wellbeing	87	9.97
Nurses' aides/orderlies	81	9.28
Catering and Tourism	75	8.59
Commercial	35	4.01
<b>Total</b>	<b>873</b>	<b>100</b>

As can be clearly seen, the majority of the courses were aimed at the technical and mechanical area, which is, in fact, present in all the Veneto provinces, in spite of having a differing in importance. This area includes many qualifications, running from the more traditional ones, such as ‘fitters and servicers of electrical systems’, ‘body repairmen’, ‘assembly and maintenance operators of mechanical systems’ right through to those occupations dealing with IT, such as, the ‘fitters and servicers of personal computers and networks’. Next to this sector, which together with the commercial and administrative one, represent, from a historical point of view, the traditional scope of the ENAIP Veneto programme, there are others which meet the needs of the Veneto’s socio-economic fabric. These are the areas covered by the courses for nurses’ aides/orderlies and personal wellbeing ones (beauticians and hairdressers), which each have an impact of approximately 10% on the total number of the courses. The following details were recorded for each type of professional qualification, the:

- number of former students contacted a year after qualification (recorded);
- number of employed, subdivided between those who have an occupation coherent with their qualifications and those who do not;
- number of non-employed.

<sup>6</sup> The classification, ‘non-employed’ includes: 1) unemployed (individuals who have lost their jobs and are seeking another one), 2) non-occupied (individuals who are seeking their first occupation), 3) inactive (individuals who are not working and who are not seeking work) and 4) students.

The data on those who qualified, subdivided into males/females, presents, in the majority of the cases, a clear predominance by gender, which sees the males distinctly in first place in the technical area, whilst the nurses aides/orderlies, wellbeing and commercial/sales operators are distinctly female. The latter sectors go rightly to balance the net predominance of males in the technical area, in view of the fact that the majority of these courses are aimed at purely and typically male professions (electricians, body repairmen, mechanics, etc.). It is the hospitality/tourism sector lastly which, is, in fact, almost perfectly balanced between the males and females who qualified (table 1 and table 2). The Veneto Region's *Libro Verde 2020* (Green Book 2020), in the part which analyses all the regional programming of the professional training courses, reports, as positive data, the entry into the world of work of more than 80% of those who qualified (*Libro Verde. Veneto 2020: 132*). The percentages of those who qualified through the ENAIP courses was even higher: almost 95% of those who qualified resulted as having entered into the world of work, data which proves the effectiveness of the ENAIP'S programming and management.

Table 1 - ENAIP courses 2003-2008. Recorded by qualification, subdivided by gender. Absolute values.

Qualification	Recorded	M	F
Technical	6830	6571	259
Nurses' aides/Orderlies	1980	215	1765
Wellbeing	1467	62	1405
Administrative	1353	257	1096
Catering/Tourism	941	483	458
Commercial/Sales	551	73	478
<b>Total</b>	<b>13122</b>	<b>7661</b>	<b>5461</b>

Table 2 – ENAIP Courses 2003-2008. Recorded by qualification, subdivided by gender. Percentage values.

Qualification	Recorded	M	F
Technical	6830	96.21	3.79
Oss	1980	10.86	89.14
Wellbeing	1467	4.23	95.77
Administrative	1353	18.99	86.75
Catering/Tourism	941	51.33	48.67
Commercial/sales	551	13.25	86.75
<b>Total</b>	<b>13122</b>	<b>58.38</b>	<b>41.62</b>

Going ahead, then, to check and see if these values change on the basis of the type of qualification, the deviance is included in an interval of 6%, which records the best performance in the Catering/Tourism sector, with almost 97% of those qualified and who started work, compared to 90.39% of the administrative sector.

Further investigation of the various starting work options was represented by the intersection between those who qualified per sector and their gender (table 4). At an aggregate level, women appear to be subject to a condition of greater weakness compared to men, where the total female occupation percentage recorded was equivalent to 92.60%, which, compared to the males, 3.41% less. If, in some sectors, there is a substantial balance in the percentages of those employed (such as, in catering/tourism and as nurses' aides/orderlies) or percentages contained within 2% (wellbeing and administration), in others, instead, there is marked difference (M/F percentage difference the commercial and sales sector: – 7.84; M/F percentage difference technical and mechanical sector: – 5.9).

Table 3 – ENAIP Courses 2003-2008. Recorded by qualification, employed/not-employed status. Absolute and percentage values. Employed percentage descending values order.

<b>Qualification</b>	<b>EMPLOYED</b>	<b>%</b>	<b>NOT-EMPLOYED</b>	<b>%</b>
Catering/Tourism	910	<b>96.71</b>	31	<b>3.29</b>
Technical	6553	<b>95.94</b>	277	<b>4.06</b>
Wellbeing	1395	<b>95.09</b>	72	<b>4.91</b>
Nurses aides/orderlies	1825	<b>92.17</b>	155	<b>7.83</b>
Commercial/Sales	506	<b>91.83</b>	45	<b>8.17</b>
Administrative	1223	<b>90.39</b>	130	<b>9.61</b>
<b>Total</b>	<b>12412</b>	<b>94.59</b>	<b>710</b>	<b>5.41</b>

Table 4 - ENAIP Courses 2003-2008. Recorded by qualification, occupied status, subdivided by gender. Absolute and percentage values. Placed in order by M % employed over M recorded, descending.

<b>Qualification</b>	<b>EMPLOYED</b>	<b>M employed</b>	<b>M % employed over M recorded</b>	<b>F employed.</b>	<b>F % employed over F recorded</b>
Commercial/Sales	<b>506</b>	72	98.63	434	90.79
Catering/Tourism	<b>910</b>	467	96.89	443	96.39
Wellbeing	<b>1395</b>	60	96.77	1335	95.02
Technical	<b>6553</b>	6307	96.19	246	90.29
Administrative	<b>1223</b>	214	91.67	1009	90.17
Nurses' aides/Orderlies	<b>1825</b>	197	91.63	1628	92.24
<b>Total</b>	<b>12412</b>	<b>7317</b>	<b>96.01</b>	<b>5095</b>	<b>92.60</b>

Table 5 – ENAIP Courses 2003-2008. Recorded by qualification, non-employed status and subdivided by gender. Absolute and percentage values. Placed in order by F % employed over F recorded, descending.

<b>Qualification</b>	<b>NOT-EMPLOYED</b>	<b>M not-employed</b>	<b>M % not-employed over M recorded</b>	<b>F not-employed</b>	<b>F % not-employed over F recorded</b>
Administrative	<b>130</b>	19	8.33	111	9.92
Technical	<b>277</b>	251	3.83	26	9.71
Commercial/sales	<b>45</b>	1	1.37	44	9.21
Nurses' aides/Orderlies	<b>155</b>	18	8.37	137	7.76
Wellbeing	<b>72</b>	2	3.23	70	4.98
Catering/Tourism	<b>31</b>	13	2.91	18	3.61
<b>Total</b>	<b>710</b>	<b>304</b>	<b>3.99</b>	<b>406</b>	<b>7.40</b>

Always bearing in mind the various types of qualifications, the data will now be intersected with the 'employment coherent with the qualification obtained' variable, which is always subdivided between males and females. With reference to the previous consideration, relative to

the comparison between the type of qualification, employed and gender, which showed a marked difference concerning the females compared to the males (non-employed females were equivalent to 7.40% compared to 3.99% of the males), the situation underlines, within this ambit, greater balance, with a slight margin in favour of the females. At an aggregate level, the males, who were employed in an activity coherent with their qualification, over the total males employed, was equivalent to 92.67%, whilst the females were equivalent to 94.17%. The analysis of the individual types of qualification presents a substantial balance in the coherent occupation percentage levels between males and females in the wellbeing, catering and tourism, commercial and sales sectors, whilst the male component prevails by approximately 2% in the technical and mechanical sectors. With reference to the last, two sectors, covering the administrative area and nurses' aides/orderlies, the female component distinctly prevails over the male one, respectively by + 8.2% and + 6.14% (table 6).

Table 6 – ENAIP Courses 2003-2008. Recorded by qualification, Coherent employed status, subdivided by gender. Absolute and percentage values. Placed in order by M % employed over M employed, descending.

Qualification	Coherent EMPLOYED	coherent % EMPLOYED	M	M %	F	F %
Wellbeing	1349	<b>96.70</b>	58	<b>96.67</b>	1291	<b>96.70</b>
Catering/Tourism	874	<b>96.04</b>	450	<b>96.36</b>	424	<b>95.71</b>
Commercial/Sales	478	<b>94.47</b>	68	<b>94.44</b>	410	<b>94.47</b>
Technical	6077	<b>92.74</b>	5854	<b>92.82</b>	223	<b>90.65</b>
Nurses' aides/Orderlies	1701	<b>93.21</b>	173	<b>87.82</b>	1528	<b>93.86</b>
Administrative	1100	<b>89.94</b>	178	<b>83.18</b>	922	<b>91.38</b>
<b>Total</b>	<b>11579</b>	<b>93.29</b>	<b>6781</b>	<b>92.67</b>	<b>4798</b>	<b>94.17</b>

### The territorial variable

At a regional level, there are some important, visible differences in the type of courses programmed in the various, territorial circumstances, which are the consequence of operative choices made on the basis of the synergies between regional and local authorities, companies and training centres. By analysing the number of students who qualified, it emerged how in some provinces the female percentage was distinctly higher than the male one. This might lead us to suppose that the majority of the courses offered in these provinces are mainly destined for women or are, in any case, courses that are aimed at acquiring skills in professions that have traditionally been perceived as being for women. This is the case in Treviso and Vicenza, which during the period running from 2003 to 2008, calculated a female majority of more than 74% out of the total number who qualified, so much so as to be able to use the definition of **female specialisation** for these two provinces. The courses on personal wellbeing (hairdressers and beauticians) and nurses' aides/orderlies, in percentage terms, were decidedly higher than in other provinces. In Treviso, out of the 681 students who qualified, 510 were female (74.89%) and 171 were male (25.11%). Out of the 37 courses that were concluded, during the five-year period running from 2003 to 2008, there were 14 courses for nurses' aides/orderlies and 4 for hairdressers/beauticians. In Vicenza, out of the 1,362 students who qualified, 1,123 were female (82.45%) and 239 were male (17.55%). Out of the 70 courses concluded in the five-year period running from 2003 to 2008, there were 29 courses for hairdressers and beauticians and 12 for nurses' aides/orderlies.

Provincial Specialisation <b>Female</b> (more than 75% of the women qualified)	Provincial Specialisation <b>Male</b> (more than 69% of the men qualified)	Provincial Specialisation <b>Balanced</b> (difference in M/F who qualified < 10%)
Treviso, Vicenza	Padua, Verona	Belluno, Rovigo, Venice

The Veneto provinces which have the net majority of males among those who have qualified were Venice and Verona; in the first one, out of the 4,497 students who qualified, 3,107 were male (69.09%) and 1,390 were female (30.91%). In the second one, out of the 2,795 student who qualified, 2,067 were male (73.95%) and 728 were female (26.05%). The courses started in these two provinces, compared to Treviso and Vicenza, underline a **male specialisation**.

Lastly, the **balance specialisation** refers to the provinces where there is a discreet balance in those who have qualified, between males and females: Belluno, out of 1,368 students who qualified 645 were male (47.15%) and 723 were female (52.85%); Rovigo, out of 1,580 students who qualified, 905 were male (57.28%) and 675 were female (42.72%); Venice, out of 1,539 students who qualified, 873 were male (56.73%) and 666 were female (43.27%).

### *The gender variable*

The gender variable indicates a net difference between males and females in the employment rates and, as a consequence, on the unemployment rates. The rate of non-employed males is equivalent to 3.98% (304 out of the 7,632 recorded), whilst it was 7.40% in the case of the females (406 out of the 5,490 recorded).

The difference is to the detriment of the females, who result as not being employed, in percentage terms, with greater differences compared to males of 3.42%. The provinces where this difference is at its most net are Treviso (+ 6.51%) and Rovigo (+ 5.75%) (Table 7). It should, in any case, be remembered, as previously mentioned in note 8, that the 'not-employed' category also contains those who continue to pursue their studies.

Table 7 – ENAIP Courses 2003-2008. Not-employed, subdivided by gender. Absolute and percentage values. Placed in order of those not employed, increasing, percentage values.

<i>Province</i>	<i>Not-employed (%)</i>	<i>M</i>	<i>% M</i>	<i>F</i>	<i>% F</i>
Belluno	42 (3.26)	14	<b>2.28</b>	28	<b>4.14</b>
Vicenza	43 (3.40)	7	<b>3.00</b>	36	<b>3.49</b>
Venice	76 (5.08)	29	<b>3.41</b>	47	<b>7.28</b>
Venice	233 (5.44)	117	<b>3.99</b>	116	<b>8.57</b>
Verona	163 (6.10)	96	<b>4.85</b>	67	<b>9.72</b>
Rovigo	97 (6.39)	33	<b>3.87</b>	64	<b>9.62</b>
Treviso	56 (9.40)	8	<b>4.73</b>	48	<b>11.24</b>
<b>Total</b>	<b>710 (100)</b>	<b>304</b>	<b>3.98</b>	<b>406</b>	<b>7.40</b>

Compared to the ISTAT data, at a regional and national level of the rates of unemployment relative to 2009, there is, everything considered, a tendency in line with what has emerged, in the specific context, concerning those who have qualified through the ENAIP. It fact, it appears that there is a higher level of unemployment among females, with regional values compared to males + 2.8% and national + 2.5%. This probably confirms the greater difficulty of females entering the world of work, accompanied by a whole range of reasons connected to taking care of families and the role of women in Italian society<sup>7</sup>.

<sup>7</sup> The objective of this research is not aimed at dealing with the profound changes that have come about in the last, few decades in the "family" institution in Italy, but you are invited to refer to the following texts for an analysis of current trends and debates: P. Di Nicola, *Famiglia: sostantivo plurale. Amarsi, crescere e vivere nelle famiglie del terzo millennio*, Franco Angeli, Milano, 2008 and R. Volpi, *La fine della famiglia. La rivoluzione di cui non ci siamo accorti*, Mondadori, Milano, 2007.

The ISTAT data on the unemployed in the 15-24 years-old bracket (table 9) is of particular importance, because of the potential, negative consequences, not merely economic, but also in terms of hardship and crisis in the social cohesion models, especially with reference to national data. Data which should urgently invite all those individuals, who are involved on the subject of work and youth policies, both institutional as well as third sector associations, to adopt suitable measures to avoid potential situations of strong, social unease in the immediate future

Table 8 - Veneto. Rate of unemployment by gender and province. 2009 (data provided as a percentage) \*

	Rate of unemployment		
	Male	Female	Male and Female
<b>VENETO</b>	<b>3.6</b>	<b>6.4</b>	<b>4.8</b>
Rovigo	[1.8]	5.2	3.2
Venice	3.4	5.6	4.3
Belluno	4.3	4.6	4.4
Treviso	3.0	7.3	4.7
Verona	3.7	6.0	4.7
Vicenza	4.2	6.2	5.0
Venice	3.9	8.0	5.6
<b>ITALY</b>	<b>6.8</b>	<b>9.3</b>	<b>7.8</b>

The estimates marked as follows [ . ], contain a sample error of more than 25%; therefore, their use is not recommended. Source: ISTAT data processing – Labour force recording. 2009 average.

Table 9 - Veneto. Rate of unemployment in 15-24 year-olds. 2009 (data provided as a percentage)

	Rate of unemployment		
	Male	Female	Male and Female
<b>VENETO</b>	<b>11.7</b>	<b>17.9</b>	<b>14.4</b>
<b>ITALY</b>	<b>23.3</b>	<b>28.7</b>	<b>25.4</b>

Source: ISTAT data processing – Labour force recording. 2009 average.

## Findings

The question asked at the beginning of this research work – if professional training performs an effective role in valorising the human capital of those students who have qualified – receives a decidedly, affirmative response, derived from the analysis concerning the almost 14,000 students who qualified in the specific context of the ENAIP Veneto training, which was programmed in the five-year period running from 2003 to 2008. The data obtained from the ENAIP database concerning the follow up conducted, by means of processing using the SPSS package, show, at a general level, high indexes of entry into work for all the students who had obtained a professional training diploma from the ENAIP Veneto centres during the period indicated. Thus, 95% of those who qualified result as having started work, a value that is decidedly much higher than what the Veneto Region considers to be already satisfactory at 80%, referred to all the professional training centres that operate at a regional level (*Libro Verde “Veneto 2020. Il sistema educativo di education e formazione”*: 132).

It provides data that confirms the good quality of the analysis strategies concerning the territory’s occupational requirements, the positive dialogue between the ENAIP and the various institutional, entrepreneurial and third sectors association protagonists involved, the validity of

the courses programming and the intervention proposed. The more in-depth analysis of some aspects connected to the type of courses and the outcome of starting work (which was analysed from the territorial and gender variables) clearly underlined provinces in which a type of course prevails that is aimed at the female component (Treviso, Vicenza); provinces in which a type of course prevails that is aimed at the male component (Venice, Verona), provinces in which there are courses aimed, in a balanced way, at the male and female components. The female component results as being weaker in terms of employment, but this is data which is in line with both regional and national unemployment, where males are employed more. There is, instead, a general balance in the percentages of those employed coherent with the qualification obtained.

It can be confirmed that the outcome of these professional training courses has reduced the risk of the presence of under-employed and/or under-used workers in the territory, compared to the effective human and professional capital in their possession, which could generate a growing demand for social services and intervention which, if not received, could lead to weakening the social fabric, thus, provoking an erosion in the community's social capital (which is understood as implying, in this context, the sense of belonging, public spirit and solidarity networks), thus, generating and maintaining an ever more widespread sense of insecurity and vulnerability. Therefore, the action and intervention, such as the ones adopted by the ENAIP Veneto are fundamental in valorising the human capital of students who arrive at the end of their curriculum, with the objective of creating the optimal conditions to meet the demand and supply of work in the territory.

The fact, however, should not be neglected that from 2008 a period began marked by an economic crisis on a world-wide scale, which has also forcefully hit the Veneto where, in 2009, a negative peak was recorded in the GDP with a value of - 5% (information provided by the Veneto Region Veneto 2010). This situation undoubtedly also represents a challenge for the ENAIP Veneto, and it will be important, as well as useful, to monitor, in the immediate future, how professional training will have reacted to this global and local, crisis situation.

A less expected outcome was supplied by the companies in the territory when those who had qualified were seeking work. In the case under examination, the replies were positive, inasmuch as that in a very short period of time, significant numbers of qualified individuals started work and with duties coherent with their curriculum, a situation that permits confirmation that the human capital acquired behind a desk and in school laboratories was effectively valorised thanks to this fundamental and positive passage from the world of school to the world of work.

The professional training centres result as being not only the right place to acquire knowledge and skills *ad hoc* to be exploited in the labour market, but also a place capable of 'socialising' the entry of those who qualified into the world of work. Socialization that can take place on various levels, both at a formal one inherent in the programming and management of the training courses, which meet the requirements of the local production fabric, as well as in the ENAIP'S capacity of presenting itself as being an individual capable of acting as a mediator in the interest of both the individual and the community, utilising qualities that have been built and consolidated over the years, such as interpersonal and institutional trust.

What has emerged, not only from this research, but even from its mission, is the ENAIP Veneto's capacity of networking, its knowledge of creating and managing active relations on a number of levels throughout the territory, which are open and effective, capable of promoting trust and constructive synergies among the various individuals involved on the subject of professional training and work, with the purpose of creating virtuous circuits within which that positive, relational resource may circulate, which is represented by the conceptual point of view by social capital, which is, not merely by chance, connected to human capital. In the lack of social capital, it would appear to be somewhat difficult, if not problematic, to create positive, human capital valorisation circuits.

## References

- Ambrosini M. (2003), *Accogliere attivamente. La formazione professionale per gli immigrati stranieri*, in *Professionalità*, n. 78, novembre-dicembre.
- Ambrosini, M. e Caneva, E. (2009) *Le seconde generazioni: nodi critici e nuove forme di integrazione*, in (a cura di), Bertani M., Di Nicola P., *Sfide transculturali e seconde generazioni*, numero unico «Sociologia e Politiche sociali», vol. 12, 1, pp. 25-46
- Andreotti A., Barbieri P. (a cura di) (2003) “Reti e capitale sociale”, in *Inchiesta*, n. 139 (numero unico).
- Bagnasco, A., Piselli, F., Pizzorno, A. e Trigilia, C. (2001), *Il capitale sociale. Istruzioni per l'uso*, il Mulino, Bologna.
- Baldassarini A., Righi A. (2010) *Verso un conto del Capitale umano*, relazione convegno ISTAT, Roma, 17 novembre 2010 (documento on-line, 15/11/2011)
- Bertani, M. e Di Nicola, P. (a cura di) (2009) *Sfide transculturali e seconde generazioni*, numero unico «Sociologia e Politiche sociali», vol. 12, 1
- Becker, G. S. (1962), *Investment in Human Capital: A Theoretical Analysis*, in «Journal of Political Economy», LXX, 5, 2: 9-49.
- Becker, G. S. (2008), *Il capitale umano*, Laterza, Bari
- Biggeri L. (2007), *2007 Il capitale umano: problemi di misura ed alcune evidenze empiriche*, in «Global Competition» (articolo on-line, [www.cerved.com](http://www.cerved.com), 5/11/2010).
- Bosisio, R., Colombo, E., Leonini, L. e Rebughini, P. (2005), *2005 Stranieri & Italiani. Una ricerca tra gli adolescenti figli di immigrati nelle scuole superiori*, Roma, Donzelli.
- Brait F., De Vitiis C., Petrillo R., Russo M., Strozza M., Ungano P. (2009), *2009, L'indagine sui dottori di ricerca: un'esperienza pilota*, ISTAT - serie Documenti, n. 10
- Cartocci, R. (2007), *Mappe del tesoro. Atlante del capitale sociale in Italia*, Bologna, il Mulino.
- Cipollone P., Sestito P. (2010), *Il capitale umano*, il Mulino, Bologna.
- Coleman J. S. (1988), *Social Capital in the creation of human Capital*, in «American Journal of Sociology», vol 94.
- Coleman J. S. (1990), *Foundations of Social Theory*, Harvard University Press, Cambridge Mass.
- Consiglio Regionale del Veneto (2010), Commissione tecnica per lo studio dell'impatto territoriale e sociale dei flussi migratori nella Regione Veneto, *Relazione semestrale al Consiglio regionale*
- Di Nicola, P. (1998), *La rete: metafora dell'appartenenza. Analisi strutturale e paradigma di rete*, Milano, FrancoAngeli.
- Di Nicola, P. (2006), *Dalla società civile al capitale sociale. Reti associative e strategie di prossimità*, Milano, FrancoAngeli.
- Di Nicola, P., Stanzani, S. e Tronca, L. (2008), *Reti di prossimità e capitale sociale in Italia*, Milano, FrancoAngeli.
- Di Nicola, P., Stanzani, S. e Tronca, L. (2010), *Forme e contenuti delle reti di sostegno. Il capitale sociale a Verona*, Milano, FrancoAngeli.
- Donati P. (2004), (a cura di), *Famiglia e capitale sociale in Italia*, Ed. San Paolo, Cinisello Balsamo
- Donati P. (2007), *Terzo settore, mondi vitali e capitale sociale*, Milano, FrancoAngeli.
- Forsé, M. e Tronca, L. (2005), *Interazionismo strutturale e capitale sociale*, in «Sociologia e politiche sociali», 8, 1, pp. 7-22.
- Garonna P., Nusperli F., Silvestrini A. (2003), “Istruzione e capitale umano: statistiche e questioni di misura”, in Antonelli G. (a cura di) *Istruzione, economia e istituzioni*, il Mulino, Bologna.
- Istat (2010), *Rilevazione sulle forze di lavoro. Media 2009* (documento online, 15/01/2011).
- Nosvelli M. (2009), *La misurazione del capital umano. Una rassegna della letteratura*, Working paper Ceris-Cnr, n. 2 (documento online, 5/11/2010).
- OECD (2001), *The Well-being of Nations. The role of human and social capital*, Paris.
- Regione Veneto, a cura di Veneto Lavoro (2009), *L'anno della crisi. Il lavoro tra contrazione della domanda e interventi di sostegno. Anticipazioni del Rapporto 2010*

Regione Veneto (2010), *Libro Verde Veneto 2020*. Il sistema educativo di Istruzione e Formazione

Tronca, L. (2007), *L'analisi del capitale sociale*, Venice, Cedam.

Visco, I. (2011), *Il capitale umano per il XXI secolo*, in «Il Mulino», 1/11, pp. 3-16.