



STUDY VISIT TO VENETO REGION

Short overview and key features of the Italian VET system

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EQAVET NRP IN INAPP



INAPP is a **Public research Institute**, under the supervision of the **Ministry of Labour**, carrying out studies, research, monitoring and assessment of public policies in labour, education and training, social protection, active and passive labour policies, third sector, social inclusion, and policies having an impact on the labour market.

INAPP hosts the **Italian EQAVET National Reference Point (NRP)**, established in Italy, in 2006. The Italian NRP promotes a **Steering Committee (National Board)** which includes delegates from the Ministry of Labour, the Ministry of Education, the Regions and the Autonomous Provinces, the Social Partners as well as training experts and representatives of Italian VET providers.

The Italian NRP **promotes the application of the EU Recommendations** and supports the national process for the implementation and development of a National QA system in VET, through the dissemination of a technical-scientific QA culture and the circulation of practices and tools for the adoption of a continuous improvement process.



European VET Recommendation 2020 – the relevance of National Reference Points for VET

A Quality Assurance National Reference Point for vocational education and training brings together all relevant stakeholders at national and regional levels to:

- take concrete initiatives to implement and further develop the EQAVET Framework;
- inform and mobilise a wide range of stakeholders, including Centres of Vocational Excellence, to contribute to implementing the EQAVET framework;
- support self-evaluation as a complementary and effective means of quality assurance to allow the measurement of success and the identification of areas for improvement, including with respect to digital readiness of VET systems and institutions;
- participate actively in the European network for quality assurance in vocational education and training;
- provide an updated description of the national quality assurance arrangements based on the EQAVET Framework;
- engage in EU level Peer Reviews of quality assurance to enhance the transparency and consistency of quality assurance arrangements, and to reinforce trust between the Member States.

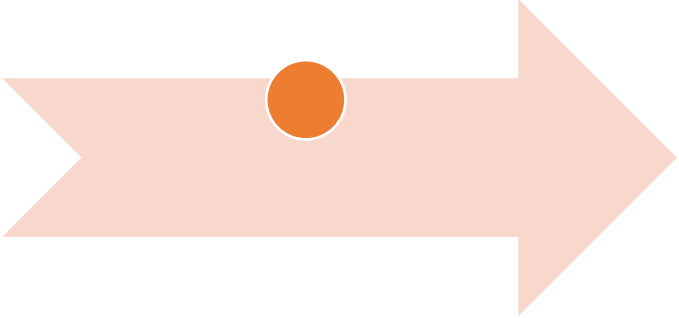
VET in Italy comprises the following distinctive features:

- The Italian context is characterised by the presence of **multiple institutional players at national and regional levels**, in addition to the relevant role of the **social partners**.
- **Title V (article 117) of the Constitution** provides for ownership either by **the State, the Regions or mechanisms for cooperation between the different institutions**, in relation to the type of training supply:
 - the **State** establishes general rules and determines the fundamental principles of education;
 - the **Regions** have legislative power over VET;
 - education falls under the scope of concomitant legislation, except for the **autonomy of education institutions**.
- In light of the interweaving of the different intervention areas, Ministries of Education and Labour and the Regions define formal **agreements within the State-regions conference**. The aim is to define matters of common interest, although at different levels of responsibility.





The Italian Education System is organised according to the principles of **subsidiarity** and of **autonomy of institutions**



The Ministry of Education and the Ministry of University are responsible for the general administration of education at national level for their relevant fields

The Ministry of Education has decentralised offices (*Uffici scolastici regionali - USRs*) that guarantee the application of general provisions and the respect of the minimum performance requirements and of standards in each Region.

The State has exclusive legislative competences on the general organisation of the Education System (e.g., minimum standards of education, school staff, quality assurance, State financial resources)



- **Compulsory education** starts at the age of 6 and lasts for 10 years up to 16 years of age. It covers the whole first cycle of education (primary and lower secondary and two years of the second cycle- upper secondary education). The last two years of compulsory education can be attended either in an upper secondary school or within the regional VET system.
- The **Upper Secondary School Education** offers both **general and vocational (technical and vocational)** programmes. Duration of studies is five years. At the end of the upper secondary education, students who successfully pass the final exam, obtained a diploma that gives them access to higher education.
- The following institutes offer education at higher level:
 - Universities (Polytechnics included);
 - High level Arts, Music and Dance Education Institutes (AFAM);
 - Higher Schools for Language Mediators (SSML);
 - Higher Technological Institutes (ITS Academies).
- Courses at Higher Technological Institutes (ITS Academies) are accessible to students with an upper secondary leaving certificate and to students who have attended a four-year regional vocational course followed by an additional one-year course in the Higher Technical Education and Training System (IFTS).



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In the National Evaluation System, internal and external evaluation are part of the same procedure that consists of four phases that take place over a period of 3 years, as foreseen by the current national legislation that established the SNV (DPR 80/2013).

The 4 phases of the evaluation include:

1. internal self-evaluation;
2. external evaluation;
3. improvement actions;
4. dissemination of results and public accountability.

The internal evaluation is the first step of the system. At school level, the School manager and the Internal evaluation team are responsible for drawing up the self-evaluation report.

The external evaluation is carried out by the External evaluation teams (*Nuclei Esterni di Valutazione – NEV*) that are made up by an inspector, who is a technical manager of the Ministry, and two experts selected by the INVALSI, one from and one external to the school.

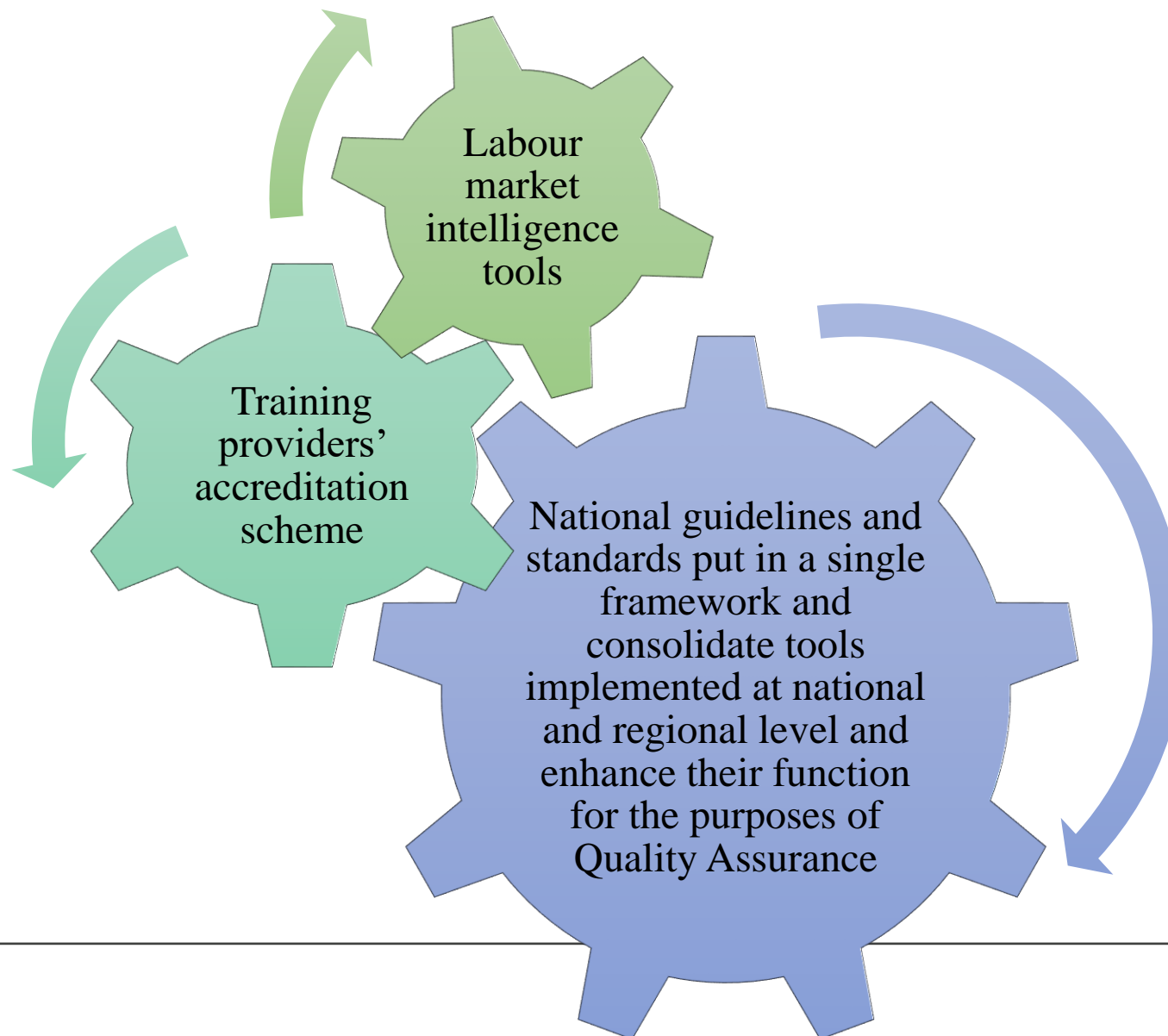
Beside the National Evaluation System procedures, the School manager organizes the school activities according to criteria of educational efficiency and efficacy and is responsible for the results of his/her activity. The Teachers' assembly plans and verifies the didactic activities.



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Training providers' accreditation device verifies ex-ante the matching of established requirements for providing vocational training courses funded by the Regions, and then monitors and evaluates the results of the services provided. The scheme is designed to promote highly selective VET systems in terms of the structural, organisational and educational capacities that providers possess. It includes a maintenance mechanism which ensures that periodic checks are carried out

Labour market intelligence tools, such as the "Information system on Occupations" and "Excelsior". Both projects, financed by the Ministry of Labour, collect information by the companies on skills needs development, hiring forecasts, anticipations of changes in occupations and their tasks and skill contents, and outline future economic and employment scenarios for each business sector

The National Repertory of Regional Qualifications gathers all the qualifications issued by the Regions. The qualifications listed in the Repertory are based on "units of competences" referred to as learning outcomes. The National Repertory of Regional Qualifications is a main tool within the national certification system, which also ensures the possibility of recognising and validating the competences acquired in non-formal and informal contexts

Monitoring and evaluation activities, such as: national annual reports on all vocational education and training activities and reports for individual education sectors (IeFP, dual model programmes, apprenticeships); collection and analysis of physical and financial data and qualitative information on activities implemented by the Regions; surveys on education and employment outcomes of graduates; initiatives for the experimentation of Peer Reviews conducted at national and regional levels



CONCLUSIONS



The **challenges** that **VET in Italy** faces include:

- integrating the training and employment of young people within a dual system by reinforcing apprenticeships;
- reinforcing apprenticeship for higher training/education;
- simplifying current legislation and boost the appeal of apprenticeship for enterprises;
- developing innovative pedagogical methodologies;
- reducing early leaving from education and training;
- training teachers and trainers;
- promoting the assessment of education and training outcomes (processes and results);
- training staff involved in all stages and procedures of the validation of non-formal and informal learning;
- increasing public awareness of the potential benefits of validation of non-formal and informal learning especially to those target groups who could benefit most;
- improving cost-effectiveness of validation of non-formal and informal learning procedures;
- improving monitoring of VET outcomes and adjust VET provision to each learner's training needs;
- developing evaluative analytical tools on the impact of training policies.





THANK YOU FOR YOUR ATTENTION !



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