



PAGOSTE

THE VET SYSTEM IN ITALY: EXPERIENCES AND IDEAS FOR VOCATIONAL TEACHER TRAINING

Report



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Introduction

“The VET system in Italy: experiences and ideas for vocational teacher training” was written after our study visit to Roma Tre University (Italy) which was held from 14th of November to 25th of November. The main goal of this report is to investigate the VET system in Italy, discover various vocational institutions, highlight major similarities and differences between Italian and Ukrainian vocational systems and propose how to improve the educational system in Ukraine, acquiring information through meetings with subjects operating in the field of professional training and the training of teachers and trainers.

Through investigation into acquiring knowledge on the vocational training system and teacher training processes in Italy we can say that we will gain experience, insights and some ideas about the vocational teacher system.

The context of our report is based on meetings with a teacher, a trainer, a principal from a public vocational school and private vocational centre which are preceded by an activity of defining objectives. We analyse the information collected and reflect on it.

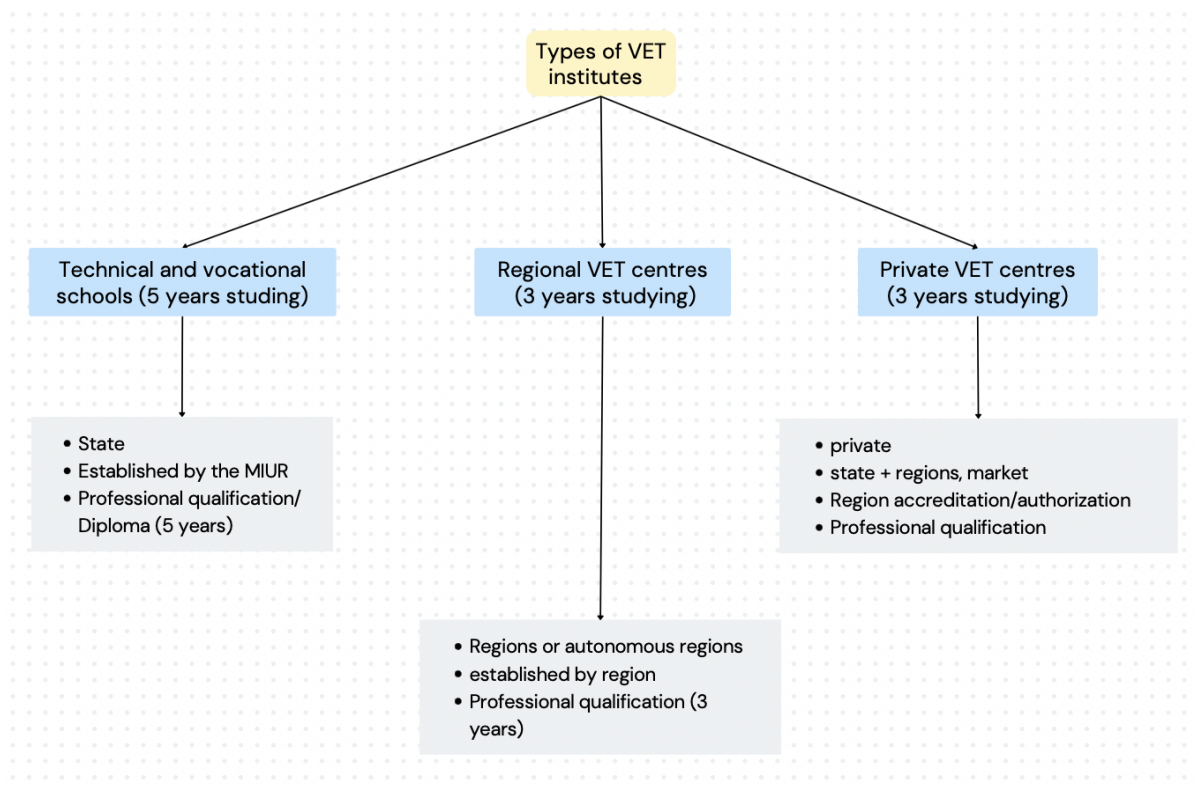
The Information about the Italian educational system we have taken from our meetings with professors who have represented us government information about educational changes, teaching methods, requirements from teachers and trainers, and also have shown us how students use knowledge in practice.

Also we have done some research into comparing Italian and the Ukrainian educational system and have highlighted the main tips, ways and recommendations for improving the Ukrainian vocational educational system.

Chapter 1 Italian vocational education and training (VET) system

1.1 System of vocational education

Vocational education and training (VET) system in Italy¹ belongs to the upper secondary level of education. At the State level of VET institutions, students can select between technical schools and vocational schools to obtain practical skills needed for a specific field. Public educational institutions belong to the State and are being provided by the State. In addition, they are being authorised by the Ministry of Education, University and Research (MIUR). The difference between these two schools is subtle but present. Technical schools provide their students with the possibility of acquiring knowledge, skills and competences to perform practical and administrative tasks. Vocational schools teach their students specific competences required for production fields of national interests. Successful graduation from upper secondary level professional schools grants a professional qualification certificate or diploma of EQF level 4 after five years of studying.



Picture 1.1 Italian vocational educational training system

¹ Di Rienzo et al. (2020). VET in Italy: An overview on the governance of vocational education and training and teacher education for the upper secondary general education, in Deissinger, T., & Melnyk, O., *Governance of vocational teacher education in EU countries: overview*. <https://pagoste.eu/results/outputs/>

1.2 Funding and authorization of vocational institutions

At the regional level of VET institutions, public schools have to coordinate activities with regions or autonomous provinces. Schools are also being funded by the State. Unlike the state schools, regional centres are being authorised by the region. After three years of studying, students obtain professional qualification in specific fields.

Private entities control private VET centres. Some of them are being funded by the State and regions, while others are being funded by the market. The first group is controlled by region accreditation and awards their graduates with professional qualification. The second group is authorised by regional authorization and awards their students, along with the first group, with professional qualification. All of the private institutions have the right to teach their students for three - four years.

1.3 Teaching staff of vocational institutions

Researching into the Vocational Education System, in recent legislation vocational institutes are considered as local schools of innovation, research labs, places where the general and the vocational education strongly merge together, in order to encourage students to develop the knowledge and skills required in different specific fields of work.

Teachers of the vocational education system can be divided in two categories: teaching staff of public vocational schools and private vocational centres. The public vocational school has two types of teachers: general teachers (teachers who teach general topic subjects, ex. maths, history, literature) and practical (vocational) teachers (teachers who teach practical subjects, ex. cookery, mechanics). Private vocational centres also have two types of teachers: general teachers, as in public schools, and trainers (teachers who teach practical subjects).

A trainer is a person who teaches vocational training in a private centre. Their knowledge is based on skills that have been practically mastered while studying or working in this field. The trainer needs to know the technologies, be able to work on the equipment and have the ability to quickly master new models on the market, because they need to be constantly ready for the provision of new equipment from sponsors. It is very important that the trainer is well versed in his specialisation, since their task is to teach students to work in production, to be mobile and open to innovations.

Analysing difference between general and vocational teachers in vocational schools, we have highlighted that practical teachers and trainers have theoretical-practical competences, they deal with laboratory didactic activities, and function as a connection between the exquisitely theoretical teaching of a discipline and the practical application and acquisition of the concepts exposed, sometimes working in co-teaching with the general teacher, sometimes teaching in complete autonomy. As for the other one, the general teacher's profile comprises disciplinary, psycho-pedagogical, didactic-methodological, organisational-relational, and research/documentation/evaluation responsibilities. The connected competences are interrelated and meant to interact, so to be developed along



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with the teacher's didactic experience, the study and research activity, and the systematisation of the didactic practice. The content of the professional service of the teaching personnel is defined within the frame of the general goals of the National Education System, respecting the education policy plan provided by the school.

Investigating the trainer in regional VET courses proposes that the main goal of the trainer is to support the learning process, orienting and motivating students, reinforcing the link between education/training and job market, and updating the students' professional competences. The trainer is an intermediate-level professional; they perform intellectual activities (didactics, research, and experimentation) with scientific autonomy and deontological responsibility, through specific cognitive theoretical and methodological instruments. Their interventions can be addressed to both singles and groups, and in different lifelong (formal and non-formal) educational and training contexts.

In general considering we can say that the trainer can work within corporate settings, within education/training contexts, placement, consulting, orientation, skills balance and assessment of competences acquired in formal/informal/non-formal contexts, within the updating and training services for teachers and trainers, as training designer, junior expert in the Human Resources promotion/management, junior expert in the evaluation/assessment of learning processes and products.

1.4 Requirements for becoming a teacher

At the time we are writing this report, the requisites to teach as the general education teacher in a public school are the possession of an Master's Degree along with the acquisition of 24 European Credit Transfer System Credits (ECTS) in the fields of psychology-pedagogy and didactic methodology (pedagogy, special pedagogy; didactics of inclusion; psychology; anthropology; general didactics methodologies and technologies). The requisite to teach as a vocational teacher consists in a technical/vocational high school Diploma.

For general education and vocational teachers, the recruiting procedure starts with a National competitive exam, followed by 1 year of probationary period, with some initial training. To enter the National competitive exam for general education teachers, one must have already acquired at least the 24 credits mentioned above.

Newly recruited teachers must undergo a probationary training period of 1 year, during this they follow 50 hours of training, structured into 4 different phases: – preparatory meetings (6 hours); training labs at least 4 (12 hours); “peer-to-peer” observation in the classroom (12 hours); on-line training (20 hours). The school Principal assigns a mentor (who is a teacher already in service), who has the task of orientating the new hires, facilitating the process of building of their professional identity, accompanying them in the acquisition of the necessary competences to teach, and monitoring the training process.



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After 1 year of a probationary training period, an assessment committee is formed out of school staff in order to decide the future of the new hire. Results are formed based on the feedback of the mentor and Principal. If the new teacher meets the requirements and they are eligible for the teacher's role, the committee confirms the person as a teacher. Otherwise, the contract is concluded. In some particular cases, the new hire can have one more year of contract to prove their competences.

In private vocational training centres, the recruitment of teachers and trainers does not follow national rules and is decided according to rules set by the individual centres.

Chapter 2 (Results from our visit to "Domizia Lucilla" public Vocational School)

The subject of chapter 2 and chapter 3 is the research into public schools and private centres, similarities and differences in the educational process: staff hiring, management of teaching process, educational plans, teaching methods. The investigated topic is based on "Domizia Lucilla" public Vocational School and "Borgo Ragazzi don Bosco", a private Vocational centre.

2.1 Description of our meeting

"Domizia Lucilla" is a public vocational school located in the north-western part of Rome, specialising in hotel and restaurant management training. Our visit started with the students warmly welcoming us as their guests. We were suggested a few drinks before meeting with the school staff. As the students' practice in hospitality management, food and beverage management, cookery and patisserie, they were receiving us in a professional way as the specialists would do in a real workplace. Afterwards, we went right to the presentation and the interview with the school Principal, supported by general education teachers and vocational teachers. Answers from the school staff were brief and clear, every question was fully answered. At the end of the visit, we were invited to the Italian cuisine lunch prepared by the students.



Picture 2.1 Lunch prepared by the students of “Domizia Lucilla” public vocational school

2.2 Teachers in public school

According to the interview with the teaching staff of “Domizia Lucilla” we can highlight the main points about the VET system in Italian public schools. First of all, in this school there are two types of teachers - vocational teachers and general education teachers. Difference between them is that general education teachers provide students with the basic knowledge of theoretical subjects (linguistic, mathematical, scientific-technological, historical-social), whereas vocational teachers teach students specific technical and professional skills closely related to their field of work. At some level both types of teachers collaborate together. General education teachers and vocational teachers can hold classes as a co-teaching team, contributing in a more efficient way to the achievement of educational purposes.

The educational offer of this vocational school is structured as follows:

- a two-year period of common curriculum,
- a three-year period, aimed at deepening the students’ training according to specific professional pathways.

The two-year course includes the teaching of general and vocational subjects. During this period, general education is common to all fields of study. Students are being boosted with theory in order to learn the basic knowledge and smooth transitioning into a future practice. Also teachers explain the value of each field in the market via history and art of the subject.

At the end of the second year, the student chooses their three-year course among provided macro-areas. The vocational education varies according to the chosen fields of study (ex. cookery, hospitality management, food and beverage management and patisserie).



Picture 2.2 “Domizia Lucilla” public vocational school meeting

2.3 Teacher’s competences and methods of teaching

As for the development of the teachers’ competences, non-obligatory training courses for general and specific topics are available. For being a qualified teacher, they should gain main competencies such as pedagogical skills, teach students how to transfer knowledge in practice actions, and they try to capture real interest about the subject. Teachers have to create good relationships during a working process, recognize and respect student’s strengths and weaknesses, and be able to solve problems while teaching. Vocational teachers try to perform real-life situations for the students as a way to give a clear understanding of their future profession. They teach how to work in a team, deal with real problems, which can be encountered in the workplace. Also they must follow as students wear the uniform, listen to students and take care of them and understand how to cooperate.



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Due to the fast-changing world, teachers must update teaching methods on time. Unfortunately, there is no possibility to implement them as soon as possible, so a small gap between the newest technologies and teaching methods are always present. As for the new technologies vocational teachers introduce into the teaching process, there are new cooking methods such as molecular cuisine. It is also an exciting experience when students prepare small dishes and swap with each other in the form of a small gift that allows them to develop imagination and creativity.

Regarding students' academic achievements, teachers track their success by observing practical lessons, asking to perform an action or having an oral and written test. Students regularly make projects, ex. arrange an event. In addition, students have a so-called "flipped lesson" where they impersonate a teacher and try their best to explain a specific topic to the other students.

2.4 Student's practice

Work Relating Learning is a method where students have practice in a real workplace. It allows the implementation of a good interaction between general and vocational teaching subjects. During the WRL, the student is followed in their external activity by an internal tutor, appointed for this purpose by the school Principal. In addition, the student is given one more tutor from the workplace. The WRL tutors' main tasks are: monitoring the student's activity and coping with potential issues, assessing the student's developing skills, taking into account the assessment of the company where they are having their on-job training. This practice is obligatory for every student and it lasts for 3-4 weeks per school year. Students should frequently change the working environment so that they will not get accustomed to the school laboratories. After the practice has been completed, the workplace tutor connects with the school tutor to inform about the students achievements.

2.5 Sponsorships of "Domizia Lucilla" public Vocational School

Asking teachers if their school cooperates with any companies that are willing to provide practice, in the response we get that students must find practise themselves. According to teachers, it develops skills such as independence in students, problem solving, flexibility, and responsibility for their choices.

Chapter 3 (Results from our visit to "Borgo Ragazzi Don Bosco" private Vocational centre)

3.1 Description of our meeting

We had a visit to "Borgo Ragazzi Don Bosco" private Vocational centre, which started with a short introduction of Don Giovanni Bosco, a priest and educator who lived in Turin in the 19th century and promoted dozens of training centres in Italy and around the world. The main goal of these centres is giving people with difficult life situations an opportunity to have a job and a family. Also they persuade their main philosophy - "We are not what we do, we are what we think".

The VET Centre "Borgo ragazzi don Bosco" is located in the East part of Rome.

We were welcomed to see students in an educational process with various machinery, performing cooking and sports. We were shown a lot of laboratories: both aged and modern. Some of the laboratories are unique for the whole country of Italy. It is common for this centre to be sponsored by international companies - they provide the most recent technologies and in some cases with trained professionals. Following the meeting, we had an interview with representatives of CNOS-FAP, the national federation of these centres, the director of the centre “Borgo Ragazzi Don Bosco” and a student. In addition, this centre publishes its own books: textbooks, handbooks, periodicals and teacher’s manuals. They help trainers to improve themselves, look to the future with optimism, despite the many educational difficulties: letting oneself be challenged by the new cultural situation. Also they write up the instructions of how to use technologies, the promotion of skills related to the “cultural axes”, and guidelines for active learning in the presence of technologies. They are growing up with industry.



Picture 3.1 “Borgo Ragazzi Don Bosco” vocational private centre meeting.

3.2 Trainers in a private centre

The “Borgo Ragazzi Don Bosco” private centre has two branches of employment processes: they look for people from their business partners or they are suggested by the affiliates by themselves. The main requirement for employment of trainers and teachers in this private centre is the availability of higher education and professionalism. The trainers don’t need to pass the National competitive exam. Besides, there are two steps of hiring new employees,



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first one is the interview with the Director, and second one is a short qualification exam, where teachers are checked their knowledge, skills and competencies.

3.3 Teacher's competences and methods of training

Asking about competencies for the teachers and trainers, they are required to have the knowledge of pedagogy, psychology and didactics, we have understood that they can freely adjust their training program and must know how to explain the material in an accessible and interesting way to motivate students to work. The trainer should also act as an passionate educator and be supportive to their students for particular life situations. Therefore, they need to have strong social skills so that students don't feel left out and everyone is included. One of the important directions of trainers' training is the mastery of computer technologies, as it is a part of the educational process, in particular for students who are studying to be electricians. It is also important for a trainer to have capacity for teaching. They must want to teach, as this job requires a lot of motivation. One of the problems associated with trainers in professional centres is that some of them are unable or unwilling to learn new technologies to keep up with the progress. These trainers use old programs, which is why the training of students is not as effective as possible. We would like to note that trainers are flexible in the choice of methods of teaching subjects of professional activity, and can freely determine the content of training so that students can acquire the necessary competencies for the future job.

As for improving trainers' competences during the educational process, annual summer courses are present in order to not to have a gap between trainers' methods of teaching and the newest technologies. They are obligatory for every trainer because technologies and machinery are improving constantly. Furthermore, they are trying to be prepared for what the industry requires. Companies can provide a professional worker to teach trainers about the newest machinery and how to use it. Besides that, trainers use the centre's books and manuals. Also they have a special website with quizzes and tests where trainers can check their skills and knowledge, swapping their own methods, tools and useful advice of teaching thus improving each other.

Also we have got information about checking the level of knowledge gained by students: the trainer creates modules in the first and second year but in the 3th and 4th year students must pass the exam. In the case of examination failure, trainers review students' activities over the year and their potential. If the student is actually capable but this direction does not suit them the commission provides an opportunity to try themselves in another activity. Trainers want to have well performing students so they teach them to be punctual, open minded, and have good behaviour because in the future students will collaborate with professionals during the work process. They do not repress students even when they make mistakes but help them to find a correct way in their life. The additional fact we want to include that students are not allowed to be late for class and should always be tidy. These



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strict rules bring them up to be enlightened in their future. They formulate values and attitudes towards life.

3.4 Student's practice in private centre

Every student's educational path in the vocational centre of Don Bosco starts with the first year of studying where they have only manual practical lessons. At this stage, they are not allowed to use machinery - they need to have some basic knowledge, theory, in order to start working with appliances. Unlike public vocational schools, this centre has more practical lessons than theoretical ones, because students usually want to work right after graduation - they don't need too many classes of general topic subjects. The further the student is in their education, the more practical lessons are present. Starting from the second year, they work with simple machinery, performing more complicated techniques. From the third year, students work with the newest equipment and automated machines. It is obligatory to study for 15 hours/week in laboratories. Also trainers provide extra-classes such as Italian culture, theatre club, religion support.

3.5 Sponsorships of "Borgo Ragazzi Don Bosco" private centre

The vocational centre "Borgo Ragazzi Don Bosco" strongly relies on its cooperation with Italian and international companies. As we were told, there is little financial support from the government and this centre is dependent on industries' machinery, laboratories and professionals.

We have found out that the vocational centre has developed relationships with companies in the sector, which has led to different forms of cooperation, especially in the mechanical, electrical and remote control sectors. The main information which we have marked is that the companies offer certain services such as professional specialists, which help centre's trainers to improve their practical skills in regards to the market's needs. Mentioned companies are Siemens SpA, Finder SpA, DMG Italy, Schneider electric, Bticino, DEA security, AnyVision.

These companies provide machines and equipment to the centre for training, where students are specially trained to work with specific technologies. Most of the laboratories and its components were gifted by the sponsors and some of the machinery was purchased with a discount provided by a company. In order to cooperate with industries, sometimes it is needed to win a competition among other vocational centres. Vocational centre "Borgo Ragazzi Don Bosco" has won some of the contests and was rewarded with free equipment. Financial situation for this centre is quite difficult, because students don't pay for their education, but they need to pay a small amount for individual items such as instruments and uniforms. In case of impossibility of payment, a student can ask the centre to provide them with necessary items which are free of charge. To improve the state of the vocational centre's assets, they provide private courses for adults in extracurricular time. As we were informed, these type of courses make up most of the centre's income. It is possible by the efforts of cooperative companies - they are able to give out the certification after

completing courses. Adults study in equipped laboratories in the same way as the students do.

Then, after graduation, they are hired by these companies, as they already have trained students to work with their equipment. It is worth emphasising that the trainers provide students with practical skills rather than theoretical ones. The students in the private centre “Borgo Ragazzi Don Bosco” must study for three years to obtain a Qualification Certificate , after which they are able to get a job. As the second way, they may continue studying for one more year. During the fourth additional year of study they receive a scholarship and upon graduation obtain a Vocational Diploma. In conclusion, we may say that the graduates of this centre can always find a job.

In our opinion, this is a good opportunity for everyone, students, companies and the centre. Students learn and immediately get a job, companies get new workers and the centre gets new equipment for training. Also, the centre conducts training courses for adults to obtain certificates in the field of electronics, technology and mechanics. These courses are not for free, so they have a separate sponsorship.



Picture 3.2 Centre’s laboratory equipped by sponsors.

Chapter 4 (Results from our meeting with Prof. Massimo Margottini, Director of CAFiS (Academic centre for training and development of secondary school teachers))

The last meeting was held at the Department of Education of Roma Tre University under the leadership of Prof. Massimo Margottini, Director of CAFiS (Academic centre for training and development of secondary school teachers), who told us about the specifics of the development of education in Italy, in particular the training of teachers.



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The process of education development in Europe began with the end of the 20th century. The main goal of this process is not only to develop the competencies of future specialists, but also to build a system that will help develop soft-skills.

The main principles on which the development of education in Europe is based is:

- integration of the entire European society into a single education system;
- the connection between education and culture, as pillars of the success of European society;
- investing in ideas, research and education;
- internationalisation of education, which allows the exchange of experience between educational institutions of different countries.

The strategic goal of the development of education in Europe, and in Italy in particular, is to consolidate European products and human resources on the world market, as well as to prepare them for success on the world stage. To achieve this goal, Europe is also working on training teachers for their educational activities.

At this time, in Italy a future teacher for the opportunity to teach must study for 5 years, obtain a master's degree in their specialisation, obtain further 24 credits in psycho-pedagogical topics and pass a public exam.

After successfully passing the exam, they get the opportunity to do a pedagogy practice with other teachers (tutors), thus improving their skills in a practical way and or to study in courses designed specifically to improve their skills. These courses include general disciplines - literature, mathematics, arts, and specific - pedagogical and didactic.

Italian legislation on school and on teachers' training and hiring is constantly changing. In the next future new rules should take place and an additional year of teacher training (60 credits) will be mandatory, which will include theoretical and practical training, in addition to the 5 years of the master's degree. An aspect of the novelty in the latest law concerns the link that is recognized between initial training and what it takes to become a teacher. This is how the higher pedagogical school develops.

In Italy, a lot of attention is paid to people with disabilities, so teachers are trained how to properly teach in inclusive classes and how to deal with these students.

In recent years, educational policy has been aimed at improving technical and professional education. Italy provides vocational training for students at the national level through technical and vocational institutes, which is different from the vocational training courses that are managed locally by the regions.

In recent years a special kind of VET was introduced in Italy: the Higher Educational Institutes. Higher Vocational Institutes provide courses of technical and professional education, which are held immediately after higher secondary school. They have been found to be effective both for the level of student training and for the practical theoretical level of



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student training, as well as for employment outcomes. In the field of agriculture and enology, these Institutes are real research centres that can compete with university research centres. The same is true for fields related to design, mechanics, and other fields.

Nevertheless, in Italian culture vocational education is considered less important and some vocational and technical institutes accept those students who have less motivation to study, and not more, thus giving opportunities to different strata of society. But, as already mentioned, there is an intention to change the direction of the development of education in Italy and, therefore, to invest significant funds in the qualification of technical and professional paths.

Regional vocational training has a different function. The training of specialists in most cases has a practical form and involves practice at the workplace. The acquisition of basic linguistic and mathematical skills is also guaranteed, requiring training similar to that of secondary school teachers, but for subjects that are vocational subjects, acquired professional competence is important.

Comparison of Italian and Ukrainian VET systems

Considering our research on the VET system in Italy we can affirm that it is similar in some aspects to the Ukrainian one. The first main similarity is that students can finish vocational school and start working right after graduation. In the same way, students can also continue their studies in a university to get Bachelor's and Master's degrees. In the Ukrainian system there are also public vocational schools and private vocational centres. Regarding student's practice, in both countries it is obligatory to have practice in the real workplace.

Speaking about the differences, we have marked some inconsistencies during our study visit. Firstly, Italian students study in vocational schools and centres for 3 to 5 years, whereas Ukrainian students study not more than 4 years. Secondly, the teacher hiring system in Italy is drastically different to the Ukrainian one. In Ukraine, it is necessary to have a Master's degree for both general and vocational teachers. It should be mentioned that a psychologist is an important participant in the Ukrainian educational process. They make questionnaires, surveys and different communication games for students and teachers. An interview with a psychologist is also mandatory for hiring school staff.

Conclusion

In the period from November 13 to November 26, 2022, we were in Italy, on a student visit. The purpose of our visit was to study the Italian education system from the inside and to determine the possibilities of transferring experience to the Ukrainian education system.

The Italian education system is based on gradual learning, which includes lower secondary education, upper secondary education and higher education. VET governance takes place in 3 types of vocational and technical education institutions - state, private and regional, and autonomous. Considering the type of institution, there are different types of teachers, for technical and vocational schools there are teachers and training-teachers, for regional VET



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centres and private VET centres there are teachers and trainers. Teacher training in public schools is regulated by the Ministry of Education, the Higher Council of Public Educational, school labour unions, universities and training centres and there are also independent courses. It is worth noting that Italian education promotes a strong connection between educational institutions and business as well as lifelong learning, which allows you to constantly develop as a professional.

During our student visit, we had meetings in three different educational institutions - "Domizia Lucilla" public Vocational School, "Borgo Ragazzi don Bosco", a private Vocational centre and Roma Tre University with the professor Massimo Margottini.

Analysing the needs of competences of a vocational school in Italy, we can say that teachers must be not only great specialists, they must teach students and clearly explain the information, should have experience on the field before teaching, and find an individual approach to each student separately. They must know how to adopt pedagogical methods in their specialisation, hold classes as a co-teaching team contributing a more efficient way to the achievement of educational purpose. Also trainers should be competent in a psychology with students and be able to give out of difficult situations, have competences of understanding strengths and weaknesses of students.

One of the main facts we have analysed is that education in Italy gives teachers the right to a personal independent organisation of the educational process. Vocational teachers in public vocational schools must have a vocational diploma in the same field where they want to teach, and also they must pass a competitive exam before teaching. But with the new legislation they will need to obtain a Master's degree.

It should be mentioned that vocational teachers gain and develop their competences in a way during the educational process while teaching students, communicating and working with other teachers, and participating in international educational events or programs. At this time, new teachers are trained during their first year under the supervision of a tutor and should take a 50 hours course to improve skills such as peer-to-peer in the classroom or online training. But in the near future 1 year of training before the national exam on psycho-pedagogical topics will be needed.

However, the main last fact is that vocational teachers should be interested in the evolution of their field.

Also we want to highlight that students in vocational schools can obtain competences during collaboration with external tutors, do any workshops during work processes, and have the opportunity to find and obtain professional skills for themselves in companies. Vocational teachers do not mainly rely on exam marks to check the students' knowledge but in their practical skills. Thus, students show their academic results by performing an action and having a "flipped lesson".

The last meeting held at the university with the professor Massimo Margottini, allowed us to learn more deeply about the possibilities of the development of the educational system in Italy in the future. As we learned, the European education system has been working on its own development for the past 20 years. One of the main directions is the improvement of the quality of theoretical and practical training of teachers in all educational institutions, since it is from this that the opportunity for European society to enter the world market and gain a foothold is built. For this purpose, a higher pedagogical school is being created by new laws. These laws regulate the creation of special courses for teachers to improve their skills in view of the latest trends in society.

After analysing all the materials provided to us and the meetings held, we concluded about the possibility of involving some elements of the Italian education system in Ukraine, namely:

- teachers of general disciplines and vocational teachers are found at the same level.
- private institutions closely cooperate with enterprises, providing them with equipment, and getting workers who know how to work on this equipment.

Investigating the Italian and Ukrainian educational systems, we have found some differences between these educational systems. We have proposed to introduce in the Ukrainian educational system a more structured hiring teaching process, better preparing for teachers, closer cooperations between vocational schools, universities, companies and governments.



It is approved.
Rome, 26/11/2022
Giovanni Serra

