

# VET in Italy

An overview on the governance of  
vocational education and training in the  
upper secondary general education

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# Topics

1. The Italian VET system

1. VET governance in Italy

1. Teachers and Trainers: recruitment and training

## **The teacher in technical and vocational schools**

- teachers and training teachers
- profile
- pre-service training
- in-service training
- what Universities offer

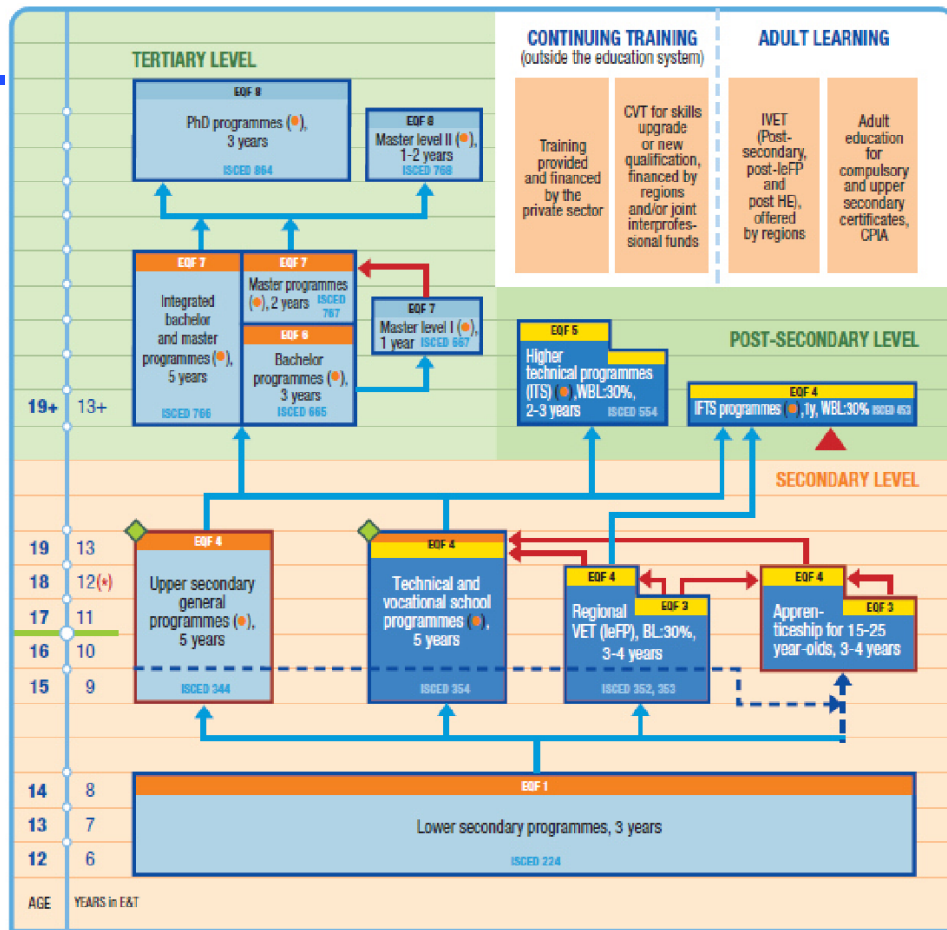
## **The trainer in regional VET courses**

- profile
- pre-service training
- what Universities offer

# 1. The Italian VET system

# VET in the Italian education system

- General education programmes
- VET programmes
- Also available to adults
- Officially recognised vocational qualifications
- Qualifications allowing access to the next education level
- ◆ Giving access to tertiary education
- ▲ Admission by the assessment of competences
- End of compulsory education
- Possible progression routes
- (→) Right/duty to education for at least 12 years or until obtaining a vocational qualification
- (\*) Higher education and research apprenticeship possible in all these programmes
- - - - - Those entering directly after completion of lower secondary at 15 do not need extra year in ISCED 3 level programmes
- Prior studies may be recognized affecting programme duration
- WBL Work-base learning, either at the workplace or a VET institution



INAPP et al. (2016). Vocational education and training in Europe – Italy. Cedefop. ReferNet VET in Europe reports; 2016.

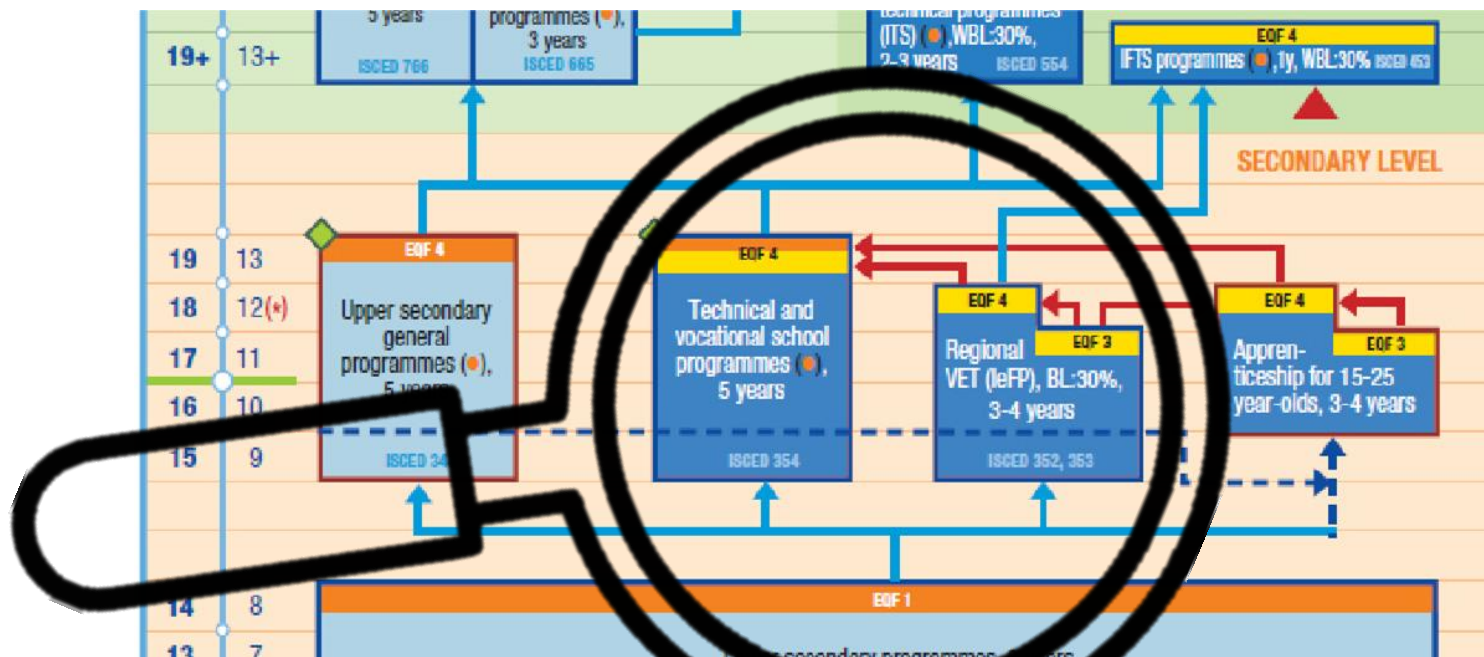
# VET programmes in Italy








- The scheme shows how VET programmes in Italy [blue squares] involve secondary and post-secondary education levels (economics, technology, services)
  
- Secondary level:
  - Technical and vocational schools (5 years)
  - Regional VET (leFP) (3-4 years)
  - Apprenticeship to professional qualification and diploma (3-4 years)
  
- Post-secondary level:
  - Higher technical education and training (IFTTS) (1 year) and short programmes or courses (post-leFP and other)
  - Higher Technical Institutes (ITS) (2-3 years)

# Life-long learning and Adult education

- VET includes also life-long learning programmes out of the education system, as well as adult education programmes
- Life-long learning (CVT – Continuing Vocational Training):
  - Promoted and financed by private entities
  - Updating and requalification financed by the Regions and/or inter-professional funds
- Adult education:
  - Post-secondary and post-higher education VET courses, organised by the Regions
  - Education and Training courses for adults, to obtain qualifications/titles/diplomas promoted by CPIAs (Provincial Centres for Adult Education - Centri provinciali di istruzione degli adulti)

# Focus on classroom education at a secondary level



Type of institution	 <b>Technical and vocational Schools</b>	 <b>Regional VET centres</b>	 <b>Private VET centres</b>	 <b>Private VET centres</b>
Property of	State	Regions or autonomous Regions	Private entities	Private entities
Funded by 	State	State + Regions	State + Regions	Market
Autorized by 	Established by the MIUR	Established by the Region	Region Accreditation	Region Authorization
Title issued 	Professional qualification / Diploma	Professional qualification	Professional qualification	Professional qualification



## 2. VET governance in Italy

# Governance (1/2)

- The Ministry of Education, University and Research (MIUR - Ministero dell'Istruzione, dell'Università e della Ricerca) frames the Regional VET IeFP within the National school paths (Technical and Vocational Institutes) for Technical education (ITS and IFTS).
- The Ministry of Labour and Social Welfare (MLPS - Ministero del Lavoro e della Previdenza Sociale) frames the Regional VET (IeFP), while the Regions / autonomous Provinces are responsible for its planning, organisation and suppliance.
- Regions and Autonomous Provinces are also in charge of planning, organising and supplying Technical education (ITS, IFTS, post-IeFP, post-university education), and the majority of apprenticeship training courses.

## Governance (2/2)

- The goals of the public-system-provided Continuing Vocational Training (CVT) are set by the Ministry of labour, while CVT activities are managed by Regions and Autonomous Provinces, or Social Partners.
- Social Partners play a pivotal role in the promotion of business-training plans (within single companies or groups), financed by the Regions or carried out thanks to the 'Inter-professional [Joint] Funds for Continuous Training'.
- The Social Partners generally play an advisory role in designing the VET (IeFP) policies, contributing to their implementation in the educational offer; they also contribute to the elaboration and organization of the policies enacted in the job market.

# 3. Teachers and Trainers: recruiting and training

# Teachers and Trainers in the VET system in Italy



**Technical and  
Professional  
Schools**



**Regional VET  
centres**



**Private VET centres**

- Teachers
- Training-teachers

- Trainers



**Technical and  
Professional  
Schools**

# The Teacher's profile

- The teacher's professional profile comprises disciplinary, psycho-pedagogical, didactic-methodological, organizational-relational, and research/documentation/evaluation competences.
  - these competences are inter-related and meant to interact, so to develop along with the didactic experience, the study/research activity, and the systematization 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.



**Technical and  
Professional  
Schools**

# The Training-teacher profile

- The Training-teacher is a teacher with theoretical-practical competences; (s)he eminently deals with laboratory didactic activities.
- (S)he functions 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 «theoretical» teacher, sometimes teaching in complete autonomy.



Technical and  
Professional  
Schools

# Teachers' recruiting

## Requisites to teach (teachers):

- MA (Laurea Magistrale)
- 24 European Credit Transfer System Credits (ECTS) in the fields of anthropology-psychology-pedagogy and didactic methodology



## Requisites to teach (training-teachers):

- Technical/vocational high school Diploma



## Recruiting procedure:

- National competitive exam
- 1 year of probationary period, with initial training





Technical and  
Professional  
Schools

# Acquisition of the 24 ECTS to enter the National competitive exam

- To enter the National competitive exam for teachers, one must have acquired at least **24 European Credit Transfer System Credits (ECTS) in the fields of anthropology-psychology-pedagogy and didactic methodology**:
  - pedagogy, special pedagogy; didactics of inclusion;
  - psychology;
  - anthropology;
  - general didactics methodologies and technologies.
- The ECTS must be acquired **at least in 3 of the 4 fields**
- **At least 6 ECTS** must be certified to each field.

# Pre-service training: Probationary training period (1/2)



Technical and  
Professional  
Schools

Newly recruited teachers must undergo a probationary training period.

The school principal names a **tutor teacher**, with the task of orientating the new hire, facilitating the process of building of his/her professional identity, accompanying him/her in the acquisition of the necessary know-how/competences to teach, and monitoring the training process.

The newly recruited teacher traces a first **skills assessment** (a structured self-evaluation) with the help of the tutor teacher.

# Pre-service training: Probationary training period(2/2)



Technical and  
Professional  
Schools

On the basis of the school needs, of the skills assessment, and once the tutor teacher has pronounced, the school principal and the newly recruited teacher signing a **professional development agreement**

- it establishes the goals for the development of cultural, disciplinary, didactic-methodological and relational competences, to be reached through specific training activities.

**Training activities** > 50 hours per newly recruited teacher. The path is 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).

# In-service training



Scuole tecniche  
e professionali

- **The in-service training for teachers is «mandatory, permanent and structural» («obbligatoria, permanente e strutturale»)** > **mandatory, structural life-long learning**
- The single school institutions define the training activities, considering:
  - the three-year education policy plan
  - the outcomes of the school improvement plans
  - the priorities identified by the National education plan.
- The MIUR, heard the competent trade unions, adopts a National education plan every three years.

# The Teacher's electronic card ("Carta del Docente")



Scuole tecniche  
e professionali

- To enhance in-service training, every year each teacher receives an electronic card, worth 500€ per school-year.
- The card can be used to buy:
  - books, texts, journals – any publication useful for professional refresher activities;
  - hardware and software;
  - enrollment to refresher/ professional qualification courses, carried out by institutions/organizations accredited by the Ministry;
  - enrollment to BA/MA courses, postgraduate courses, University Masters' consistent with the professional profile;
  - tickets for theatre/cinema shows, museums, exhibitions, cultural events, live-shows.

# University offer for life-long training for teachers (post-graduate)



Technical and  
Professional  
Schools

- Further training and specialization courses
- Tutor teachers training
- Master courses

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SCIENZE DELLA FORMAZIONE

- > Accoglienza e inclusione dei richiedenti asilo e rifugiati
- > Consulente esperto nei servizi di orientamento e placement
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- > Educazione interculturale
- > HR SPECIALIST – Professionisti per le Risorse Umane
- > LE ARTITERAPIE (musicoterapia, danzavimentoterapia, arti grafiche e plastiche, teatroterapia e comico terapia): TEORIE, METODI, TECNICHE
- > Metodologie e tecniche nell'educazione professionale per l'aiuto, il sostegno, lo svantaggio e l'handicap
- > Politiche e Strumenti per la Direzione e la Valorizzazione delle Risorse Umane
- > Storytelling: contesti e tecniche delle narrazioni
- > Teoria e pratica della formazione alla musica di insieme

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Portale dello Studente

CHI SIAMO | ISCRIZIONI | TASSE | CARRIERA | MOBILITÀ INTERNAZIONALE | DOPO LA LAUREA | REGOLAMENTI | ACCEDI

## Formazione insegnanti ed educatori

Home » DOPO LA LAUREA » Formazione insegnanti ed educatori

L'Ateneo è impegnato nell'attività di formazione degli insegnanti in un'ottica di sviluppo professionale continuo.

- Ai sensi della Direttiva 170/2016, Roma Tre pubblica l'elenco dei corsi di formazione sulla piattaforma **S.O.F.I.A.**, il portale che il MIUR ha messo a disposizione del personale docente per iscriversi a corsi di aggiornamento.
  - **Percorso Formativo PeF24**
  - **Corsi di Specializzazione per le attività di sostegno A.A. 2018/2019**
  - **Carta del docente**
  - **Corso intensivo per Educatore Professionale Socio-Pedagogico (60 CFU)**

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Private VET centres

# The Trainer

- The trainer acts within the professional training organised and carried out under the responsibility of the Regions and autonomous Provinces > different from the teacher
- While the teacher is essentially a «content expert», **the trainer is a «process expert»**, playing different roles according to the situation:
  - Tutor
  - Trainer
  - Group leader
  - Coach
  - ...
- The main goal of the trainer is to support the learning process:
  - Orientating and motivating students
  - Reinforcing the link between education/training and job market
  - Updating the students' professional competences



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Private VET centres



# The Trainer's professional profile

- The trainer is an intermediate-level professional;
- (s)he performs intellectual activities (didactics, research, and experimentation) with scientific autonomy and deontologic responsibility, through specific cognitive theoretical and methodological instruments;
- his/her interventions can be addressed to both singles and groups, in different life-long (formal and non-formal) educational and training contexts.
- 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



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Private VET centres



# Trainers' Pre-service training (1/2)

- The training of VET trainers is not regulated at a national level > there is neither an officially acknowledged register, nor are there any formal recruitment procedures.
- The minimum requisites, established by the National Collective Labour Agreement, impose:
  - a (university) degree or a high-school diploma;
  - professional experience in the specific field
- The trainer is also required to regularly participate in refresher programmes, both within and without the company/organization where (s)he works.

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Private VET centres



## Trainers' Pre-service training (2/2)

- Each Region or autonomous Province sets its own standards for the pre-service training of trainers, so as to ensure the quality of the education and training services offered thanks to public funds.
- To access these funds, the private VET centres must be accredited/authorized by the competent authority, on the basis of quality standards involving also the pre-service training for trainers.
- Private VET centres not using public funds are not committed to any specific rules on the pre-service training for trainers.



Regional VET  
centres



Private VET centres



# University offer for life-long training for trainers

- Though there are no formal obligations, an increasing number of trainers possesses a university degree.
- In recent years, many Departments of Education have implemented education and training programmes for trainers, at different levels:
  - BA (Diploma di laurea triennale)
  - MA (Diploma di laurea magistrale)
  - Masters'

The screenshot shows the website interface for the course 'Scienze dell'educazione per Educatori e Formatori'. The navigation bar includes links for 'ATENEO', 'DIDATTICA', 'RICERCA', 'TERZA MISSIONE', 'STUDENTI', 'INTERNAZIONALE', 'SERVIZI', and 'DIPARTIMENTI E SO'. The main content area features the course title, social media icons for Facebook and Twitter, and a brief description of the course. A sidebar on the right contains sections for 'Frequentare le lezioni' and 'Cosa studiare', each with a list of items.

# Thank you!

Research team:

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