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**Quality Management in the Vocational
and Adult Education**

National Report

ITALY

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1 Vocational Educational System in Italy

1.1 Introduction

VET in Italy is characterised by multilevel governance with broad involvement of national, regional and local stakeholders. Responsibilities are shared among the different actors involved in planning and organising VET as follows:

- **The Ministry of Education, University and Research (MIUR)** sets the framework for VET in national school programmes (technical and vocational schools) for ITS and IFTS;
- **The Ministry of Labour and Social Policies (MLPS)** sets the framework for leFP, while the regions and autonomous provinces are in charge of planning, organisation and provision;
- **Regions and autonomous provinces** are also in charge of planning, organisation and provision of ITS, IFTS, post leFP, post-higher education, and most of the apprenticeship-type schemes;
- Goals of CVT under the public system are set by the Ministry of Labour, while CVT activities are managed by either regions and autonomous provinces or social partners;
- **Social partners** play an important role in promoting company-level training plans (single or group of companies) to be financed by the regions or by the joint interprofessional funds;
- The social partners have a general advisory role in VET policy, from which VET provision is then defined;
- The social partners contribute to designing and organising active labour market policies

It's useful to highlight that „in Italy, the term vocational education and training tends to be ‘reserved’ for specific programmes primarily under the remit of the regions and autonomous provinces .

From a European perspective the term ‘education and training’ comprises all types and levels of general and education and vocational education and training (VET).

Irrespective of the provider or governance scheme, VET can take place at secondary, post-secondary or tertiary level in formal education and training or non-formal settings including active labour market measures.

VET addresses young people and adults and can be school-based, company-based or combine school- and company-based learning (apprenticeships). Therefore, the term VET also covers the technical and vocational schools”. [1 – page 23]

The Italian Educational system (Primary and Secondary levels)

The Italian education and training system is divided in pre-primary school, first cycle of education, second cycle of education, and higher education. Full-time education is compulsory and free for 10 years for all children between usually 6 and 16.

The first cycle of education includes primary and lower secondary education. This cycle takes 8 years: five years of primary education and three of lower secondary education, and is subdivided into 5 learning periods of one or two years.

On completion of the cycle, a diploma is given as a result of a State examination, the *Diploma di licenza conclusiva del primo ciclo di istruzione* (Lower secondary school leaving diploma) **EQF level 1**.

The second cycle of education includes pathways of various duration, divided into two main branches:

1. Upper secondary education, under the competence of the Ministry of Education, taking 5 years,

2. Vocational Education and Training under the competence of Regions, taking 3 or 4 years.

Within the second cycle, at the age of 15, students complete their compulsory school period and receive a Compulsory education certificate, **EQF level 2**, and then continue to fulfil the right/duty to education and training.

Under the current educational law the right/duty to education applies for 12 years, from 6 to 18, or until the student obtains a vocational qualification by the age of 18. The right/duty to education and training can be fulfilled also in the regional VET system or in apprenticeship programmes aimed at obtaining a VET qualification.

There are three types of Upper secondary schools:

1. *Licei* (Lyceum),
2. *Istituti Tecnici* (Technical Institutes),
3. *Istituti Professionali* (Vocational Institutes)

All upper secondary school paths lead to a *Diploma di istruzione liceale, tecnica, professionale* (Upper secondary education diploma), **Eqf level 4**, upon successful conclusion of a State examination.

An Upper secondary school diploma is the minimum requirement to enter Higher Education programs.

Lyceum offer a wide range of pathways: scientific artistic, classical, human sciences, linguistic, music and dance. Some of them offer further options, such as economy or applied sciences.

After passing a State examination at the end of a five-year Lyceum, an upper secondary school qualification, the ***Diploma liceale***, is issued.

The Diploma contains a description of the type of *Liceo*, specialization or option chosen by the student. A certificate annexed to the Diploma describes the acquired competencies.

Competent authority: MIUR

Technical and Vocational Institutes also offer a wide range of specializations and options in the Economic and Technological sectors (technical schools), in the Services and Industry and Crafts sectors (vocational schools).

After passing a State examination at the end of a five-year professional school, a vocational education qualification is issued. The certificate includes a description of the specialization (or option) chosen by the student and of the competencies acquired.

Competent authority: MIUR

The qualifications of the upper secondary school can be achieved also through higher training and research apprenticeship programs.

As far as Social Partners are concerned, the Framework Law 845/78 gave social partners a major role to play in the vocational training system, recognising them as partners of the Regions for the planning of training, as well as potential providers of training schemes.

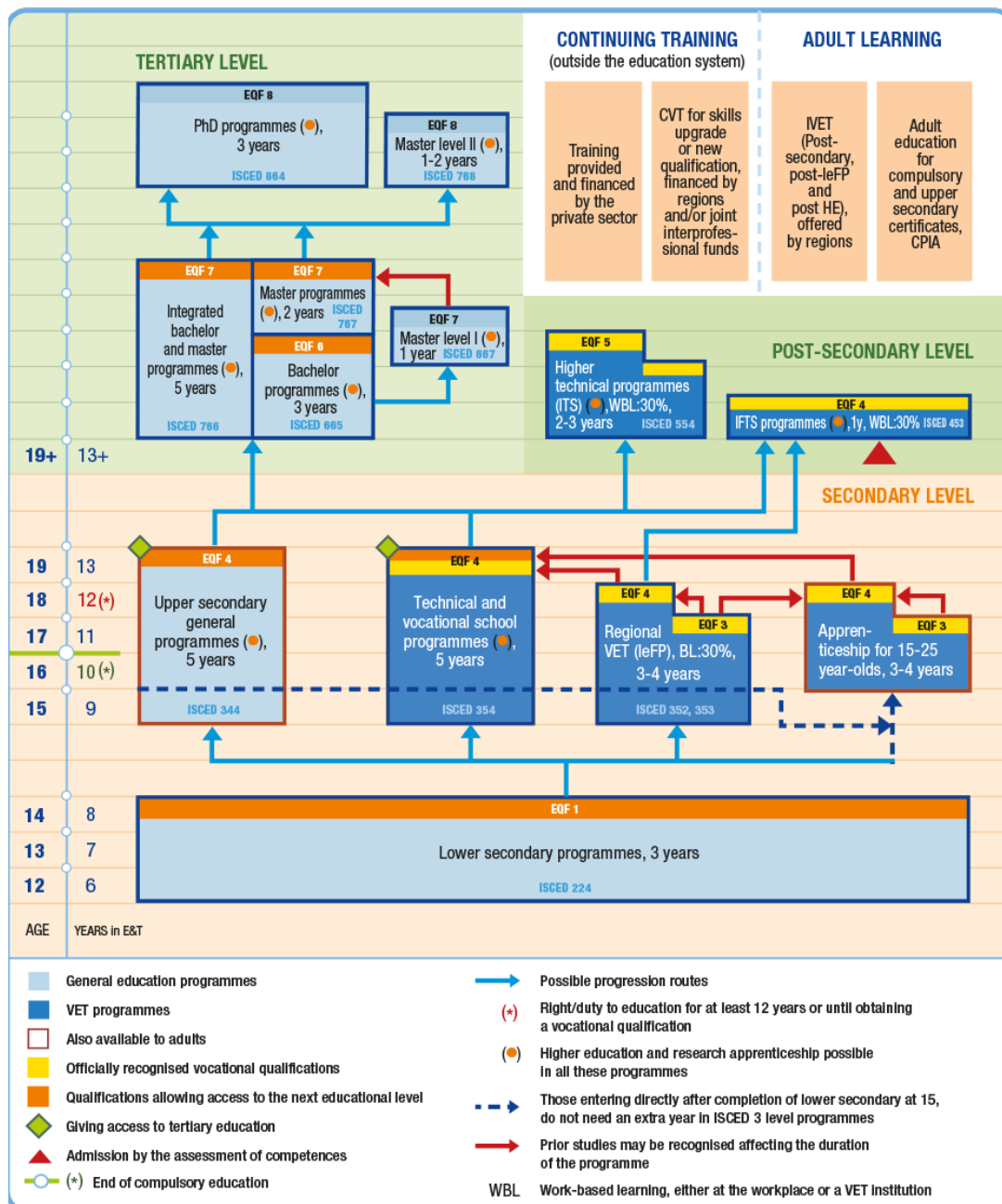


Fig. 1. VET in Italy's education and training system (ISCED-11)

Source: Cedefop, in cooperation with ReferNet Italy [1 – page 24]

As described in the previous chapter, there are **three levels of responsibility for VET in Italy**:

- At national level, the institutional framework is defined;
- At regional level, a direct intervention in the process of defining, planning and provision of VET strategies is implemented,
- At enterprise level, training activities and the elaboration of training plans are defined.

It is important to remind that roles at all levels are advisory. Italian VET provision also offers opportunities in adult education and CVET.” [1]

1.2 VET Framework

The VET system, which falls under the competence of the Regions, is part of the national education and training system, and is organized in two basic pathways:

- Three-year courses, leading to the award of *Attestato di qualifica di operatore professionale* (Professional operator certificate) EQF level 3,
- Four-year courses, leading to a *Diploma professionale di tecnico* (Professional technician diploma), EQF level 4.

The first two years of study provide guidance for students about vocational specialization, in order to raise their awareness about the chosen path.

At the end of three-year and four-year vocational education and training pathways, after passing a final examination in accordance with regional regulations, a Qualification of Professional Operator and a Certificate of Professional Technician are issued. These qualifications can be also gained after an apprenticeship period aimed at a vocational qualification or a certification.

Certificate of professional operator

Issued at the end of a three-year education and training pathway. It includes reference to the relevant National professional figure and the regional profile, in addition to the denomination of the qualification acquired.

Competent authority: Regions

Certificate of professional technician

Issued at the end of a four-year education and training pathway. It includes reference to the relevant National professional figure and the regional profile, in addition to the denomination of the qualification acquired

Competent authority: Regions

VET usually begins with a two-year basic study program, followed by a yearlong (third year) professional qualification in a specific field. The first two years of study provide guidance and awareness for students about vocational specialization, in order for them to be certain about what path to follow professionally during the third year. The study course may be concluded at the end of the third year, with the acquisition of a professional or experience qualification certificate, allowing the pupil to deepen his knowledge and experience in a two-year course, the “post-qualification” (*post-qualifica*), successfully achieved through the completion of the State Exam (*Esame di Stato*).

The path to be followed depends on the typology of education followed.

Two types of institutions provide VET in Italy:

VET centres (*Centri di formazione professionale*), providing a two- or three yearlong study program with subjects mainly related to the field of speciality chosen by the candidate.

Professional institutes of the state (*Istituti professionali statali*), with a more complex study program. These institutes provide a more detailed study program that can take up to five years, but providing also intermediate specialities in several fields of study.

The training provision is designed by Regional authorities and implemented by accredited training providers but State vocational schools can provide subsidiary, integrative or complementary, training

through specific State –Region agreements. Part of training in all VET courses, national or regional include periods of work-based learning

In the following pages, **Table 2** and **Table 3** describe the main differences between the **two VET pathways**, respectively the first one, run by the State, and the second one run by the Regions.

Tab. 2. VET programs run by the State.

Table 2. Major characteristics of technical and vocational school programmes

	Technical programmes	Vocational programmes
Training partners involved	Technical schools under the remit of the Ministry of Education (MIUR)	Vocational schools under the remit of the Ministry of Education (MIUR)
Admission requirements	Learners aged 14 with completed lower secondary education; ISCED 244	
Main economic sectors	Economics: administration, finance and marketing; tourism	Services: agriculture; health and social care; food and wine and hospitality; trade
	Technologies: mechanics mechatronics and energy; transportation and logistics; electronics and electro-technics; ICT; graphics and communication; chemical and biotechnologies; fashion; agriculture, food processing and agro-industry; construction, environment and territory	Industry and crafts: industry and handicraft with two branches: industrial and handicraft productions; maintenance and technical assistance
Corresponding ISCED level and orientation/ destination	354	354
Balance between general and vocational subjects	60% general subjects – 40% vocational subjects	
Balance between school- and work-based training	Depends on schools and alternance projects set up	
Length of programmes	5 years (1 056 hours per year) at the end of which programme learners sit a State examination	
Certificate awarded	Upper secondary school leaving diploma (allows to continue studies at tertiary education or higher technical education and training programmes); EQF level 4	
Progression opportunities	ITS and tertiary level/universities	

Source: Cedefop, based on: Cedefop ReferNet Italy (2014); ISFOL (2012); MIUR: I choose, I study.
<http://www.istruzione.it/orientamento/>

Tab. 3. VET programs run by the Regions.

Table 3. Major characteristics of three- and four-year leFP programmes

	Three-year leFP programmes	Four-year leFP programmes
Training partners involved	<ul style="list-style-type: none"> training centres (accredited by the regions according to criteria nationally established); vocational upper secondary institutes ^(a) (set in vocational schools – <i>istituti professionali</i> – in subsidiarity regime) 	
Admission requirements	Learners aged 14-17 with completed lower secondary education; EQF level 1	Learners aged 17-18 holding a professional operator certificate (three-year leFP programme)
Main economic sectors	Clothing; footwear; chemical production; building; electric systems; electronic systems; graphics; thermal-hydraulic systems; artworks; woodworking; pleasure craft building and maintenance; motor vehicle repair; mechanic systems; wellness; catering; tourism and hospitality; administration; retailing; logistics; agro-food processing; agriculture and maritime services	Building; electric systems; electronic systems, graphics, arts; woodworking; motor vehicle repair; automation systems operation and maintenance; industrial automation; beauty treatments; waiting and bar services; business services; commercial sales; retailing; agriculture; tourism; sports and leisure entertainment; clothing; hairdressing; cookery; thermal systems; tourism and hospitality and agro-food processing
Corresponding ISCED level and orientation/destination	352	353
Length of programmes	± 1 000 hours a year ^(b)	
Certificate awarded	Professional operator certificate (<i>attestato di qualifica di operatore professionale</i>) - awarded by the regions and nationally recognised; EQF level 3	Professional technician diploma (<i>diploma professionale di tecnico</i>) - awarded by the regions and nationally recognised; EQF level 4
Progression opportunities	Further specialisation year within the same area; a third or fourth year in upper secondary education usually in technical and vocational schools. The first level of vocational attainment enables learners to enrol in the regional courses (second level qualification) and to apply for an occupation-oriented apprenticeship.	Directly into IFTS. An additional fifth year in technical and vocational schools and passing the relative state leaving certification exam gives access to academic tertiary education or ITS ^(c) .

^(a) Since school year 2011/12 and according to the agreement set at the Joint conference (129/CU) of 16 December 2010.

^(b) Depending on the type of provider the total of hours may vary.

^(c) Agreement signed in 2010.

Source: Cedefop, based on: Cedefop ReferNet Italy (2014); Eurydice: *Eurydice: Italy*.
<https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Italy:Overview>; MIUR: I choose, I study. <http://www.istruzione.it/orientamento/>

Three-to four-year apprenticeship-type scheme

The three- to four-year apprenticeship-type scheme includes both on-the-job and classroom training. The minimum entry age is 15.

These apprenticeship schemes last three or four years and offer the possibility to acquire qualifications at operator or technician level (in 22 and 21 occupation fields respectively: *attestato di qualifica di operatore professionale* (EQF level 3) or *diploma professionale di tecnico* (EQF level 4)).

These qualifications are part of the national qualifications register. After obtaining the operator certificate the apprentice may proceed to the fourth year to obtain a technician diploma, in the same occupation. Access to university is possible after successful completion of secondary education and an additional one-year course at an education institute.

Apprenticeship in Italy designates a work contract with a specific training purpose; it includes both on-the-job and classroom training. The apprenticeship contract, which is distinct from other work-based learning, must be drafted in a written form. It defines the roles and responsibilities of all parties as well as terms and conditions of the apprenticeship, the probationary period, the occupation tasks, wage increases, both the entry and final grade levels and the qualification to be obtained. The training programme is an integral part of the contract. Both the contract and the training programme must be signed by the employer and the apprentice.

The Jobs Act (Law 78/2014) introduced a new feature only for those employed under the apprenticeship leading to a professional operator certificate and a professional technician diploma contract. These apprentices receive a salary on the basis of the number of hours spent in training, calculated at 35% of the total number of training hours, unless differently decided via collective bargaining. The social security contribution paid by the apprentice is also reduced at 5.84%.

The Jobs Act established that only enterprises with up to 50 employees, can hire apprentices if, in the previous 36 months, they have retained 20% of the previous apprentices.

Social partners, beyond their advisory task at national and local levels, perform a crucial role in professional apprenticeship regulation. They define, through collective bargaining, contents, provisions related to specific occupations, and tools to carry out training. They also establish the professional qualification to be acquired and the certification procedures, as well as setting out the necessary requirements for tutors/trainers at the enterprise. These schemes allow young people aged 15 to 25 to fulfil their right/duty to education and training.

These schemes are regulated by the regions and autonomous provinces through specific State-Regions conference agreements..

Content, shared between theoretical and practical learning, the specific qualifications offered and the number of training hours are established by the regions and autonomous provinces according to minimum standards agreed at national level.

The duration of the contract is determined according to the certificate or diploma to be achieved: it may not exceed the three- or four-year training period nor be less than the national minimum standard set at 400 hours per year, though further training at enterprises can be agreed through collective bargaining.

Adult and Continuing Vocational Training

As described in previous chapters, in Italy, there is a range of different VET providers, both public and private. Consulting and/or training organisations play a relevant role, while enterprise representative organisations and chambers of commerce provide a minor contribution. Machinery and software providers, along with other enterprises and public sector training organisations, have played a significant role, whereas schools and university institutions have been less active.

Adult vocational training is a set of programmes/courses or education and training activities aiming to update adult vocational skills or improve their literacy. Under the remit of the Ministry of Education (MIUR), provincial centres for adult education (CPIA) provide it.

The centres are organised to establish a close link with local governments, the business world and the regulated professions, and to provide education according to learning levels:

- First-level programmes, delivered by the CPIA, leading to a first-cycle qualification (a compulsory education certificate) and certification attesting basic skills related to compulsory education (*certificato delle competenze di base acquisite in esito all'assolvimento dell'obbligo di istruzione*);
- Second-level programmes, delivered by education institutions offering technical, vocational and artistic programmes, leading to an upper secondary education diploma: these may be technical schools, professional schools and artistic *licei* (*diploma di istruzione tecnica, professionale e di licei artistici*);
- Italian language courses, delivered by the CPIA for working age foreign adults, holding a qualification obtained in the home country. These courses lead to a certificate stating at least A2 level mastery of the Italian language according to the common European framework for languages designed by the Council of Europe.

Table 4 shows the type and number of programmes delivered in the context of education provision for adults, based on the Adult education data collected from the National Agency for the Development of Education, Indire, 2013.

Tab 4. Courses delivered in the context of education provision for adults in the years 2011/12.

Type/level of courses	Number of courses
First cycle of education (lower-secondary education)	3 881
Upper secondary education	3 049 (318 provided in correctional institutions)
Italian and social integration courses	4 929 (1 789 level A1; 2 314 level A2; 826 upper than A2)
Short modular courses on functional competences, literacy, numeracy, ICTs	8 117 (1 366 in correctional institutions)
Total	19 976

Source: Indire (2013).

Gender analysis shows 51% of the students were women, 167 216 women against 157 819 men. More than 60% of foreign students were aged 20 to 39 and over 65% were unemployed; 23% held at least a diploma or certificate of upper secondary education. A total 140 000 certificates of Italian as a second language were awarded, 14% awarding a level higher than A2 (7 060).

Under the public system, goals of **continuing vocational training (CVT)** are set by the MLPS, while CVT activities are managed by either regions and autonomous provinces or social partners. Social partners play an important role in promoting company-level training plans (single or group of companies) to be financed by the regions or by joint inter-professional funds.

There is also a kind of training available that does not use public resources but is funded through the contribution of users. This training includes private schools of languages or ICT, awarding international certifications against the payment of a fee. There is also training provided by Consulting and/or training organisations and by the third sector, such as free universities or universities for the third age, voluntary associations, and NGOs. This also includes in-house training activities not funded through public funds.

1.3 The Regional Qualification System

On 29 May 2013, the Italian Ministry of Labour and the Institute for the Development of Vocational Training (ISFOL) presented the first national referencing report to the European qualifications

framework (EQF) advisory group. With this document, Italy linked the qualifications that fall under the remit of the Ministry of Education, University and Research, including those from higher education, and those awarded by Regions and Autonomous Provinces in the framework of State-Region agreements, to the EQF

The national report is extremely important for Italy after long-lasting analysis and a complex debate involving several national key actors: the Ministry of Labour, the Ministry of Education, University and Research, the Department for European Policies under the presidency of the Council of Ministers, the Regions and Autonomous Provinces, as well as employers' representatives, trade unions, and international experts.

Prior to official approval of the report at institutional level, a national consultation was conducted in the summer of 2012. Through an online questionnaire, in particular VET providers, trade unions, employers, universities and other national organisations were asked whether, in their view, the qualifications linked to the EQF represent a relevant part of the national qualifications system. They were also asked whether its structure and links were clear. The result of the national consultation was positive, in relation to both content and methods adopted for referencing. Subsequently, the report was officially adopted in Italy (State-Region agreement of 20 December 2012, signed at the Permanent Conference for the relations between the State, the Regions and the Autonomous Provinces of Trento and Bolzano).

Currently, the report does not include those qualifications awarded by Regions and Autonomous Provinces that are not regulated by State-Region agreements; in addition, licences for regulated professions as per Directive 2005/36/CE have not been referenced either. According to the Regions and representatives of the Department for European Policies, the latter will be linked to the EQF at a later stage. This way, the referencing report is to be considered a 'work in progress' to be completed in the future.

The referencing process followed a set of 10 criteria agreed on by the EQF advisory group – the coordination group responsible for the implementation of the EQF at European level. Their aim is to guide the process and ensure it is transparent and understood by stakeholders in all countries involved. The criteria guarantee that the referencing process promotes trust among European countries, which is fundamental for the recognition of qualifications from different national systems.

Following the positive feedback of the EQF advisory group on the Italian report, and in consideration of progression opportunities and flexibility of the national education and training system to support lifelong learning, Italy has confirmed its commitment to include qualifications that have not been referenced yet. Quality assurance mechanisms in national and regional qualifications systems will be strengthened in line with the 2012 national plan for quality assurance of vocational education and training, according to the EQAVET recommendation.

A further incentive to complete the referencing process comes from the legislative decree Definition of general norms and criteria for identification and validation of non-formal and informal learning, and minimum standards for establishing a national system for the certification of competences (of 16 January 2013). More specifically, this national decree sets the principles and criteria for a national register of VET qualifications awarded in the national education system and by Regions and Autonomous Provinces, as the single framework for certification of competences. According to Article 8 of the decree, the national register is based on all registers of such qualifications that are widely recognised and agreed on nationally and regionally. These registers comprise qualifications that follow minimum standards. Competences, for example, are described in terms of learning outcomes and linked to the EQF by means of the national referencing process. The decree also states that, **to make the national register publicly accessible, national qualifications will be available**

online through an ad hoc platform ISFOL is currently setting up in collaboration with the Ministry of Labour and the regional technical coordination group.

The figure in Table 5 describes the Italian qualifications system versus the EQF levels

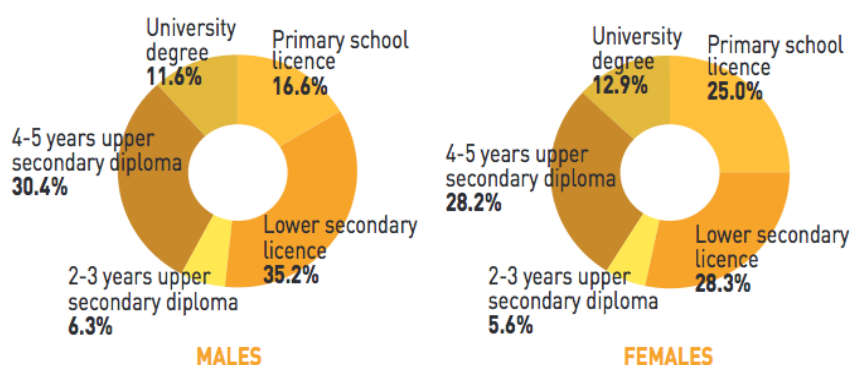
Tab. 5. EQF levels of Italian qualifications

EQF	Qualification	Competent Authority	Pathway
1	Lower secondary level leaving certificate	Ministry of Education, University and Research	Three year pathways in lower secondary school
2	Certificate of completion compulsory education	Ministry of Education, University and Research or Regions	At the end of first two years of general upper secondary school, technical school, vocational school, vocational educational and training system (triennial and quadrennial pathways).
3	Diploma of professional operator	Ministry of Education, University and Research	Three year pathways in vocational schools
	Certificate of professional operator	Regions	Three year pathways in vocational educational and training system Apprenticeship
4	Vocational Diploma of technician	Regions	Four year pathways in vocational educational and training system Apprenticeship
	Classical and scientific upper secondary level leaving certificate	Ministry of Education, University and Research	Five year pathways in lyceum Apprenticeship
	Technical upper secondary level leaving certificate	Ministry of Education, University and Research	Five year pathways in technical schools Apprenticeship
	Vocational upper secondary level leaving certificate	Ministry of Education, University and Research	Five year pathways in vocational schools Apprenticeship
	Certificate of higher technical specialisation	Regions	Higher technical Education and training pathways (IFTS)
5	Diploma of high level technician	Ministry of Education, University and Research	High level technical training pathways (ITS) Apprenticeship
6	Bachelor degree	Ministry of Education, University and Research	Three years pathways (180 credits - CFU) Apprenticeship
	Graduate Diploma (first level)	Ministry of Education, University and Research/high level artistic and musical training	Three years pathways (180 credits - CFA)
7	Master's Degree	Ministry of Education, University and Research	Two years pathways (120 credits - CFU) Apprenticeship
	Graduate Diploma (second level)	Ministry of Education, University and Research/high level artistic and musical training	Two year pathways (120 credits - CFA)
	First level Master	Ministry of Education, University and Research	Minimum one year pathway (min. 60 credits - CFU) Apprenticeship
	Specialized graduate diploma (I)	Ministry of Education, University and Research/High level artistic and musical training	Minimum two year pathways (120 credits - CFA)

8	Upgrade Diploma or master (I)	Ministry of Education, University and Research/High level artistic and musical training	Minimum one year pathway (min. 60 credits - CFA)
	Doctoral Degree	Ministry of Education, University and Research	Three year pathways Apprenticeship
	Graduate diploma for training research	Ministry of Education, University and Research/high level artistic and musical training	Three year pathways
	Specialized Diploma	Ministry of Education, University and Research	Minimum two year pathways (120 credits - CFU) Apprenticeship
	Second level Master	Ministry of Education, University and Research	Minimum one year pathway (min. 60 credits - CFU) Apprenticeship
	Specialized graduate diploma (II)	Ministry of Education, University and Research/high level artistic and musical training	Minimum two year pathways (120 credits - CFA)
	Upgrade Diploma or master (II)	Ministry of Education, University and Research/high level artistic and musical training	Minimum one year pathway (min. 60 credits - CFA)

1.4 Statistics of vocational and adult education

POPULATION AGED 15 AND OVER BY EDUCATIONAL QUALIFICATION AND SEX 2013, percentage composition



QUALIFICATION

Young people aged 25-34 by sex.
Year 2013, absolute and percentage values

PRIMARY SCHOOL DIPLOMA, NO QUALIFICATION ▶ 206,000

55 45

LOWER SECONDARY SCHOOL DIPLOMA ▶ 1,793,000

57 43

2-3 YEAR UPPER SECONDARY SCHOOL DIPLOMA (vocational qualification) ▶ 452,000

57 43

4-5 YEAR UPPER SECONDARY SCHOOL DIPLOMA ▶ 3,109,000

51 49

MASTER'S AND DOCTORAL DEGREE ▶ 1,634,000

39 61

Males
Females

ENROLMENT RATE IN UPPER SECONDARY EDUCATION

1990/91	68.3
1995/96	80.8
2000/01	87.6
2005/06*	93.0
2006/07	94.5
2007/08	94.9
2008/09	94.3
2009/10	93.8
2010/11	91.4
2011/12	93.0
2012/13	93.1

* starting from 2005/06 school year, the reference population is that resulting from the Population Census 2011

Enrolment rate in upper secondary education: ratio of students enrolled to resident population aged 14-18, per 100. From school year 2006/07 to 2009/10 the indicator includes data on students of first and second classes of vocational schools of the autonomous Province of Bolzano.

2 Legal obligations/recommendations regarding institutions and courses in vocational and adult education

The Italian State (Ministry of Labour and Social Affairs) has established a set of criteria for provider accreditation on national level that have to be implemented by all Regions.

The latter have, however, a certain degree of autonomy and can add additional criteria to the ones required at central level.

This implies that Regions and Autonomous Provinces set standards relating to both services and expected results, which have to be respected by all those training agencies accessing public funding.

The main purpose of the measure is to assure the quality of the service provided. Minimal requirements are assessed beforehand, other requirements have to be maintained during the performance and expected results have to be achieved and measured.

In 2008, the accreditation system was further enhanced through an agreement between the State and the Regions. Provider accreditation has been valorised as a tool for quality assurance, with particular regard to the evaluation of effectiveness and efficiency of training services in terms learning outcomes and employability.

The accreditation is compulsory for public VET providers, but also for NGOs and private companies applying for public funding. In regions where universities also provide publicly funded VET programmes, they also need an accreditation.

Process:

The measure is based on external review. Providers have to provide relevant documentation to the region to which they apply for the accreditation, followed by an audit in loco.

Providers have to prove they comply with a set of criteria. Each criterion (A-E) is underpinned with specific requirements.

For instance, to fulfil Criterion C (managerial capacity and professional resources) providers have to guarantee the following functions:

- Providers need to appoint a general director;
- Providers need to guarantee a minimum number of persons employed;
- They need to fulfil requirements on the educational background of the staff,
- Requirements to regularly undertake further training (at least 24 hours every two years).

Criterion D (efficacy and efficiency) describes criteria and indicators for the monitoring of the provider's quality and competences, and is divided in 3 categories:

- Planning skills: it refers to the provider's ability to plan VET interventions according to planned objectives and to a sustainable budget.
- Rate of leaving: it measures the efficiency of VET programmes according to the rate of people who received training activities and completed the full cycle.
- Positive results in terms of employability and user's level of satisfaction.

However, the monitoring is undertaken at regional level. The Regions established their regional accreditation system by regional law or administrative decree. Before the 2008 Agreement State-

Regions, each region used to launch calls for proposals for specific funded training activities to manage the VET offer onto the territory.

Each provider that wanted to offer specific funded courses had to submit a proposal.

The main actors involved are the national **Ministry of Labour and Social Policies**, the regional authorities, providers, and other regional stakeholders involved in technical assistance and audit activities (external review).

ISFOL (a public agency under the authority of the abovementioned Ministry) monitors the accreditation system at national level; and was the main promoter of the State-Regions agreement in 2008.

3 Quality Management in the institutions in Italy

The quality assurance systems applied by Italy in the education and training system essentially revolve around the quality of provision. At the national level, there is now greater interest in quality assurance models and mechanisms as tools of continuous and comprehensive improvement in training provision. The multitude of initiatives launched at institutional and practitioners levels and systems testify to this turnaround.

As far as quality assurance in VET is concerned, ISFOL - The Institute for the Development of Vocational Training of Workers - supports the work of Ministry of Labour, Ministry of Education and Regional Governments in the field of vocational education and training. It covers all parts of VET.

The main quality assurance mechanism currently in force in Italy is the accreditation of VET providers. All providers (both public and private) must be accredited to deliver publicly funded training and guidance. **The Regions and the Autonomous Provinces implement the accreditation process in coherence with the national criteria outlined in the legislation.**

This implies that Regions and Autonomous Provinces (who are responsible for the programming and management of training provision) set standards relating to both services and expected results to be respected by all those training agencies accessing public funding.

The first national instrument for QA system in Italy was established in 2001 and modified in 2008 through a State-Regions Agreement.

The accreditation system is organised as a quality assurance mechanism and covers *ex ante* (minimal requirements are assessed beforehand), *in itinere* (requirements have to be maintained during the performance), and *ex post* (expected results have to be achieved and measured) phases.

Therefore the current system aims to make the QA assurance easier and more effective in terms of results. According to a report by ISFOL (the public national agency dealing with labour market and training-related issues, and under the authority of the Ministry of Labour and Social Policies), the QA system described at national level is more result-based than the previous model (prior to 2008 State-Regions Agreement). In March 2012, the Ministry of Labour and Social Policies, the Ministry of Education, University and Research, and ISFOL, Regions and Autonomous Provinces approved a 'National Plan to guarantee quality of the VET system and Education in Italy'.

An Italian Reference point for Quality Assurance in VET has been set up, under coordination of ISFOL. The main goals are to inform main national stakeholders about the activities of the EQAVET, to provide active support for the development of this programme, to apply methods to ensure and develop quality in VET, to raise awareness among stakeholders of the benefits of QA tools and indicators and to coordinate organized national activities.

The following Table 6 summarizes evidence identified in order to relate some indicators used at national level to the ten indicators proposed within the EQAVET recommendation:

Tab. 6 indicators used at national level that relate to the ten EQAVET indicators.

#	Indicators	Organization(s)	Observations
1	<p>No 1 Relevance of quality assurance systems for VET providers: (a) share of VET providers applying internal quality assurance systems defined by law/at own initiative (b) share of accredited VET providers</p>	ISFOL (national reference point)	<p>Data is collected through statistical records, education databases and surveys. Data for is available at national level and is being used regionally in certain areas.</p> <p>As regards VET training providers, they are all accredited at regional level. As regards VET schools, a new national evaluation system was approved in march 2013.</p> <p>DATA SOURCE: Ministry of Education – Ministry of Labour - Regions</p>
2	<p>No 2 Investment in training of teachers and trainers: (a) share of teachers and trainers participating in further training (b) amount of funds invested</p>	ISFOL (national reference point)	<p>Some organisations (e.g. large companies or public administration departments with permanent internal training services) can decide to participate or invest directly in the continuing training of trainers. In recent years, many enterprises and departments of public administration have increased continuing training due to the diffusion of quality management systems. The data on the level of investment in training of trainers is collected through statistical records and education data bases for teachers, and through surveys for trainers. The data is available at national, regional and provider level.</p> <p>As regards trainers, the main data source comes from the accreditation system at regional level as each two/three years VET providers must demonstrate their investment in training staff in order to maintain the accreditation.</p> <p>As regards teachers the main data source is Ministry of Education.</p>
3	<p>No 3 Participation rate in VET programmes: Number of participants in VET programmes, according to the type of programme and the individual criteria</p>	ISFOL (national reference point)	<p>The participation rates in IVET and CVET are primarily handled by ISFOL, as this organism is the main contact point to provide through its network of partner organisations and institutions, all VET activities in the country. Statistical data provided by ISTAT and EUROSTAT is also important. Statistical records and education data bases area used for IVET and surveys for CVET. For IVET, this focuses on individual participants, while for CVET, the rates of population are used.</p>

			<p>Data source: Ministry of Education and Ministry of Labour</p> <p>A relevant publication on the issue is: MLPS - ISFOL, <i>I percorsi di istruzione e Formazione professionale nell'anno della sussidiarietà a.f. 2011/2012</i>.</p>
4	<p>No 4</p> <p>Completion rate in VET programmes:</p> <p>Number of persons having successfully completed/abandoned VET programmes, according to the type of programme and the individual criteria</p>	ISFOL (national reference point)	<p>This is used for Steering and monitoring purposes, it is collected through surveys carried out at regional level, and is available at national and regional level.</p> <p>Data source: Ministry of Education and Ministry of Labour</p> <p>Data are also processed by ISFOL on Ministry of Labour – Regions data sources.</p>
5	<p>No 5</p> <p>Placement rate in VET programmes:</p> <p>(a) destination of VET learners at a designated point in time after completion of training, according to the type of programme and the individual criteria</p> <p>(b) share of employed learners at a designated point in time after completion of training, according to the type of programme and the individual criteria</p>	ISFOL (national reference point)	<p>The destination of trainees after completion of training programs is measured through surveys carried out at regional level. It is used for planning, target setting, steering, monitoring and efficiency purposes.</p> <p>Data source: ISFOL</p> <p>Relevant publication on the issue is:</p> <p>ISFOL “Gli esiti formative e occupazionali dei giovani qualificati nei percorsi triennali di istruzione e formazione professionale 2011” Valeria Scalmato</p> <p>ISFOL “Rapporto orientamento 2011 – Sfide e obiettivi per un nuovo Mercato del Lavoro” giugno 2012</p>
6	<p>No 6</p> <p>Utilisation of acquired skills at the workplace:</p> <p>(a) information on occupation obtained by individuals after completion of training, according to type of training and individual criteria</p> <p>(b) satisfaction rate of individuals and employers with acquired skills/competences</p>		<p>Data source: Unioncamere – Ministry of Labour, Sistema informativo Excelsior</p> <p>Source: Rapporto Excelsior 2012</p> <p>UNIONCAMERE, <i>Sistema Informativo Excelsior 2011. La domanda di formazione e di professioni delle imprese</i>, Novembre 2011.</p>

#	Indicators	Organization(s)	Observations
7	No 7 Unemployment rate according to individual criteria	ISFOL (national reference point)	ISTAT is responsible for collecting and providing the data for. It is used for steering and monitoring purposes and available at national level. Relevant publication: ISTAT, Secondo Rapporto sulla Coesione sociale, marzo, 2012. ISTAT, Rapporto annuale 2012. La situazione del Paese, maggio 2012.
8	No 8 Prevalence of vulnerable groups: (a) percentage of participants in VET classified as disadvantaged groups (in a defined region or catchment area) according to age and gender (b) success rate of disadvantaged groups according to age and gender	ISFOL (national reference point)	As for the prevalence of vulnerable groups, this is measured through statistical records and education databases. As far as the definition of these groups is concerned, this includes the level of education of individuals. ISFOL uses this for planning and target setting, and for steering and monitoring. Data source: Ministry of Education Regions
9	No 9 Mechanisms to identify training needs in the labour market: (a) information on mechanisms set up to identify changing demands at different levels (b) evidence of their effectiveness		Data source: ISTAT Unioncamere – Ministry of Labour, Sistema informativo Excelsior Relevant publication on the issue is: Unioncamere “I fabbisogni occupazionali delle imprese dell’industria e dei servizi – anno 2013” Sistema informativo Excelsior 2013 – “La domanda di lavoro delle imprese dell’industria e dei servizi
10	No 10 Schemes used to promote better access to VET: (a) information on existing schemes at different levels (b) evidence of their effectiveness		No evidence was found that this is used as an indicator for quality assurance.

3.1 Quality in the Technical and Vocational Schools

On 28 March 2013, with DPR 80 “Regolamento sul sistema nazionale di valutazione in materia di istruzione e Formazione”, Italy established a national system to evaluate school institutions under the coordination of the school evaluation agency (INVALSI). The system requires each school to present a self-evaluation report (using a common framework and quantitative data on pupils’ performance provided centrally) and a plan for improvement (in cooperation with local stakeholders), and to publish a report on the outcome.

The following 4 steps are scheduled till the school year 2015/2016. See the portal [Il sistema nazionale di valutazione](#).

N.	Fasi	Attori	A.S. 2014/2015	A.S. 2015/2016	A.S. 2015/2016
1.a.	AUTOVALUTAZIONE	Tutte le scuole			
1.b.	VALUTAZIONE ESTERNA	Circa 800 scuole all’anno			
1.c.	AZIONI DI MIGLIORAMENTO	Tutte le scuole			
1.d.	RENDICONTAZIONE SOCIALE	Tutte le scuole			

1.a Self-Evaluation- All the schools

All the schools (state and recognised private schools), starting from the school year 2014/15 are required to **self-evaluate** themselves starting from data they are required to insert in a Self-Evaluation Report (RAV, Rapporto di Auto-Valutazione) questionnaire provided them (see Chapter 3.4). The RAV is to be filled-in, by mid-2015, exclusively online through a centralised operating platform.

1.b External Evaluation- About 800 schools each year

During the next school year, 2015-16, an external evaluation will be activated. About 800 schools will be involved each year. Part of them will be randomly selected, the others will be identified on the basis of specific indicators of efficiency and effectiveness.

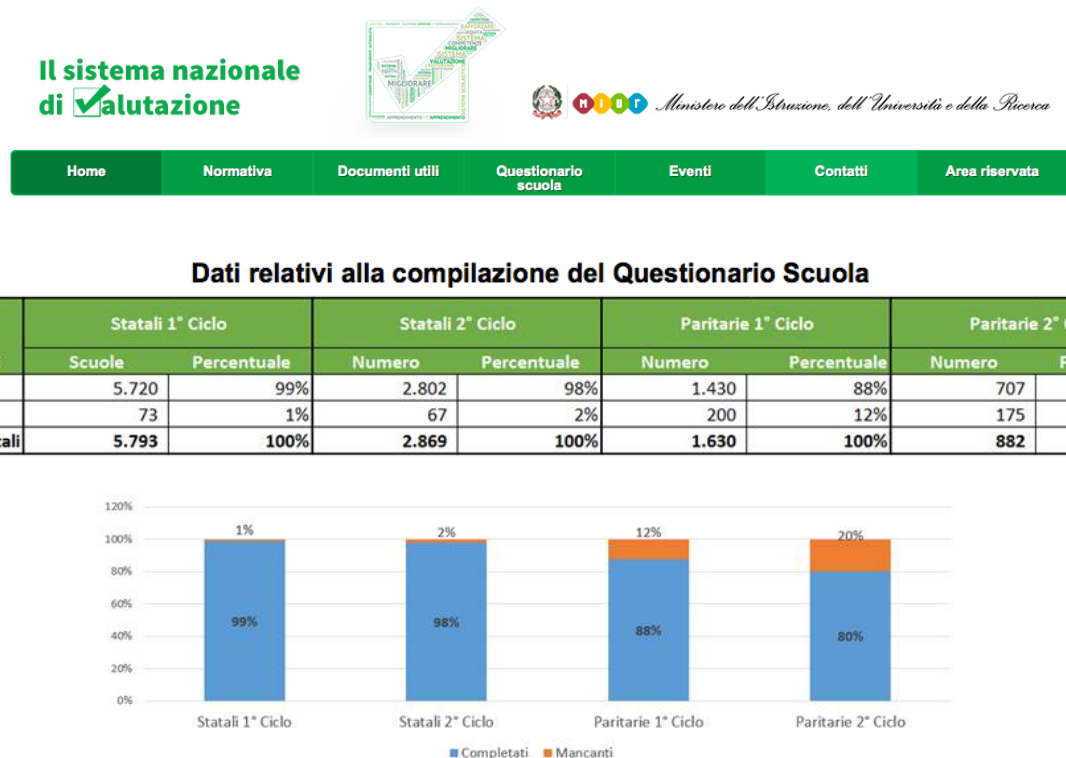
1.c Improvement Actions - All the schools

Starting next school year, 2015-16, consistent with the provisions of the RAV, all schools plan and initiate improvement actions, possibly making use of INDIRE support or of other public and private entities (universities, research institutions, professional associations and cultural). A first update of the RAV, aimed at checking the progress of the process and a possible recalibration of the objectives, it is planned for the month of July 2016.

1.d Actions of social reporting- All the schools

In the third year (2016-17) - full implementation of the assessment procedure - in which they pursue the self-evaluation, external evaluation and improvement initiatives, schools encourage, in a dynamic way, after the publication of a first report of reporting, public information initiatives for the purpose of social reporting, last stage of the proceedings.

Table 7 shows the number of schools that completed the first step “1.a Self Evaluation” within the deadline of 07/03/15. See the portal SNV- [Sistema di Valutazione Nazionale](http://www.snv.it) .



We see that 98%, of the secondary upper state and recognised private schools, filled in the first step of the 1.a “Self Evaluation” Quality assessment online tool. **At the beginning of May 2015** is starting the important phase of 1.c “Improvement Actions” involving all the schools, each one for its specific area of improvement identified using the “1.a Self Evaluation” assessment tool. The improvement

actions, are suggested to each school, as a result of the data analysis elaborated by the technical division of the MIUR, in collaboration with ministerial inspectors, [INVALSI](#) the National System for the assessment of educational and vocational system, and [INDIRE](#) the National Institute for Innovation, and educational research. The “improvement Actions” phase will be implemented by the schools from October/November 2015 in time for the starting next school year, 2015-16.

3.2 Quality in the Regional Vocational System

Following the impetus provided by the EQARF Recommendation, at regional level, the National Plan for Quality Assurance for VET has been developed by the Ministry of Labour, the Ministry of Education and the Regions and Autonomous Provinces. Different initiatives undertaken for quality assurance in terms of use of methodologies both at VET-system and VET-provider level, but a comprehensive VET quality system for all Regions involved is still a work in progress.

The Plan was validated by all the relevant stakeholders and it includes.

- programming mechanisms of regional training
- supply based on territorial needs analysis (L. 845/78)
- regional programming based on training and skill needs analysis
- VET training standards
- training structures accreditation system
- monitoring and evaluation
- accredited training structures adopting international quality certifications (ISO 9000, EFQM, etc.)
- different testing on: self-assessment, objective testing on learning, Peer Review.

3.3 Current distribution of QM/QA tools in vocational schools

As described in the chapter on **Quality in the Technical and Vocational Schools**, all the state and recognised private schools are starting from the school year 2014/15 to **self-evaluate** themselves using a Self-Evaluation Report (**RAV**, Rapporto di Auto-Valutazione).

4 ICT tools and/or structured toolkits in managing QAs

Starting from the school year 2014-15 all the Italian schools are required to self-evaluate themselves. The starting point is the filling-in of an online questionnaire – called RAV - provided by INVALSI.

There are four different RAVs:

- State schools
 - First cycle of education ([download](#))
 - Second cycle of education ([download](#))
- Private recognised schools
 - First cycle of education ([download](#))
 - Second cycle of education ([download](#))

The chapters of the questionnaires are the following:

- School data
- Context
 - Economic resources and materials
 - Professional Resources
- Processes - educational and teaching practices
 - Curriculum design and evaluation

- Learning environment
 - Inclusion and differentiation
 - Continuum and career guidance
- Processes - Management and organizational procedures
 - Strategic direction and organization of the school
 - Development and enhancement of human resources
 - Integration with the territory and relationships with families

As introduced above the recent 2013 DPR 80 “Regolamento sul sistema nazionale di valutazione in materia di istruzione e Formazione”, introduced important QA tools for all the IVET institutions. At regional level, worthy of mention is the **ReQuS project** (the “Quality Network for the School”) in Lombardia Region, active since 1994 with the purpose to ensure the continuous improvement of the education service and increasing learning outcomes for students. The project is characterized by the collaboration and the synergy between education institutions, the world of work, local governments and other local organizations. The ReQuS Quality network for the school, will be explained in the chapter 6.1.

5 Relationships between the National QM system and EQAVET

Development of regional validation systems varies and approaches are quite different. Italy introduced legislation on recognition of non-formal and informal learning in 2013, with the Legislative Decree 13/2013, which includes:

- (a) Glossary, principles, institutional duties and responsibilities within the public certification system;
- (b) Process standards: the way certification and validation must be provided;
- (c) Attestation standards: what a certificate contains, what kind of information is being transferred and how it is traceable;
- (d) System standards: division of responsibilities and quality assurance;
- (e) A national register of education, training and professional qualifications, which is the unitary national reference framework for certification of competence.

The register will be made up of all existing registers so far encoded by the competent authorities: MIUR, regions, MLPS and Ministry of Economic Development. Over time it will be harmonised and made more efficient to allow greater permeability between systems and recognition of credits.

The new national accreditation system takes into account five main criteria and provides specific instructions to regional authorities for defining their respective regional accreditation systems. The five criteria are:

1. Criterion A – Infrastructural and logistic resources
2. Criterion B – Economic and financial reliability
3. Criterion C – Managerial capacity and professional resources
4. Criterion D – Efficiency and effectiveness
5. Criterion E – Link with the regional territory.

There is a general correspondence between the above-mentioned criteria of the national accreditation system and the EQAVET Recommendation. The comparison between the EQAVET indicators and the criteria issued to the regions shows the following:

- Criterion C (managerial capacity and professional resources) corresponds to indicator 1 (relevance of quality assurance systems for VET providers), indicator 2 (investment in training of teachers and trainers) and indicator 10 (schemes used to promote better access to VET)
- Criterion D (efficiency and effectiveness) corresponds to indicator 3 (participation rate in VET programmes), indicator 4 (completion rate in VET programmes), indicator 5 (placement rate in

VET programmes), indicator 6 (utilisation of acquired skills at the workplace), and indicator 7 (unemployment rate according to individual criteria)

- Criterion E (relationship/link with the regional territory) corresponds to indicator 9 (mechanisms to identify training needs in the labour market), indicator 10 (schemes used to promote better access to VET), and partially with indicator 1 (relevance of quality assurance systems for VET providers).

According to the National Plan on quality assurance, the D criterion (efficacy and efficiency) and the C criterion (managing skills and professional resources) are those that better transpose indicators of European quality into Italian system. Criterion D (efficacy and efficiency) collects 4 of European indicators such as 3, 4, 5 and 6 (use of skills acquired on the workplace). Criterion C (managing skills and professional resources) is included in the European indicators n. 2 “investment in teachers and trainers training”, and n. 10, systems to improve education and professional training access.

The National Plan for Quality Assurance for VET follows the model proposed by the European recommendation, and it implies a systemic approach to quality assurance where the role of the different actors, their interaction, and the monitoring, measurement, and evaluation measures are described. For each of the four main components of the quality assurance and improvement cycle (planning, implementation, evaluation, and review) actions already in place and to be undertaken for conforming to the European framework are specified.

The **table 7** below shows whether and how the components correspond to the EQAVET system level descriptors for quality assurance within the 4 stages of **Planning; Implementation; Evaluation and Review**.

Tab. 8 Correspondence of 4 stages to the EQAVET system levels.

Planning	
Goals/objectives of VET are described for the medium and long terms, and linked to European goals	<ul style="list-style-type: none"> ■ The planning at system level is the main responsibility of the Ministry of Labour and Social Policies, the Regions and Autonomous Provinces with the co-operation of social partners and enterprises (depending on the typology of training paths) ■ General agreements between the Regions and the social partners, in accordance with the principles settled within a tripartite agreement signed in 2007¹⁹¹, aims to a common planning of training activities
The relevant stakeholders participate in setting VET goals and objectives at the different levels	<ul style="list-style-type: none"> ■ The Ministry of Labour and Social Policies (at the central level) ■ The Regions and Autonomous Provinces (at the regional and local level) ■ The social partners (both at the central and regional level) ■ The Ministry of Labour and Social Policies supports through the ESF a project implemented by the Union of the Chambers of Commerce (<i>Unioncamere</i>) called <i>Excelsior (Sistema informativo per l'occupazione e la formazione)</i>¹⁹², which takes into account a wide sample of enterprises and provides forecast data on labour market trends and on occupational needs of enterprises on an annual basis. Data are available at the national, regional and provincial levels

Targets are established and monitored through specific indicators (success criteria)	<ul style="list-style-type: none"> ■ ISFOL is in charge to draft the Report of CVET activities in Italy¹⁹³ based on a number of criteria ranging from the participation rate in formal and non-formal education and training, the number and characteristics of enterprises having organised training (sector, size, location, ...), number and characteristics of employees having participated in training actions (education level, position in the enterprise, ...), aims of training activities, etc. ■ All those CVET courses organised through the ESF (mainly Adaptability strand) are monitored according to the rules governing the ESF
Mechanisms and procedures have been established to identify training needs	All accredited training providers are obliged to undertake needs analyses in strict connection with the actors active in their territory
An information policy has been devised to ensure optimum disclosure of quality results/outcomes subject to national/ regional data protection requirements	Unclear
Standards and guidelines for recognition, validation and certification of competences of individuals have been defined	<ul style="list-style-type: none"> ■ The design, formalisation and implementation of institutional systems and devices aimed at the validation of non-formal and informal learning has only been fully developed at the regional level (i.e. Regione Emilia Romagna, Regione Piemonte)¹⁹⁴. ■ In December 2012, the State and the Regions reached an agreement on the outline of a legislative decree aiming at defining the general rules and minimum performance standards for the identification and validation of non-formal and informal learning, and the minimum service standards of the national system for competence certification¹⁹⁵
Implementation	
Implementation plans are established in cooperation with social partners, VET providers and other relevant stakeholders at the different levels	Yes
Implementation plans include consideration of the resources required, the capacity of the users and the tools and guidelines needed for support	Yes
Guidelines and standards have been devised for implementation at different levels	Yes
Implementation plans include specific support towards the training of teachers and trainers	VET providers are required (also in accordance with the accreditation system) to ensure regular training of teachers and trainers. Specific rules (number of hours, frequency, ...) are set at the regional level
VET providers' responsibilities in the implementation process are explicitly described and made transparent	Yes
A national and/or regional quality assurance framework has been devised and includes guidelines and quality standards at VET-provider level to promote continuous improvement and self-regulation	The National Plan for Quality Assurance for VET, which involved all relevant stakeholders (Ministry of Education, University and Research, Ministry of Labour and Social Policies, Regions and Autonomous Provinces, social partners, schools and VET providers) is currently in its final validation phase

Evaluation	
A methodology for evaluation has been devised, covering internal and external evaluation	As VET is regulated mainly at the regional level differences could be observed on this point
Stakeholder involvement in the monitoring and evaluation process is agreed and clearly described	As VET is regulated mainly at the regional level differences could be observed on this point
The national/regional standards and processes for improving and assuring quality are relevant and proportionate to the needs of the sector	As VET is regulated mainly at the regional level differences could be observed on this point
Systems are subject to self-evaluation, internal and external review, as appropriate	As VET is regulated mainly at the regional level differences could be observed on this point
Early warning systems are implemented	As VET is regulated mainly at the regional level differences could be observed on this point
Performance indicators are applied	As VET is regulated mainly at the regional level differences could be observed on this point
Relevant, regular and coherent data collection takes place, in order to measure success and identify areas for improvement. Appropriate data collection methodologies have been devised, e.g. questionnaires and indicators/metrics	As VET is regulated mainly at the regional level differences could be observed on this point
Review	
Procedures, mechanisms and instruments for undertaking reviews are defined at all levels	Currently unclear (differences between regions and typologies of training provision could be found)
Processes are regularly reviewed and action plans for change devised. Systems are adjusted accordingly	Currently unclear (differences between regions and typologies of training provision could be found)
Information on the outcomes of evaluation is made publicly available	Currently unclear (differences between regions and typologies of training provision could be found)

VET provider and provision quality assurance

Quality assurance in VET is closely linked to accreditation, the main evaluation tool for public and private VET providers that deliver training financed by public funds.

Different institutional stakeholders – MLPS, regions and autonomous provinces – have invested over the years in defining and establishing mechanisms for selecting accredited bodies, so improving the quality of training provided by public funds.

VET providers are accredited on the basis of quality standards as indicated by the new national accreditation system of training and guidance providers.

This system has triggered an important reform process in which human resources have been recognised as a key factor for improving the quality of the training system. As a result, people in key functions (management, administrative and economic management, needs analysis, design, delivery), must meet the following requirements:

- Level of education and work experience (degree or diploma with work experience);
- Upgrading professional skills (at least 24 hours of training per year);
- Type of contract.

ISFOL findings show a high degree of consistency between the 2008 State-Regions agreement and the EQAVET recommendation illustrated in the following conclusions: all regional accreditation systems include requirements aimed at tracking the drop-out/ completion rate of VET programmes. Almost all regions tracked job placement rate after a VET programme/success rate (employability).

Accredited VET providers use mechanisms for identifying training needs in the labour market (and EQAVET quality indicators) for needs analysis.

In all regional systems the process of analysing needs is key to ensuring quality education services and meeting labour market demand. This is confirmed by the fact that accredited bodies must include a needs analysis expert among the required roles. Minimum standards for the qualification, previous experience, and commitment to work, in terms of number of days per year and to retrain, are established for this role.

Table 8 compares EQAVET indicators and the regional accreditation systems. EQAVET indicators 3, 7 and 10 were not taken into account as no correlation was found with the requirements associated with the regional accreditation systems. [3 – page 173]

Tab. 9 Comparison of EQAVET indicators and the regional accreditation systems

EQAVET indicators	Matching items in regional accreditation systems	Number and name of the regions and autonomous provinces where the indicator is met
4. Completion rate of VET programmes	Dropout and/or success rate	21 Piemonte, Valle d'Aosta, Lombardia, PA Bolzano, PA Trento, Veneto, Friuli Venezia Giulia, Liguria, Emilia Romagna, Toscana, Umbria, Marche, Lazio, Abruzzo, Molise, Campania, Puglia, Basilicata, Calabria, Sicilia, Sardegna
5. Placement rates after completion of VET programmes: • destination of VET learners at a designated point in time after completion of training, according to the type of programme and the individual criteria; • share of employed learners at a designated point in time after completion of training, according to the type of programme and the individual criteria.	Placement rate after completion of VET programmes	15 Piemonte, Lombardia, PA Bolzano, PA Trento, Veneto, Liguria, Emilia Romagna, Umbria, Marche, Lazio, Abruzzo, Campania, Puglia, Sicilia, Sardegna
9. Mechanisms to identify training needs in the labour market	<ul style="list-style-type: none"> • Mandatory needs analysis expert among the supervision roles; • structured procedures in place for needs analysis; • relations with the local context. 	21 Piemonte, Valle d'Aosta, Lombardia, PA Bolzano, PA Trento, Veneto, Friuli Venezia Giulia, Liguria, Emilia Romagna, Toscana, Umbria, Marche, Lazio, Abruzzo, Molise, Campania, Puglia, Basilicata, Calabria, Sicilia, Sardegna

Source: ISFOL 2013b, pp. 36-38.

6 Case studies

6.1 Case study I: Vocational Educational School (IVET)

As introduced in Chapter 3.3, the recent 2013 DPR 80 *“Regolamento sul sistema nazionale di valutazione in materia di istruzione e Formazione”*, introduced important QA tools for all the IVET institutions. At regional level, worthy of mention is the [ReQuS](#) project (the “Quality Network for the School”) in Lombardia Region, active since 1994 with the purpose to ensure the continuous improvement of the education service and increasing learning outcomes for students. The project is characterized by the collaboration and the synergy between education institutions, the world of work, local governments and other local organizations. In particular, Assolombarda, the Regional School Office for Lombardia, the provinces of Milano, Mantova, Brescia and Varese and the Italian Quality Association Award participated in the project as promoters and supporters. The specific objectives of the project *“Benchmarking And Measuring Performance In The Education System Of Lombardy Region”* are:

- Develop a shared system of indicators, able to provide comparable data on the results of the education and training systems;
- Start a process of confrontation between institutions and organizations for education and training;
- Initiate a process of continuous improvement of the organizations and the quality of services offered by schools.

6.2 Case study II: VET provider (CVET)

The CVET school selected and interviewed is ISTAO: Istituto Adriano Olivetti in Ancona (ISTAO), in Marche Region <http://ISTAO.it/> ISTAO (Istituto Adriano Olivetti) is one of the eldest and most renowned Italian Business Schools and it has focused itself on the education of young graduates, entrepreneurs and managers since 1967. The Institute was founded by Giorgio Fuà, a relevant Italian economist, supported by the Social Science Research Council of the United States, the Italian National Research Council, the Bank of Italy and the Adriano Olivetti Foundation. ISTAO is entitled to Adriano Olivetti, an Italian leader-entrepreneur who developed an innovative and socially-oriented business model within his multinational typewriter company in the Fifties.

ISTAO developed during the years a methodology that makes it completely different from the Italian academic system and nowadays the business school is characterized by its tight link with the regional economic network and by the managerial style of its teaching.

ISTAO has partnerships with several international Universities and Research Centres, such as Boston’s MIT (USA), the Cracow University of Economics (PL) and the Masaryk University (CZ).

ISTAO goal is to contribute to the spread of business culture, local development, development of managerial skills and entrepreneurship ethics and Knowledge development in collaboration with schools and universities.

In particular, the Higher Education in Economics Management training is targeted to:

- Young graduates to assume positions of responsibilities both in the public and in the private areas;

- People already in the workforce (employees, middle managers , and executives entrepreneurs) who intend to invest more in their training and preparation.

1. Planning - education program, vision, concept, mission

What are the key elements of the school program?

Key elements of ISTAO training programmes are: boosting social, cultural and business local development through continuous vocational and entrepreneurial education. The main activities that the school develops are:

- higher education
- Continuous training
- Research
- Training events

Main school programmes:

- Market orientation
- Strong and historical connection with the business local environment
- Internationalization
- Emphasis on the socio-economic business model of Adriano Olivetti's tradition
- Action learning and problem solving approach
- Learner-centred approach

Outline the main VET subjects taught in your school

- Business Strategy and Management
- Human resource Management
- International Management
- Marketing
- Export Management & International Business Development
- Technology Innovation Management
- Business in action
- Training for young entrepreneurs

To what extent is Q/A a guiding factor in the ethos and vision of your school?

The concept of quality becomes a fundamental feature in the training proposal and activities of ISTAO since the main goal of education is to transmit the culture of quality and excellence within an international partnership contest . ISTAO Quality Charter is a grid of reference that identifies the relevant aspects of the service and the most appropriate indicators to assess the quality.

Which of the following did you use in developing your Q/A program?

Since its foundation in february 1967, Giorgio Fua, who was the animator of ISTAO, together with the Ancona Faculty of Business and Economics, the Olivetti Foundation, the American Social Science Research Council and the support of the, CNR developed the first QA program of the pilot course for post-graduate education of economists. Now ISTAO is in a continuous Quality feedback prcess with the accreditation network of ASFOR <http://www.asfor.it/> the Italian Association for Management

Education and [EQUAL - European QUALity Link](#) .

2. Development Process

Which of the following means were used to develop the school quality assurance policies?

The Board of Directors in the performance of its functions can secure the cooperation of committees and / or advisory committees appointed by the Board within ISTAO members and non members.

In particular an Experts committee and an Orientation Committee are engaged by the Board.

A committee of 5 experts has the task of assessing the strategic and operational process of ISTAO in Higher Education in Economics Management, providing advice and suggestions to the Council , aimed at giving value to the educational activities and research institute.

Orientation Committee, has the task of strategic direction of the training activities on economics, management and technology in a collaborative logic with four University of Marche in the person of the four Rectors University, and an international panel of schools <http://ISTAO.it/relazioni-internazionali/> and enterprises that can be found at the bottom of the ISTAO homepage <http://ISTAO.it/>

What steps were taken to ensure that legal requirements, expectations of parents and students and demands of the labour market were considered in developing the QA policy?

The accreditation request was presented to ASFOR that is member of [EQUAL - European QUALity Link](#) a network of networks whose mission is to act as a think tank and policy development organisation in Europe, for international business and management education, training, research and development for the benefit of member schools, students, end users and society at large.

EQUAL was founded on European roots and therefore its perspective is based on the principles of subsidiarity and co-operation.

In the spirit of a network organisation operating in an area of great cultural diversity, EQUAL sees its key role as promoting continuous quality improvement through the exchange of information on best practice and the support of agencies in the field of quality assessment and education.

Were there any improvements to the existing methodologies introduced which highlighted better ways of assuring quality? If so, what were they?

The major improvement is the assessment and certification of the learning outcomes in line with the documentation required by the new Education reform.

3. Quality management, evaluation, self-assessment (Implement a Quality management system)

How is your Q/A evaluated internally? What documents are used?

Until few years ago, ISTAO courses did not provide any evidence of assessment, in the belief that the only real moments of evaluation were to be attributed to the selection process of students and teachers (accurate and rigorous) and at the time of student's placement at the end of the course.

As a result of the need to "quantify", in terms of credits recognizable, induced by the recent reform of the structure of university career (three-year degree and master's degree), the Master in Strategy

and Business Management has introduced a process of evaluation of the learning outcomes that results in a series of tests distributed during the course of the Master:

- Written tests for Teaching Area
- Project work Evaluation

Do you have an official Quality Assurance Manual ? If so, what reference documentation is it based on or aligned to?

ISTAO has its own “Chart of Quality” and the “Self Assessment documentation” presented to ASFOR for accreditation.

Did you involve external experts in development of your quality management?

As described before the Experts committee and an Orientation Committee are engaged with the ISTAO Board to develop quality management.

Is the planning of lessons and the evaluation of results monitored?

At the beginning of each Master school training, an extract of the Quality Charter, with the parameters that have been established, is distributed to students, to allow them to inspect that the fundamental elements that ensure the provision of the quality training are respected.

The students satisfaction is detected and managed through feedbacks of the students perception. The quality level and the overall training satisfaction is monitored as well and this continuous monitoring is processed by:

- 1- **ISTAO General Services:** that is responsible for receiving reports and archiving all the satisfaction monitoring tools (evaluation forms and ad hoc questionnaires).
- 2- **ISTAO Teaching and Communication Area:** that involves the Head of Quality Process, that establishes, through monthly checks on feedback material, the reaction policies, correction and response to the detected deficits,

This monitoring is realized by formal verification of the skills and knowledge acquired. A detailed set of assessment tools has been developed and made available to all paths trainings:

- Themes do develop in written format
- Questionnaires assessing knowledge
- Multiple choice test
- Self-assessment questionnaires
- Report of internships and project work
- Assessment made by professors and tutors

The reports of the projects made by students still represent a major assessment tools for ISTAO and for the companies for which they are made.

Are there standards documents in place to benchmark teachers' effectiveness?

In the evaluation management the key role is played by the tutors that actively participate in the lesson, checking that the teachers meet the established program, the methodology reflects the path planned and that the materials are consistent with the type of lesson activities.

The tutor also supports the teachers in the development of the learning process, with particular reference to the workshops activities.

What other activities are evaluated at specific times during the school year ?

The research activities of the School

Are there key process and end-point indicators in place to ensure goals are being met?

ISTAO has selected 4 macro indicators to measure the quality assessment of the whole training process.

1. Responsiveness to the needs
2. Operation
3. Placement
4. Effectiveness

The training must in fact meet some basic requirements:

Table 11. Basic requirements

MACRO OBJECTIVES	INDICATORS	STANDARD TOOLS	CHECK UP TOOLS
1. Responsiveness to the needs	N. questions / places available	(> 2)	Survey No. of applications received for each training session
2. Operation	% of hours for projects and stage activities	(> 60%)	Detection of the % of classroom hours on the total of project hours
3. Placement	% of final stage+ final contract	(> 40%)	Survey of the No. Of contracts initiated a months after the end of the stage
4. Effectiveness	% employed within 6 months	(> 80%)	Detection number employed after 6 months

Do you have an online tool to measure quality assurance?

For each training project, the IT Services provide to equip, within ISTAO intranet, a website dedicated to house information, tools and training materials. Each student and managers of course have credentials to access this reserved web area.

Educational Area

For each training program, the tutor provides to feed the reserved area for the web course, uploading daily programs and teaching materials, enabling the on line monitoring tools and entering all the organizational and teaching information about the course.

The tutor is actively involved in monitoring the lesson coherence with the established program, the methodology used by the ISTAO model and the materials used for the lesson. The tutor also monitors the participation of students in the lesson, the classroom climate and the level of involvement in the exercises provided .

Customer Satisfaction is measured on the level of satisfaction of students compared to teaching modules and to the activities carried out during the training in the enterprise.

Has your school got a website?

Yes (<http://ISTAO.it/>)

Do you have an online Forum for teachers at your school?

As described above there is a specific reserved web area for teachers and students <http://ISTAO.it/alumni-club/>

Do you keep in contact with former pupils and follow their career progress?

ISTAO has a specific "Alumni and Placement area" <http://ISTAO.it/placement/> that operates in collaboration with the "Education Area" and is responsible for the managing process of "orientation" (structured interventions in the classroom and individual interviews) aimed at identifying, for each student, the optimal path of professional development.

Over 2,000 people have attended one ISTAO Master since its founding to the present and Alumni association represents a key asset for the Institute, a strong connection with the economic and entrepreneurial system and a bridge between the new students and the world of work.

The main way in which relations are grown continuously with alumni are:

- **Creating educational opportunities:** all alumni are invited often to participate in conferences or seminars of special scientific importance organized from the school.
- **Collaborative project-work and internships**
- **Collaboration for teaching activities**
- **Support the replacement**

Moreover the project "**Alumni Club**" <http://ISTAO.it/alumni-club/> provides the students with a program of five annual meetings exclusively aimed at alumni. Alumni are sent monthly communications to encourage adherence to the Club, to present the details of programmed events and to report those passed.

ISTAO website provides a specific section dedicated to the project Alumni, to give relevance to events and initiatives dedicated to them. Each alumnus is equipped with its own access password.

Do you liaise with other schools on Q/A experience?

ISTAO develops its training programs with a very large international network of partners, universities and business schools, such among others: the Cracow University of Economics (PL), the Masaryk University in Brno (CZ) and the Massachusetts Institute of Technology MIT, in Boston (USA).

In collaboration with the Polytechnic University of Marche and the Ohio College of Business (USA), part of the Global Consulting Program, ISTAO allows Italian and American student teams to work together on business projects provided by local businesses.

Over the past two years ISTAO has also collaborated with the Khalifa Fund (UAE), by promoting innovative business ideas from young startups Italian.

Finally, international projects in progress include the creation of a school of higher education for the public administration in the Adriatic-Ionian macro-region and the establishment of exchange programs with the University of Hanoi, Vietnam, as part of the graduate program in International Industry and SMEs.

How is the dynamic relationship between the central bureaucratic surveillance and local QM systems?

The bureaucratic surveillance of ASFOR does its periodic controls of the Quality system of ISTAO training programmes and has returned till now positive feedbacks confirming the quality

management.

4. Feedback, development

How do you publish the results of the quality assurance?

ISTAO web page publishes a lot of information about all the activities realised and there is a specific Quality Politic link <http://ISTAO.it/la-politica-della-qualita/>

What kind of documents do you have to identify areas that need improving?

The bureaucratic QA surveillance of ASFOR described above, give, if necessary, all the recommendations to improve the quality processes.

7 Executive Summary

It's useful to highlight that from a European perspective the term 'education and training' comprises all types and levels of general and education and vocational education and training (VET), while in Italy, the term VET, tends to be 'reserved' for specific programmes primarily under the remit of the regions and autonomous provinces.

VET in Italy is characterised by multilevel governance with broad involvement of national, regional and local stakeholders, and there are **three levels of responsibility for VET in Italy**:

- At national level, the institutional framework is defined;
- At regional level, a direct intervention in the process of defining, planning and provision of VET strategies is implemented,
- At enterprise level, training activities and the elaboration of training plans are defined.
 - **The Ministry of Education, University and Research (MIUR)** sets the framework for VET in national school programmes (technical and vocational schools) for ITS and IFTS;
 - **The Ministry of Labour and Social Policies (MLPS)** sets the framework for leFP, while the regions and autonomous provinces are in charge of planning, organisation and provision;
 - **Regions and autonomous provinces** are also in charge of planning, organisation and provision of ITS, IFTS, post leFP, post-higher education, and most of the apprenticeship-type schemes;
 - **social partners** contribute to designing and organising active labour market policies and play an important role in promoting company-level training plans.

On 29 May 2013, the Italian Ministry of Labour and the Institute for the Development of Vocational Training (ISFOL) presented the first national referencing report to the European qualifications framework (EQF) advisory group.

According to the EQAVET recommendation, with this document, Italy linked the qualifications that fall under the remit of the Ministry of Education, University and Research, including those from higher education, and those awarded by Regions and Autonomous Provinces in the framework of State-Region agreements, to the EQF.

A further incentive to complete the referencing process comes from the legislative decree Definition of general norms and criteria for identification and validation of non-formal and informal learning, and minimum standards for establishing a national system for the certification of competences (of 16 January 2013).

More specifically, this national decree sets the principles and criteria for a national register of VET qualifications awarded in the national education system and by Regions and Autonomous Provinces, as the single framework for certification of competences.

These registers comprise qualifications that follow minimum standards. Competences, for example, are described in terms of learning outcomes and linked to the EQF by means of the national referencing process. The decree also states that, to make the national register publicly accessible, national qualifications will be available online through an ad hoc platform ISFOL is currently setting up in collaboration with the Ministry of Labour and the regional technical coordination group. The platform will be open to the public for consultation, when, according to the above State-Region agreements, the corresponding EQF level will be indicated for all national qualifications.

Regarding **Legal obligations/recommendations** in vocational and adult education, the Italian State (Ministry of Labour and Social Affairs) has established a set of criteria for provider accreditation on national level that have to be implemented by all Regions.

This implies that Regions and Autonomous Provinces set standards relating to both services and expected results, which have to be respected by all those training agencies accessing public funding.

Minimal requirements are assessed beforehand, other requirements have to be maintained during the performance and expected results have to be achieved and measured.

The accreditation is compulsory for public VET providers, but also for NGOs and private companies applying for public funding. In regions where universities also provide publicly funded VET programmes, they also need an accreditation.

The measure is based on **external review**. Providers have **to provide relevant documentation to the region to which they apply for the accreditation, followed by an audit in loco**.

The main actors involved are the national **Ministry of Labour and Social Policies**, the regional authorities, providers, and other regional stakeholders involved in technical assistance and audit activities (external review).

ISFOL (a public agency under the authority of the abovementioned Ministry) monitors the accreditation system at national level; and was the main promoter of the State-Regions agreement in 2008.

Regarding **Quality Management**, the first national instrument for QA system in Italy was established in 2001 and modified in 2008 through a State-Regions Agreement.

The accreditation system is organised **as a quality assurance mechanism** and covers ex ante (minimal requirements are assessed beforehand), *in itinere* (requirements have to be maintained during the performance), and ex post (expected results have to be achieved and measured) phases.

In March 2012, the Ministry of Labour and Social Policies, the Ministry of Education, University and Research, and ISFOL, Regions and Autonomous Provinces approved a 'National Plan to guarantee quality of the VET system and Education in Italy'.

An Italian Reference point for Quality Assurance in VET has been set up, under coordination of ISFOL. The main goals are to **inform main national stakeholders about the activities of the EQAVET, to provide active support for the development of this programme**, to apply methods to ensure and develop quality in VET, to raise awareness among stakeholders of the benefits of QA tools and indicators and to coordinate organized national activities.

Regarding **Quality in technical and Vocational Schools**, on 28 March 2013, with DPR 80 "*Regolamento sul sistema nazionale di valutazione in materia di istruzione e Formazione*", Italy established a national system to evaluate school institutions under the coordination of the school evaluation agency (INVALSI). The system required each school to present a RAV (self-evaluation report) and a plan for improvement, and to publish a report on the outcome. The Quality process

planned till school year 2015/2016 foreseen 4 steps:

- 1.a **Self-Evaluation:** All the schools (state and recognised private schools), starting from the school year 2014/15 are required to **self-evaluate** themselves through the Self-Evaluation Report (RAV, Rapporto di Auto-Valutazione) The RAV is to be filled-in, by mid-2015, exclusively online
- 1.b **External Evaluation:** During the next school year, 2015-16, an external evaluation will be activated within 800 schools
- 1.c **Improvement Actions:** Starting next school year, 2015-16, consistent with the provisions of the RAV, all schools will plan and initiate improvement actions. This step is planned for the month of July 2016.
- 1.d **Actions of social reporting:** In the third year (2016-17) –there will be the full implementation of the assessment procedure

The first step of the “Self Evaluation” finished in march 2015 and 98%, of the secondary upper state and recognised private schools, filled in the first phase of the Quality assessment online survey. **At the beginning of May 2015** is starting the phase of 1.c “**Improvement Actions**” involving all the schools, each one for its specific area of improvement identified using the “1.a **Self Evaluation**” assessment tool. The improvement actions, will be suggested to each school, as a result of the data analysis elaborated by the technical division of the MIUR, in collaboration with ministerial inspectors, [INVALSI](#) the National System for the assessment of educational and vocational system, and [INDIRE](#) the National Institute for Innovation, and educational research. The “improvement Actions” phase will be implemented by the schools from October/November 2015 in time for the starting next school year, 2015-16.

At regional level, worthy of mention is the [ReQuS](#) project (the “Quality Network for the School”) in Lombardia Region, active since 1994 with the purpose to ensure the continuous improvement of the education service and increasing learning outcomes for students. The project is characterized by the collaboration and the synergy between education institutions, the world of work, local governments and other local organizations. In particular, Assolombarda, the Regional School Office for Lombardia, the provinces of Milano, Mantova, Brescia and Varese and the Italian Quality Association Award participated in the project as promoters and supporters. The specific objectives of the project “*Benchmarking And Measuring Performance In The Education System Of Lombardy Region*” are:

- Develop a shared system of indicators , able to provide comparable data on the results of the education and training systems;
- Start a process of confrontation between institutions and organizations for education and training;
- Initiate a process of continuous improvement of the organizations and the quality of services offered by schools.

Regarding the **relation between the National QM system and EQAVET**, Italy introduced legislation on recognition of non-formal and informal learning in 2013, with the Legislative Decree 13/2013.

The new national accreditation system takes into account five main criteria and provides specific instructions to regional authorities for defining their respective regional accreditation systems. The five criteria are:

1. Criterion A – Infrastructural and logistic resources
2. Criterion B – Economic and financial reliability
3. Criterion C – Managerial capacity and professional resources
4. Criterion D – Efficiency and effectiveness
5. Criterion E – Link with the regional territory.

The National Plan for Quality Assurance for VET follows the model proposed by the European recommendation, and it implies a systemic approach to quality assurance where the role of the different actors, their interaction, and the monitoring, measurement, and evaluation measures are described within the cycle (planning, implementation, evaluation, and review)

Regarding **VET providers and Quality assurance in VET** we saw that in Italy it is closely linked to accreditation, the main evaluation tool for public and private VET providers that deliver training financed by public funds.

ISFOL findings show a high degree of consistency between the 2008 State-Regions agreement and the EQAVET recommendation illustrated in the following conclusions: all regional accreditation systems include requirements aimed at tracking the drop-out/ completion rate of VET programmes. Almost all regions tracked job placement rate after a VET programme/success rate (employability).

Accredited VET providers use mechanisms for identifying training needs in the labour market (and EQAVET quality indicators) for needs analysis.

8 Sintesi

Studio di sintesi nazionale sulla gestione della qualità nei sistemi di Istruzione e Formazione Professionale (IPF) e nell'educazione degli adulti

E' utile sottolineare che in una prospettiva europea il termine "VET" (*Vocational Education and Training*) comprende tutte le tipologie e tutti i livelli di istruzione generale e di istruzione e formazione professionale, mentre in Italia, il termine VET, contestualizzato con il termine IFP (Istruzione e Formazione Professionale) tende ad essere riservato a specifici programmi di istruzione e formazione professionale di competenza delle regioni e delle province autonome.

L'IFP in Italia è caratterizzata da una *governance* multilivello, con ampio coinvolgimento degli attori nazionali, regionali e locali, ciascuno con uno specifico livello di responsabilità per l'IFP:

- **il livello nazionale**, che definisce il quadro di riferimento istituzionale;
- **il livello regionale**, che opera l'implementazione diretta delle strategie di IFP nella loro definizione, progettazione, fornitura e valutazione;
- **il livello di ciascun ente/istituto**, che definisce l'attività di formazione e l'elaborazione dei piani di formazione.

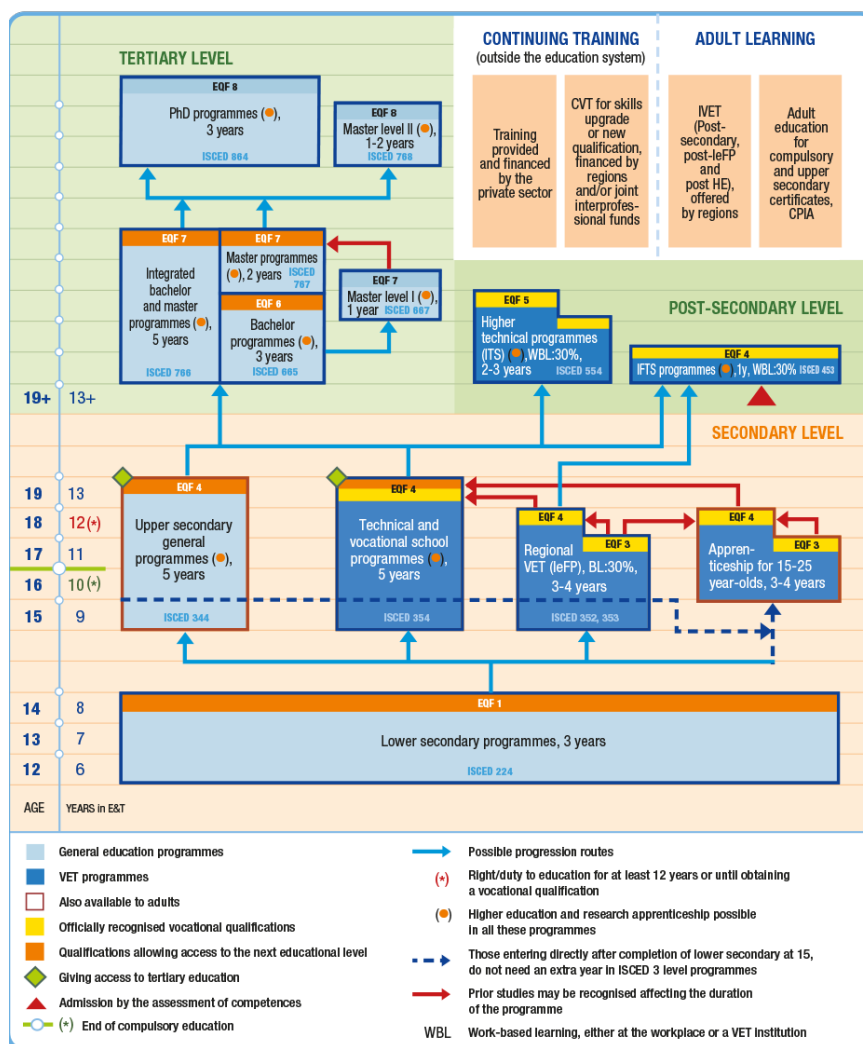
In particolare, **il Ministero dell'Istruzione, dell'Università e della Ricerca (MIUR)** definisce il quadro per l'IFP nei programmi scolastici nazionali (Istituti tecnici e scuole professionali) per ITS e IFTS;

Il Ministero del Lavoro e delle Politiche Sociali (MLPS) definisce il quadro per le leFP (Enti di formazione professionale), mentre le regioni e le province autonome hanno il compito di programmare e organizzare i percorsi formativi.

Le Regioni e le Province autonome sono anche responsabili della pianificazione, organizzazione ed erogazione di ITS, IFTS, post leFP, post-istruzione superiore, e la maggior parte dei programmi di apprendistato.

Le parti sociali contribuiscono a progettare e ad organizzare le politiche attive del mercato del lavoro e svolgono un ruolo importante nella promozione di piani formativi a livello aziendale.

Fig. 1. Sistema Italiano di istruzione e formazione (CITE - 11) , Fonte : Cedefop , in collaborazione con ReferNet Italia 2] Cedefop – Relazione sull'istruzione e la formazione professionale (IFP) in Italia - Luxembourg: Publications Office of the European Union, 2014-



Il 29 maggio 2013, il Ministero italiano del Lavoro e l'Istituto per lo sviluppo della formazione professionale (ISFOL) hanno congiuntamente presentato il primo rapporto nazionale del gruppo consultivo per il quadro europeo delle qualifiche (EQF). Secondo la raccomandazione EQAVET, con questo documento, l'Italia ha collegato le qualifiche che rientrano nella sfera di competenza del Ministero dell'Istruzione, dell'Università e della Ricerca e quelle riconosciute dalle Regioni e Province autonome, secondo gli accordi Stato-Regione, al quadro di riferimento delle qualifiche europee EQF (Quadro Europeo delle Qualifiche).

Un altro incentivo per completare il processo di riferimento con le EQF, viene dal decreto legislativo del 16 gennaio 2013; *“Definizione delle norme e dei criteri generali per l'identificazione e la convalida dell'apprendimento non formale e informale, e le norme minime per la determinazione di un sistema nazionale di certificazione delle competenze”*. Tale decreto nazionale stabilisce i principi e i criteri per un **registro nazionale delle qualifiche** di IFP assegnate nel sistema educativo nazionale, dalle Regioni e Province autonome, in riferimento ad un quadro unico per la certificazione delle competenze.

Questi registri comprendono titoli che seguono gli standard minimi. Le competenze, per esempio, sono descritte in termini di risultati dell'apprendimento e collegati all' EQF attraverso il processo di riferimento nazionale. Il decreto stabilisce inoltre che, per rendere il registro nazionale accessibile al pubblico, le qualifiche nazionali saranno disponibili online attraverso una piattaforma ad hoc che ISFOL predisporrà, in collaborazione con il Ministero del Lavoro e il gruppo regionale di

coordinamento tecnico. La piattaforma sarà aperta al pubblico per la consultazione e il corrispondente livello EQF sarà indicato per tutte le qualifiche nazionali. La figura nella tabella 1 descrive il sistema di qualifiche italiano rispetto ai livelli del EQF

Tab. 1. I livelli EQF del sistema delle qualifiche italiano.

Livello EQF	Tipologia di qualificazione
1	Diploma di licenza conclusiva del I ciclo di istruzione
2	Certificazione delle competenze di base acquisite in esito all'assolvimento dell'obbligo di istruzione
3	Attestato di qualifica di operatore professionale
4	Diploma professionale di tecnico
	Diploma liceale
	Diploma di istruzione tecnica
	Diploma di istruzione professionale
	Certificato di specializzazione tecnica superiore
5	Diploma di tecnico superiore
6	Laurea
7	Diploma Accademico di I livello
	Laurea Magistrale
	Diploma Accademico di II livello
	Master universitario di I livello
	Diploma Accademico di specializzazione (I)
8	Diploma di perfezionamento o master (I)
	Dottorato di ricerca
	Diploma accademico di formazione alla ricerca
	Diploma di specializzazione
	Master universitario di II livello
	Diploma Accademico di specializzazione (II)
	Diploma di perfezionamento o master (II)

Per quanto riguarda gli obblighi legali e le raccomandazioni in materia di istruzione e formazione degli adulti, lo Stato italiano (Ministero del lavoro e degli affari sociali) ha stabilito una serie di criteri di accreditamento che devono essere attuati da tutte le regioni e per tutte le agenzie formative che accedono a finanziamenti pubblici.

I requisiti minimi sono valutati in anticipo rispetto all'erogazione dei percorsi formativi, altri requisiti devono essere mantenuti durante la performance e risultati attesi devono essere conseguiti e misurati. L'accREDITamento è obbligatorio per i fornitori pubblici di IFP, ma anche per le ONG e per le imprese private che chiedono finanziamenti pubblici.

I principali attori coinvolti nei processi di verifica dei requisiti sono il Ministero nazionale del Lavoro e delle Politiche Sociali, le autorità regionali, i fornitori e gli altri attori regionali coinvolti nella assistenza tecnica e attività di audit (revisione esterna).

L'ISFOL controlla il sistema di accREDITamento a livello nazionale; ed è stato il principale promotore dell'accordo Stato-Regioni nel 2008 .

Per quanto riguarda la gestione della qualità, il primo strumento nazionale per il sistema di QA in Italia è stato istituito nel 2001 e modificato nel 2008, attraverso un Accordo Stato-Regioni.

Il sistema di accREDITamento è organizzato come un meccanismo di garanzia della qualità e copre ex ante (i requisiti minimi sono valutati in anticipo), in itinere (i requisiti devono essere mantenuti durante la performance), ed ex post (i risultati attesi devono essere conseguiti e misurati). Nel mese

di marzo 2012, il Ministero del Lavoro e delle Politiche Sociali, il Ministero dell'Istruzione, dell'Università e della Ricerca, ISFOL insieme alle Regioni e Province Autonome hanno approvato un *“Piano nazionale per garantire la qualità del sistema di istruzione e formazione professionale”*.

Il *“punto di riferimento italiano”* garante della qualità nella formazione professionale è stato istituito, sotto il coordinamento di ISFOL per informare i principali *stakeholder* nazionali sulle attività della EQAVET (*European quality assurance in vocational education and training*), per fornire un sostegno attivo per lo sviluppo di questo programma, per sviluppare la qualità dell'istruzione e formazione professionale, oltre a sensibilizzare i soggetti interessati dei vantaggi degli strumenti di QA e per coordinare le attività nazionali.

Per quanto riguarda la qualità negli istituti tecnici e professionali, il monitoraggio del sistema scuola è ancora in una fase iniziale. Il 28 marzo 2013, con DPR 80 *“Regolamento sul Sistema nazionale di valutazione in materia di istruzione e Formazione”*, l'Italia ha istituito un sistema nazionale per la valutazione delle istituzioni scolastiche con il coordinamento dell'agenzia di valutazione della scuola (INVALSI). Il sistema prevede che ogni scuola presenti un rapporto di autovalutazione e un piano di miglioramento e pubblichi una relazione sui risultati. In particolare sono previsti i seguenti processi di verifica:

1.a Autovalutazione: Tutte le scuole (statali e scuole private riconosciute), a partire dall'anno scolastico 2014/15 sono tenute ad auto-valutarsi attraverso il rapporto di autovalutazione (RAV, Rapporto di Auto-Valutazione) Il RAV deve essere compilato, entro la metà del 2015, esclusivamente online.

1.B Valutazione esterna: Durante l'anno accademico 2015-16, una valutazione esterna sarà attivata in circa 800 scuole campione ogni anno.

1.c Azioni di Miglioramento: A partire dal prossimo anno scolastico, 2015-16, in linea con le disposizioni della RAV, in tutte le scuole saranno pianificate e avviate azioni di miglioramento. Questo passaggio inizierà a novembre 2015 e si concluderà nel mese di luglio 2016.

1.d Azioni di rendicontazione sociale: Nel terzo anno (2016-17) -Ci sarà la piena attuazione della procedura di valutazione che riguarderà aspetti innovativi di rendicontazione sociale.

Per quanto riguarda strumenti online di valutazione della qualità, degno di nota a livello regionale, in Lombardia, è attivo dal 1994 il progetto [ReQuS](#). Assolombarda, l'Ufficio Scolastico Regionale per la Lombardia, le Province di Milano, Mantova, Brescia e Varese e l'Associazione Premio Qualità Italia hanno partecipato al progetto in qualità di promotori e sostenitori.

Per quanto riguarda la relazione tra il sistema nazionale di QM (Gestione della Qualità) ed EQAVET, l'Italia ha introdotto una legislazione sul riconoscimento dell'apprendimento non formale e informale nel 2013, con il decreto legislativo 13/2013. Il nuovo sistema di accreditamento nazionale tiene conto di cinque criteri principali e fornisce istruzioni specifiche alle autorità regionali per la definizione dei loro rispettivi sistemi di accreditamento regionali. I cinque criteri sono:

1. Criterio A - risorse infrastrutturali e logistiche
2. Criterio B - affidabilità economica e finanziaria
3. Criterio C - capacità manageriale e risorse professionali
4. Criterio D - efficienza ed efficacia
5. Criterio E - collegamento con il territorio regionale.

In conclusione il Piano Nazionale per l'assicurazione della qualità per l'IFP segue il modello proposto dalla raccomandazione europea cercando di implementare con un approccio sistemico la garanzia di qualità dei percorsi formativi in riferimento all'intero ciclo formativo; pianificazione, attuazione, valutazione e revisione.

Inoltre, con l'accordo del 2008 Stato-Regioni, l'Italia si sta allineando alle raccomandazioni EQAVET per soddisfare i requisiti volti a monitorare il drop-out, il tasso di completamento dei programmi di istruzione e formazione professionale e le esigenze di formazione (indicatori di qualità di EQAVET) con particolare riferimento, per l'analisi dei bisogni formativi, alle esigenze espresse dal mercato del lavoro.

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Links

<http://eqavet.eu> [external link] (Last access: 15.07.2015)

National System of Self-evaluation Sistema Nazionale di Valutazione (SNV)
<http://www.istruzione.it/valutazione/index.html> (Last access: 15.07.2015)

10 OpenQAsS Project Basics

Programme: Erasmus+, Strategic Partnership, Vocational Education and Training

Participating countries: Hungary, Spain, Italy, United Kingdom, Ireland

Project duration: September 2014 – August 2017

Project ID: 2014-1-HU01-KA242-002356

Project website: <http://openqass.itstudy.hu/en>

Coordinator: iTStudy Hungary Ltd.

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The OpenQAsS project vision is to utilise the potential of today's networking technology in all areas of the implementation of the EQAVET Reference Framework principles, and so make the resulting tools part of the daily practice of institutional Quality Assurance in our VET schools.

Target groups

- Teachers and headmasters of VET schools; managers and trainers of VET provider companies;
- VET schools and VET providers;
- Researchers working in the field of the vocational education;
- Software developers joining the OpenQAsS.org community.

Objectives

- To improve the culture of quality assurance by involvement of VET teachers and trainers into online consultation in the partner countries;
- To develop Open Source Software toolkit (Open QAsS) to promote and facilitate QA management in VET schools and adult educational VET providers;
- To develop a certificate – Institutional Quality Manager (IQAM) – for VET teachers and trainers who take responsibility for quality management tasks in institutions.

Partners

[iTStudy Hungary Educational and Research Centre for ICT](#) - Hungary

[Universidad de Alcala](#) - Spain

[AICA, Associazione Italiana per l'Informatica e il Calcolo Automatico](#) - Italy

[CAPDM Ltd.](#) - United-Kingdom

[SZÁMALK Szalézi Vocational High School](#) - Hungary

[National Research Council Institute](#) - Italy

[TREBAG Ltd.](#) - Hungary

[ICS-SKILLS Certification Body Of The Irish Computer Society](#) - Ireland