

**Agora conference on “New
challenges for teachers and
trainers in VET”**

**Standards of competences
and professional
developments of VET
teachers and trainers.
The case of Italy.**

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Arduino Salatin

Topics

- VET teachers and trainers in Italy
- National framework of competences standards and skills certification
- Standards of competences of VET teachers and trainers
- Final considerations


VET teachers and trainers in Italy

- In IVET system there are:
 - 50.000 teachers in the State Professional Schools (secondary school)
 - 18.000 trainers in the regional Vocational Training Centres
- In CVET field there aren't official data, but we can estimate at least 50.000 professional trainers and tutors in company or extra company.

Source: NATIONAL REPORT FOR THE CEDEFOP – 0601. *Types of teachers and trainers in vocational education and training – Italy, 2004*

Main VET teachers and trainers profiles in Italy

IVET system	<i>profiles</i>
-State Vocational Schools	•Teacher
-Vocational Training Centres	•Trainer •Trainer/tutor •Coordinator/designer
-Apprenticeship system	•Company tutor
CVET system	<i>profiles</i>
-Vocational Training Centres	•Trainer •Tutor
-Enterprises	•Teacher •Company trainer •training manager •Coach, tutor, mentor, supervisor



IVET Teachers work in State vocational schools and are mainly employed by the Ministry of Education, University and Research. They are normally involved in the classroom teaching of scientific, technical and general subjects.

IVET Trainers in vocational training centres perform various roles: classroom teaching, design, tutoring, guidance, needs analysis, monitoring and evaluation, etc.

CVET Teachers are mainly content experts (e.g. experts in language, marketing, accounting, ITC experts, etc.), while CVET trainers are process experts (e.g., playing different roles such as tutors, learning facilitators, group leaders, coaches, etc.).

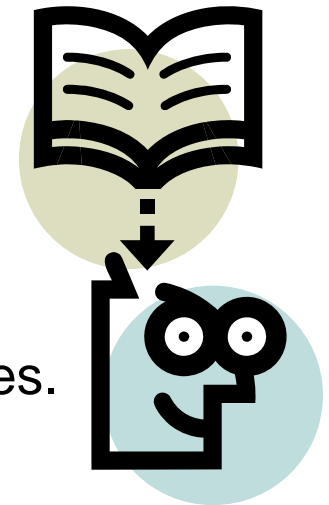
National framework of competences standards and skills certification

At the national level, in the past few years, efforts have been made to create – in cooperation with Social Partners - a common general framework for the recognition and validation of professional skills, through the definition of national standards and rules within which Regional Authorities could design systems most closely responding to territorial needs.

Conference between State and Regional Authorities on 18 February 2000 was reached an agreement in order to provide a national umbrella for the identification of “minimum standards for professional qualifications and criteria for training and the accreditation of professional training facilities”.

Ministerial Decree 174 of 2001 defines the national system for the recognition and certification of skills to obtaining a professional qualification, gaining access to training courses and improving employment opportunities.

Legislative Decree 276 of 2003 defines the *Citizen's training booklet*, as the personal booklet of an individual where skills are recorded, including the skills acquired through continuous training and non formal and informal modes.



By the agreement of 14 May **2003** between State, Regions and Social Partners is provided the “*Common guidelines for the creation of a national standards and skills certification system*”

By the Agreement of 28 October **2004** between State, Regions and Local Authorities was made significant progress in the implementation of a system of recognition and certification of skills, via the definition of models to be used in regional context.



Standards of competences of VET teachers and trainers

- Teachers and trainers in Italy are differently regulated. The tasks, functions and skills of IVET teachers and trainers are much more clearly defined than for CVET teachers and trainers.
- A significant programme was launched after Law 197 of **1997** to improve trainer skills not least to ensure compliance with the new accreditation framework for training providers.

The accreditation of vocational training bodies (financed above all with public funds) is regulated by the Ministerial Decree 166 of **2001** with some fundamental requirements, including the requirements concerning the personnel.

The Decree also states that the Ministry of Labour and Social Policies together with the State-Regions Conference should define minimum standards of vocational skills against which to certify trainers.

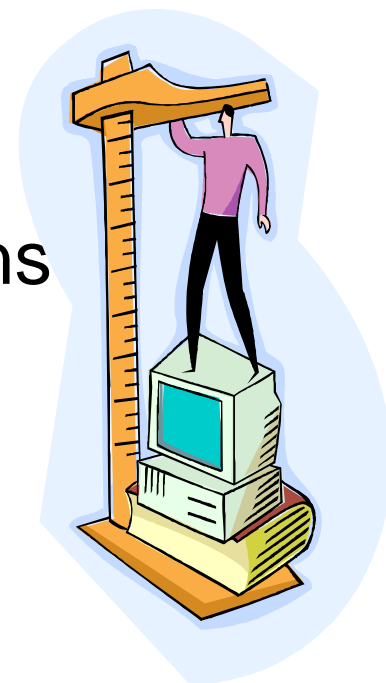
The professional standards guidelines to recognize trainers competences should be available in 2006.




Ministerial Decree 166 proposes a **model to describe trainers skills and standards.**

The model is based on the key functions of the training process and identifies:

- a) 3 main types of services: training, guidance and employment services,
- b) 3 typologies of VET services: basic training (for young people 18 years less), high training, continuing training,



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- c) 8 main processes: diagnosis, design, delivery, evaluation and monitoring, marketing, quality and research, coordination and management, administration,
- d) 3 categories of professional functions:
- *Management* : direction, administration, coordination;
 - *Process*: evaluation, design, needs analysis;
 - *Product*: teaching, guidance.
- e) A framework of units of competence for each professional profile.

Trainers competences framework (sample)

	<i>services</i>		
	training	guidance	Job insertion
<i>Process</i>	Operational areas		
B. DESIGN	<i>BF1 - Progettazione di massima di un'azione corsuale</i>	<i>BO1 - Pianificazione dei programmi e dei servizi di informazione e orientamento</i>	<i>BI1 - Pianificazione dei programmi di assistenza all'entrata nella vita lavorativa</i>
	<i>BF2 – training course scheduling</i>	<i>BO2 - Progettazione di interventi di orientamento individuali e/o di gruppo</i>	<i>BI2 – Progettazione di interventi di assistenza all'inserimento lavorativo</i>
	<i>BF3 - Progettazione di un intervento individualizzato</i>	<i>BO3 - Progettazione e produzione di strumenti per l'orientamento (anche TIC)</i>	<i>BI3 - Progettazione di interventi di sostegno alla job creation</i>
	<i>BF4 - Progettazione e produzione di strumenti per l'apprendimento e lo sviluppo (anche TIC)</i>		<i>BI4 - Progettazione e produzione di banche dati e/o altri strumenti per l'incontro domanda/offerta</i>

Training designer competences framework (sample)

Competence unit	Specific tasks	Related skills	Competences evaluation	
			Documental evidence	Practical evidence
BF2 – training course scheduling	<p>- Elaborazione di un programma di dettaglio complessivo e delle singole sessioni del proprio intervento formativo,</p> <ul style="list-style-type: none"> • sulla base del progetto di massima • in raccordo con altri formatori, coordinatore e tutor per l'integrazione dei contenuti, degli eventi formativi, degli approcci metodologici, delle modalità di verifica dei risultati. 	<p>- Predisporre un programma di dettaglio sia complessivo che di singole sessioni, completo negli elementi costitutivi (obiettivi, contenuti, attività e metodologie, tempi, soggetti coinvolti, strumenti e supporti didattici, modalità di verifica, modalità di integrazione con altri interventi).</p>	<p>- Curriculum - Portfolio delle esperienze di docenza realizzate (rilevazione di incarichi/contratti)</p>	<p>- Simulazioni tecnico-operative</p>

For CVET trainers there are specific requirements only for those involved in publicly funded training activities. In this case, training practitioners come under the regulations defined at regional level for accrediting training provision.

Nevertheless, there is an increasing professional accreditation of trainers, both inside and outside enterprises. Some professional associations of trainers (i.e. *AIF*) have accreditation procedures with the voluntary standards.



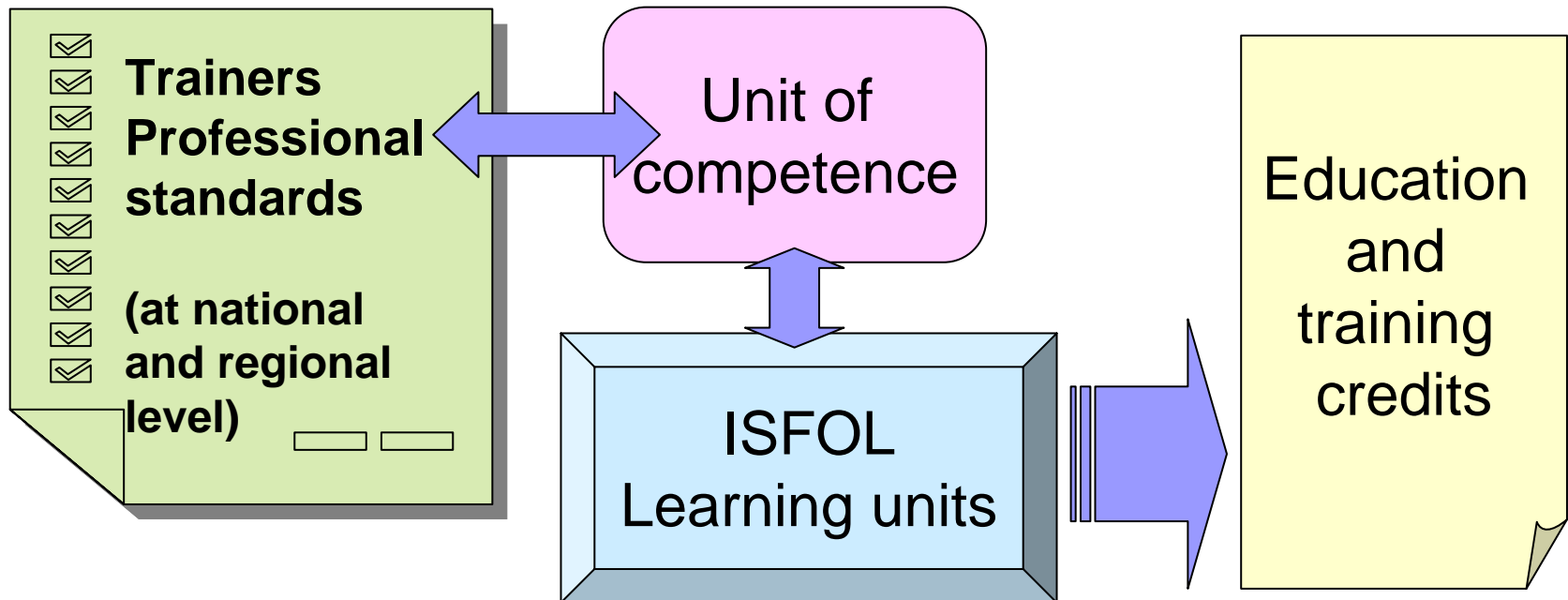
The professional accreditation system is a main responsibility of the Regional Authorities.

Nevertheless, during the last years, the Ministry of Labour and Social Policies promoted a continuing-training and open and distance learning system to develop and update the skills of vocational training practitioners, with the view to integrating the education, training and employment systems.

ISFOL coordinated From 2001 the *FaDoI* project (On line distance training for trainers). This project involved up till now 7.000 teachers and trainers.



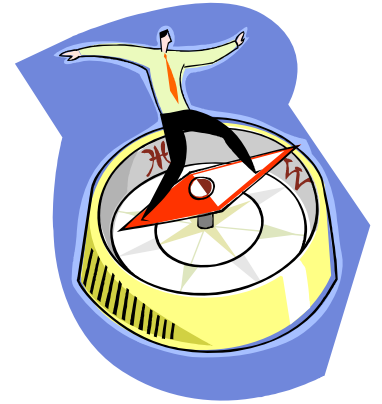
Using this experience, ISFOL launched in 2005 the project *FaDol 2*, to promote a new standard framework based on flexible scheme of *learning units* (related to *competence units* and to *education and training credits*).



Processi - Aree Operative nei Servizi di B. PROGETTAZIONE

Formazione	Orientamento	Inserimento lavorativo	Servizi Specialistici
BF1 - Progettazione di massima di un'azione corsuale	BO1 - Pianificazione dei programmi e dei servizi di informazione e orientamento	BI1 - Pianificazione dei programmi di assistenza all'entrata nella vita lavorativa	BSI1 – Progettazione di nuove strategie e approcci allo svantaggio nel mercato del lavoro
BF2 – training course scheduling	BO2 - Progettazione di interventi di orientamento individualizzati e di gruppo	BI2 – Progettazione di interventi di assistenza all'inserimento lavorativo	<div style="border: 1px solid black; border-radius: 15px; padding: 10px; text-align: center; width: fit-content; margin: auto;"> <p>Learning unit (sample)</p> </div>
BF3 - Progettazione di un intervento individualizzato	BO3 - Progettazione e produzione di strumenti per l'orientamento (anche NTE)	BI3 - Progettazione di interventi di sostegno alla job creation	
BF4 - Progettazione e produzione di strumenti per l'apprendimento e lo sviluppo (anche NTE)	BOI1 - Orientamento e bilancio delle competenze nei servizi per l'impiego	BI4 - Progettazione e produzione di banche dati e/o altri strumenti per l'incontro domanda/offerta	
BFP1 - Progettazione integrata su specifiche aree tematiche	BOP1 – Progettazione di metodologie formative per la formazione degli adulti	BII1 - Progettazione formativa nei servizi per l'impiego	
BFP2 - Progettazione di percorsi formativi personalizzati	BOP2 – Analisi delle competenze nell'orientamento e nell'accoglienza degli adulti		

Final considerations



Policy implications for trainers in IVET

The recent evolution of Italian VET system will involve profound changes and differentiation in the profiles of *trainer*.

The negotiation concerning professional standards among social partners and public institutions should lead to:

- improve the quality of the training services,
- address the trainers towards the innovation and develop new competences (i.e. ICT)
- recognize prior experiences (with non formal and informal skills)

Policy implications for trainers and others learning facilitators in CVET

The creation (beginning in 2004) of new multi-sectorial Funds for continuing vocational training should provide new forms of regulations, especially with regard to:

- raising the qualification levels required to company trainers through the definition of common professional standards;
- integration between professional experience and learning, towards forms of professional “communities of practice”,
- delivery new forms of incentives and access to training, above all for freelance and/or company trainers.