

# The Good school and subsequent reforms



## Timeline



**ID number 28314**

## Background

The need to improve the coordination of work-based training in the education system and a greater cooperation between schools and local communities.

## Objectives

The main objective of the Good school reform is to boost school-to-work transition by increasing employment opportunities and guidance for students.

## Description

On 13 July 2015, the Italian government adopted a reform of the national education system called the Good school (La Buona Scuola), emphasising alternance between classroom work and periods of workplace training. The main objective is to boost school-to-work transition by increasing employment opportunities and guidance for learners. The reform has made it compulsory for all learners attending the last three years of upper secondary school to take part in a school-work exchange scheme for at least 200 hours in general education schools (lyceums) and 400 hours in technical and vocational schools. The reform (and operational guidelines for upper secondary schools issued by the education ministry in 2015) provides definitions and rules for school - work alternance. According to the provisions, practical training may take place in an enterprise, or through a virtual training enterprise, or through apprenticeship. Host institutions that have training capacity are listed on a National alternance repository, held by chambers of commerce. The training pathway starts with the programming of school-work exchange programme activities, followed by the implementation of the training programme, with the assistance of a training tutor. Final assessment and certification of competences then take place. The reform calls for improving the coordination of work-based training in the education system and greater cooperation between schools and local communities. From 2015 to date, a significant number of 'protocol agreements' were signed between the education ministry and different industry organisations. The agreements concern a cooperation framework aiming to

support the implementation of school-work exchange projects, including apprenticeship.

The learning process in work-school alternation can favour the strengthening of some key competences (entrepreneurship competence, personal and social competence) thanks to the integration between the two formal and non-formal contexts.

The Law 107/2015 (the Good school, *La Buona Scuola*) contains several measures aimed at improving skills outcomes, enhancing school management practices, recognising the important role of teachers and tutors/mentors, in smoothing students' transition from school to work. The reform also introduces the National plan for digital education (PNSD).

The Good school Law states that teachers' in-service training is compulsory. The law also provides incentives to support continuing teacher training and systematic need analysis mechanisms.

### **2015 Approved/Agreed**

As a result of the national strategy for competences/skills, soft skills were promoted through the introduction of a national model of 'dual' education and training in 2015. This was achieved by means of reinforced and compulsory work-school alternation schemes and through apprenticeship schemes linked to quality learning pathways leading to the acquisition of qualifications from EQF levels 3 to 8 of the education and training system.

### **2016 Implementation**

### **2017 Implementation**

In 2017, the implementing Decree No 59 (Decreto Legislativo 59 del 13 aprile 2017 - Formazione iniziale e reclutamento docenti scuola secondaria) of Law 107/2015 (the Good school) defined criteria for the recruitment of school teachers. Additional criteria were issued for the duties and functions of the teacher/tutor who oversees the alternation processes.

### **2018 Implementation**

### **2019 Implementation**

In August 2019, in the well-established legislative and institutional framework of the leFP system, the most significant novelty was the approval of the agreement in the State-regions conference - the education and labour ministers, Regions and Autonomous Provinces of Trento and Bolzano -which redefined the educational content of leFP paths.

This agreement updated the National repertory of educational, training and vocational qualifications, revisiting existing ones and introducing new qualifications, and minimum training standards of basic and technical-professional skills.

The repertory responds to the needs, strongly felt by companies at local level, to adapt the training offer to the following aspects: the process and product innovations of the reference sectors of the leFP supply chain and the lack of certain professional profiles figures in the labour market; the need for renewed basic and soft skills; and connection with the nomenclature of the Atlas of work and qualifications.

A second element of innovation was the legislative revision of the subsidiarity system (Legislative Decree 61/2017), the leFP paths carried out by professional institutes, with a view to greater attention to the work-oriented training component (school-work alternance, teaching skills, etc.).

Promotion of the dual system in leFP aimed at relaunching apprenticeship for the acquisition of qualifications and diploma within the leFP supply chain. It included the allocation of public resources from the Government (and in particular from the labour ministry) for the realisation of paths characterised by a high amount of in-company

training (minimum of 400 hours per year) or virtual business simulation.

Budget Law 2019 renamed the School-work exchange programme to pathways to transversal competence and guidance (PCTO) and reviewed the total duration of courses. In general education schools (lyceums), the duration is not less than 90 hours (instead of 200 hours previously) in total for the last three years. For technical schools and for vocational schools, the total duration may not be less than 150 hours and 210 hours respectively (instead of 400 hours previously).

The ministerial Decree No 774 of 4 September 2019, and the related guidelines (Pathways to transversal competence and guidance (PCTO) committed schools to support their learners in developing basic career management skills. Schools' commitment is also valid for curriculum innovation with an orientation connotation, the provision of minimum standards and the offer of tutoring and career guidance support.

### **2020 Implementation**

Law No 107/15 had established the so-called teachers' bonus, aimed at 'making the most of regular teachers' staff merit', by allocating EUR 200 million to be provided to those 'deserving', based on criteria defined by the teachers' evaluation committee, integrated for this purpose by representatives of partners, students from upper secondary schools and an external expert.

The 2020 budget Law No 160/19, expanded the allocation of funds to the administrative and technical employees working in schools, not teaching staff (ATA staff) and not just teachers.

The approval of the National Supplementary Collective Agreement (CCNI) 2020, for the school year 2020/21 which regulates the mobility of teaching, educational and administrative staff, with a permanent employment relationship, was also finalised with the implementation of Law No 160/19. Teachers' bonus is subject to a negotiation procedure between the competent authorities, responsible for the collective arrangements for the education sector: i.e. the education ministry and the representatives of respective syndicates such as F.L.C.-C.G.I.L., C.I.S.L.-SCUOLA, U.I.L.-SCUOLA, S.N.A.L.S.- C.O.N.F.S.A.L. and GILDA-UNAMS (the bonus must always be aligned with the ceilings set in the education ministry's budget).

### **2021 Implementation**

In July 2021, the Ministerial Decree No 11 (of 7 January 2021), which acknowledges the agreement between the Government and the regions and autonomous provinces of Trento and Bolzano of 10 September 2020 (Rep. Acts No 156/CSR) was published on the education ministry's website. This is a provision that derives from the decree for the reorganisation of vocational education (Article 8, paragraph 2 of Legislative Decree 61/17, implementing Law 107/15).

The Decree provides for the remodelling of the previous agreement in the permanent conference of 10 May 2018, Rep. Acts No 100/CSR, implemented by the inter-ministerial Decree of 22 May 2018. It relates to the definition of the phases of the transitions between vocational education (IP) and vocational education and training courses (IeFP) included in the National repertory of vocational education and training offer, concerning the integration and modification of the National repertory of national reference figures for vocational qualifications and diplomas, the updating of the minimum training standards related to basic skills and of the intermediate and final certification models for education and vocational training courses.

The repertory of vocational education and training offer was redefined and updated, taking into account not only recent regulatory changes, but also the need to adapt training courses to the rapid evolutions of the world of work and the need for connection with the nomenclature and areas of activity of the Atlas of work and qualifications.

With Ministerial Decree No 267 of 24 August 2021, implementing Legislative Decree

No 61/17, the certificate/diploma of competences was adopted for vocational education paths. The model of the certificate/diploma of competences maintains the reference to the knowledge, skills and competences referred to in the annex to Decree No 267 and does not modify the certification provisions envisaged for the study paths at upper secondary level.

In implementation of the Legislative Decree No 61 of 13 April 2017, Revision of vocational education paths in compliance with article 117 of the Constitution, as well as connection with vocational education and training paths, the inter-ministerial Decree No 358 -between the ministries of education and labour - of 23 December 2021 was enacted. The Decree defines criteria and methods for the organisation and operation of the national network of vocational schools.

The national Network of vocational schools is made up of public schools and education institutions that offer all levels of vocational education (these vocational paths were indicated in Article 3, paragraph 1, of Legislative Decree No 61/2017) and by training institutions, which are accredited by the regions according to performance indicators which were defined in 2005.

The national network of vocational schools has, amongst others, the following purposes:

- (a) to promote innovation and permanent connection with the world of work;
- (b) to promote the Technical and vocational school programmes at upper secondary level (EQF level 4) (IP) and the Regional VET (IeFP) systems (EQF levels 3-4) (also by improving the dual system);
- (c) to support and encourage, at national and regional levels, the connection between the IP system and the IeFP system;
- (d) to promote the training offer within the IP and IeFP systems in a way that facilitates the development of 'territorial eco-systems' of economic and social innovation open to collaboration with other territorial training offers.

## **2022 Implementation**

In 2022, the Draft Decree for the Definition of Criteria and Methods for the Organisation and Functioning the National network of vocational schools, was signed by the education ministry in agreement with the labour ministry and was published in the Official Gazette series general (SG), No 47. The management of the network's activities was assigned to the National Steering and Coordination Committee composed of 12 representatives and a management board, by Decree of the Director General for School Systems. The committee may approve the establishment of other thematic groups, territorial committees, etc.

In 2022, the Ministerial Decree No 164, entitled Frameworks and evaluation grids for the second written test of the state examinations in vocational schools, (pursuant to Legislative Decree No. 62, 2017) was published in the Official Gazette SG No 234. To support schools in implementing the second written test the education ministry published a note (protocol No 23988).

In 2022, Law N. 99, Introduction of the Tertiary System of Higher Technological Education was published in the Official Gazette SG No. 173. The law introduces the Tertiary System of Higher Technological Education, consisting of the ITS (Higher Technical Institutes - Istituti Tecnici Superiori), which were renamed to ITS Academy (Higher Technological Institutes -Istituti Tecnologici Superiori). The ITS system reform was foreseen as a milestone in the National recovery and Resilience plan (PNRR). It aims to consolidate ITSs in the national system in relation to the tertiary education level and to strengthen their active presence in the world of entrepreneurship at a local level. Implementing provisions started being drafted to finalise/complete all operational/implementation aspects of the reform.

The Decree Law No 144 of 23 September 2022 Further urgent measures on national energy policy, business productivity, social Policies and for the implementation of the National Recovery and Resilience Plan, and other measures for the implementation of

the National Recovery and Resilience Plan was approved including the reform of ITS Academy. The aim is to strengthen the already existing relationship between schools and the labour market, in line with the demands of the PNRR, and to simplify the administrative procedures for the transition.

### **2023 Implementation**

Decree-Law No. 198, of 2022, *Urgent Provisions on Legislative Deadlines* was converted with amendments by Law No 14 of 24 February 2023, and acts on the extension in school year 2022/23 regarding the waiver of the requirement about the attendance the PCTO for internal and external candidates (i.e. students of public and private schools respectively) in order to participate to the final State examinations.

### **2024 Implementation**

Through the Decree of 15 February 2024, n. 58, a new annex (Annex 4) was introduced to the interministerial decree of 24 May 2018, n. 92, for the combination of vocational education paths with the new national repertoire of national reference figures for professional qualifications and diplomas (IeFP) referred in the State/Regions Conference Agreement of 1 August 2019. At the same time, changes and additions were made to Annex 2 of the same decree relating to the provision of new ATECO codes (Classification of Economic Activity), for some fields of study, and/or professional economic sectors (SEP) for a more efficient training offer by educational institutions in accordance to article. 3, paragraph 5, of legislative decree no. 61/2017. With the Law 8 August 2024, n. 121 the technological-professional training chain was established. The administrative experimentation of the technological-professional training chain had already been started with the Ministerial Decree no. 240 of 7 December 2023. The establishment of the technological-professional training chain aims to respond to the educational, cultural and professional needs of the young generations and the needs of the national production sector according to the objectives of the 'Industry 4.0' national plan. It also aims to verify the effectiveness of the planning of an integrated training offer favouring the connection between the courses offered at the technical and professional institutes, the training institutions accredited by the Regions that provide VET and IFTS courses, and the ITS Academies, at national and territorial level. with the world of businesses, professions and the various other stakeholders.

Starting from the school year 2024-25, a new high school path, called Liceo del made in Italy was established, based on the Law 27 December 2023, n. 206 (article 18). This new path allows the students to deepen the study of economics and law, with attention to mathematical, physical and natural sciences and the analysis of historical, geographical, artistic and cultural scenarios which are the basis of the Italian productive fabric. Students will be able to learn about the historical and industrial evolution of the 'Made in Italy' production sectors and acquire skills and knowledge relating to business management, market strategies, and the development of the production and organisational processes of 'Made in Italy' companies.

The education ministry, in agreement with the labour ministry, promoted the Legislative Decree of 4 May 2023 n. 48, which includes a provision that extended the protection of the national insurance against accidents at work, to encompass students and staff of the national education and training system, vocational tertiary training and higher education, including all service activities home-work journey and all students' activities, including study trips.

### **2025 Implementation**

In 2025, Decree-Law No 90 of 24 June 2025, converted into Law No 109/2025, made permanent the extension of insurance coverage provided by the Istituto Nazionale per l'Assicurazione contro gli Infortuni sul Lavoro (INAIL) to students and staff in schools and universities. The measure applies from the 2025/2026 school and academic year, abolishing the temporary nature of the scheme and establishing multi-annual financial

coverage up to 2034, with progressively increasing allocations.

The permanent extension builds on earlier measures. Article 9 of Decree-Law No 113 of 9 August 2024 had already prolonged the coverage to the 2024/2025 school and academic year, confirming continuity of protection without additional requirements for educational institutions.

The measure was originally introduced on an experimental basis by Article 18 of Decree-Law No 48 of 4 May 2023 for the 2023/2024 school and academic year. At that stage, insurance coverage was extended beyond laboratory and physical education activities to include all teaching and learning activities in schools and universities.

## **Bodies responsible**

- Ministry of Education and Merit
- Ministry of Labour and Social Policies
- Ministry of Education (until 2022)
- Ministry of Education, Universities and Research (until 2019)

## **Target group**

### **Learners**

Learners in upper secondary, including apprentices

### **Education professionals**

Teachers

Trainers

School leaders

Adult educators

Guidance practitioners

## **Thematic categories**

### **Governance of VET and lifelong learning**

Coordinating VET and other policies

Optimising VET funding

Engaging VET stakeholders and strengthening partnerships in VET

### **Modernising VET offer and delivery**

Modernising VET standards, curricula, programmes and training courses

Diversifying modes of learning: face-to-face, digital and/or blended learning; adaptable/flexible training formats

Acquiring key competences

Reinforcing work-based learning, including apprenticeships

### **Teachers, trainers and school leaders competences**

Systematic approaches to and opportunities for initial and continuous professional development of school leaders, teachers and trainers

Attractiveness of the teaching and training profession/career

Supporting teachers and trainers for and through digital

### **Supporting lifelong learning culture and increasing participation**

## European priorities in VET

### VET Recommendation

VET agile in adapting to labour market challenges

VET as an attractive choice based on modern and digitalised provision of training and skills

### Osnabrück Declaration

Establishing a new lifelong learning culture - relevance of continuing VET and digitalisation

## Subsystem

IVET

## Further reading

[Cedefop-ReferNet news - Italy: education reform](#)

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[School-work alternation activities operational guide for schools](#)

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[Ministerial Decree No 164- Frameworks and evaluation grids for the second written test of the state examinations in vocational schools](#)

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[Law No 99-Introduction of the Tertiary System of Higher Technological Education](#)

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[Decree Law No 144-Further urgent measures on national energy policy, business productivity, social Policies and for the implementation of the National Recovery and Resilience Plan, and other measures for the implementation of the PNRR](#)

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[Decree-Law No 198- Urgent Provisions on Legislative Deadlines](#)

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[Ministerial Decree n. 55 of 27 March 2023, for the creation of mobility training courses abroad, school-work alternation and PCTO](#)

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[Decree-Law no 48 of 4 May 2023, n. 48, converted with amendments by Law 3 July 2023, n. 85 Urgent measures for social inclusion and access to the world of work](#)

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[Ministerial Decree n. 184 of 15 September 2023 for the adoption of the Guidelines for STEM disciplines pursuant to article 1, paragraph 552, letter a\), of law 29 December 2022, n. 197](#)

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[Ministerial Decree n. 240 of 7 December 2023](#)

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[Ministerial Decree n. 241 of 7 December 2023, Guidelines for the development of internationalization processes for the technical and professional supply chain](#)

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[Ministerial Decree no 58 of 15 February 2024](#)

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[Law no 121 of 8 August 2024, Establishment of the technological-professional training chain](#)

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## Related policy developments

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2025 Implementation

### Updating teacher continuous professional development (CPD)

VET teacher training is regulated by the Good school reform (Law 107/2015). According to this Law, teachers' in-service training becomes continuing. It also provides incentives to support continuing teacher training and systematic need analysis mechanisms.

 ITALY

#### Type of development

Regulation/Legislation

#### Subsystem

IVET

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2025 Implementation

### Requirements for teachers

In April 2017, the council of ministers approved several legislative decrees aiming to complete the implementation process of the Law 107/2015 The Good school reform. One of the decrees defined new criteria for the recruitment of school teachers.

 ITALY

#### Type of development

Regulation/Legislation

#### Subsystem

IVET

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2025 Implementation

### National plan for digital education (PNSD)

In 2016, the education ministry adopted the multi annual National plan for digital education (PNSD). The plan has coordinated government, region and municipality digital resources, as well as managed all the projects focusing on digital education and innovation.

 ITALY

**Type of development**

Strategy/Action  
plan

**Subsystem**

IVET CVET

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**2025 Implementation****National strategy for competences/skills**

A National strategy for competences/skills has been launched based on the education and training (Good school) and labour (Jobs Act) reforms.

 ITALY

**Type of development**

Strategy/Action  
plan

**Subsystem**

IVET CVET

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**2025 Implementation****Strengthening key competences in education and training**

The 2015 reform ( Law No 107/2015- Buona Scuola) aimed to increase specific skills: foreign language (English) and communication skills, through the development of content and language integrated learning, literacy and the Italian language for foreign learners; mathematical-logical and scientific

 ITALY

**Type of development**

Regulation/Legislation

**Subsystem**

IVET

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**2025 Implementation****Measures for quality assurance in VET**

The National plan for quality of education and training was revised in 2017 and was approved by the State-regions Conference on 21 December 2017. The plan provides a framework within which territorial articulations are allowed, in compliance with the autonomy of regions.

 ITALY

**Type of development**

Strategy/Action

plan

**Subsystem**

IVET CVET

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**2025 Implementation**

**Cooperation framework with industry**

On 13 July 2015, the Italian government adopted a reform of the national education system emphasising alternance between classroom work and periods of workplace training. The main objective is to boost school-to-work transition by increasing employment opportunities and guidance for students.



**Type of development**

Strategy/Action  
plan

**Subsystem**

IVET

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