

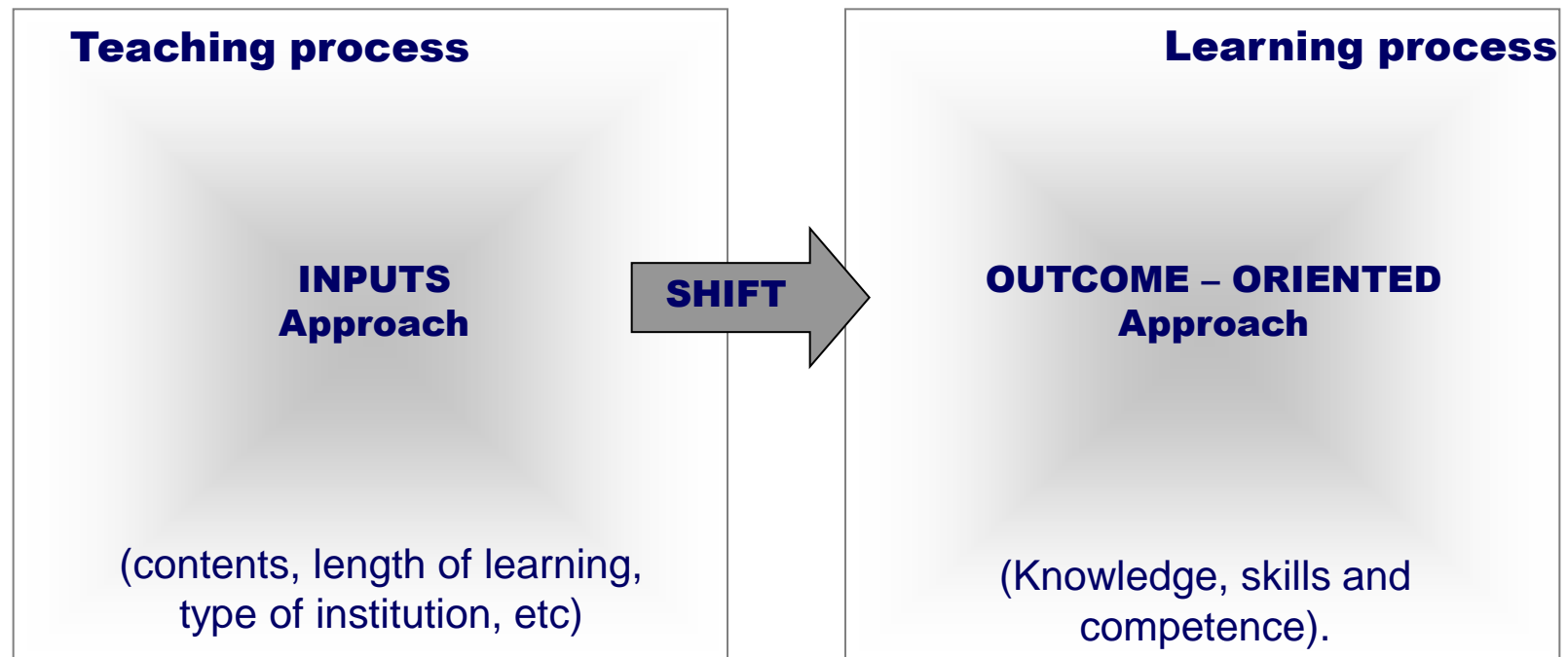
# ***Outcome-oriented curriculum developments in the Italian VET system***

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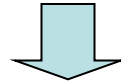
# *LO approach developments in Italy*

Policy developments do not correspond properly to a unique reform involving systematically all systems and subsystems, but it is more a gradual shift

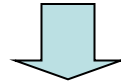


## ***LO approach: first developments***

In Italy, the introduction of a output-oriented approach started at national level, in 1999 even though there had been several experiences before



**Higher Technical Education and Training pathways (post-diploma)  
IFTS (*Istruzione e Formazione Tecnica Superiore*).**



**Courses offered by the Regions in the IVET system  
three-year courses (Triennali)**

The outcome-oriented approach is becoming a prominent and central issue even in systems traditionally not very much output-oriented (general education)

The reasons behind these developments are quite complex and diversified, but there can be identified common principles guiding these reforms, based on both internal and external requirements.

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## ***LO developments: Internal requirements***

**The main objective is to contribute to improve and develop**

- consistency among different (interrelated) systems;
  - answers to new requests, such as for instance learners/students expressing demand for new learning opportunities and mobility;
  - the modernisation of Education and VET systems (towards an increasing permeability and transferability);
  - common principles and approaches, using common concepts;
  - the updating of general objectives (curricula, contents, learning programmes, teaching methodologies, etc.);
  - flexible ways to assess, validate and recognize outcomes and prevent the waste of competency;
  - an easier dialogue with the Labour Market;
  - to increase awareness and motivations of individuals/learners in their own learning opportunities
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## ***LO developments: Internal requirements***

**The influence from external issues can be synthesized in the following:**

- to increase coherence with European reforms (EQF, ECVET, quality assurance, validation, etc);
  - to support the implementation of best practices on the development of flexible systems of validation and recognition of learning achieved in all different contexts (work experiences and informal learning);
  - to increase the mobility of citizens (students/learners/workers) in learning/working situations;
  - to support recognition of qualifications (or partial) between countries;
  - to foster transparency of qualifications and educational and training processes in order to facilitate mobility and mutual recognition.
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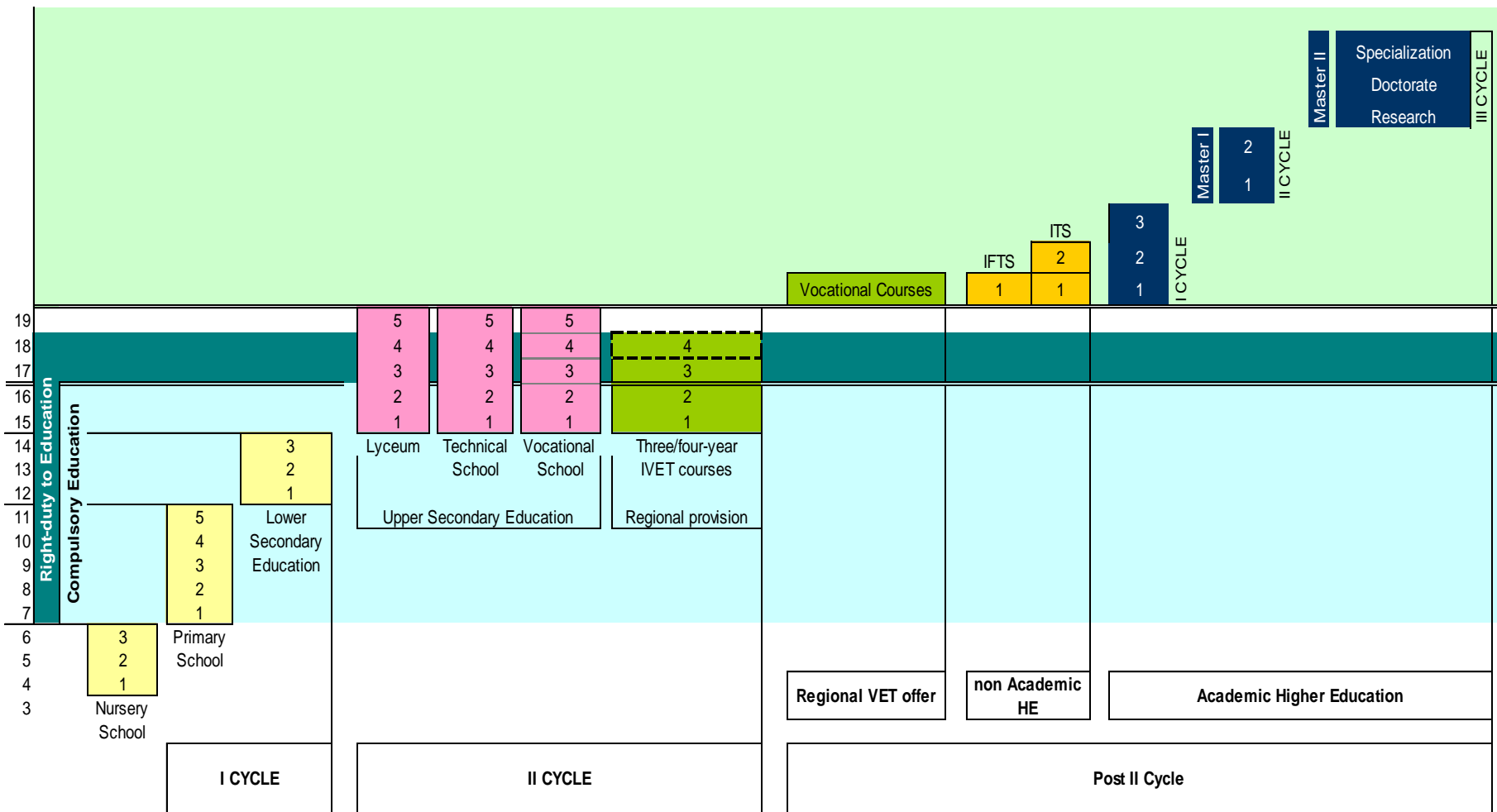
## ***LO oriented developments in Italy***

To meet these challenges, recently, in the last few years reforms addressed both IFTS pathways and the three-year IVET courses, but above all, the Upper Secondary Education was renewed as well.

Specifically the ongoing recent reforms include:

- **The reordering of the Upper Secondary Education system**
  - **The Agreement on the three/four years courses in the IVET system (Regional competency)**
  - **The reform of the IFTS versus the ITS**
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# Italian System: a short view



# *Reordering of the Upper Secondary Education*

Changes in the way of understanding learning (from input to output) has influenced the way curricula were designed. Important innovations

- Revision of the entire educational system;
- Development of a more flexible structure for vocational Institutes
- Increase connection with the Labour Market
- Design and development of the curricula in terms of learning outcomes (knowledge, skills and competences).

In the Lyceum	The introduction of Latin as a compulsory subject in almost all types. A Foreign languages for the entire course. More teaching hours for mathematics, physics and sciences for all The introduction of a subject through a foreign language Introduction of stages and apprenticeships in connection with HE
Technical Institutes	Central importance of labs activities. Strengthening of scientific area Increased teaching time for English language
Vocational Institutes	Central importance of labs activities More stages, apprenticeships and alternance training



## Second Cycle reforms

Note:

<p><b>Upper Secondary Education:</b>  Age of students: 14-19 years old  Length: 5 years  Organization: it is divided into 3 different type of Institutes:  - Lyceum: 6 different types (with several options)  - Technical Schools: 2 different sectors (with several options)  - Vocational Schools: 2 different sectors (with several options)</p> <p>Qualification: diploma</p> <p>Competent body: Ministry of Education</p> <p>Relevance of curricula/qualification/standards: National</p>	<p><b>IVET Regional courses (3-4 years):</b>  Age of students: 14-18 years old  Length: 3-4 years  Organization: courses are organized by Regions and Autonomous Provinces based on:  - 21 regional occupational standards for the three-year courses  - 21 regional occupational standards for the four-year courses</p> <p>Qualification:  certificate of vocational qualification - 3 years  Vocational Diploma (Diploma professionale di tecnico) – 4 years</p> <p>Competent body: Regions and Autonomous Provinces</p> <p>Relevance of curricula/qualification/standard: Regional and/or nationally recognized</p>
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# Italian System: IFTS / ITS

The system has been reformed through several legislative acts. The last Decree (2008) contains the general rules relating to the reorganization of the entire system that includes:

- the reorganization of the Higher Technical Education and Training pathways (IFTS)
- the establishment of Higher Technical Institutes (ITS), constituted as foundations

	IFTS pathways	ITS Course
Actors involved	Public Upper Secondary School Training Agency University enterprises (or enterprises representatives)	Public Upper Secondary School (local) Training Agency accredited by the Region Scientific University Department enterprises (or enterprises representatives) Local Authority
Admission requirements	Upper Secondary School Diploma Competences assessment (lack qualification)	Upper Secondary School Diploma
Economical and Technological sectors	Agriculture, Industry and Crafts / Tourism / Transports / Public and private social services / insurance and financial services	Energy efficiency / sustainable mobility / new technologies for life / new technologies for the 'Made in Italy' / innovative technologies for cultural activities / information and communication technologies
Length	2 semesters (800 hours)	4 semesters (2000 hours)
Qualification	Certificate of higher technical specialization Certificato di specializzazione tecnica superiore	Diploma of Higher Technician (Diploma di tecnico superiore)

# ISFOL *Impact of these developments strong and weak points*

## **Strong points**

- to provide greater permeability between the different systems with the systems: Education, VET, Higher Education
- to carry out a process of review, simplification and harmonization of curricula, learning programmes, etc.
- to develop more flexible courses to ensure passages and prevent exclusion

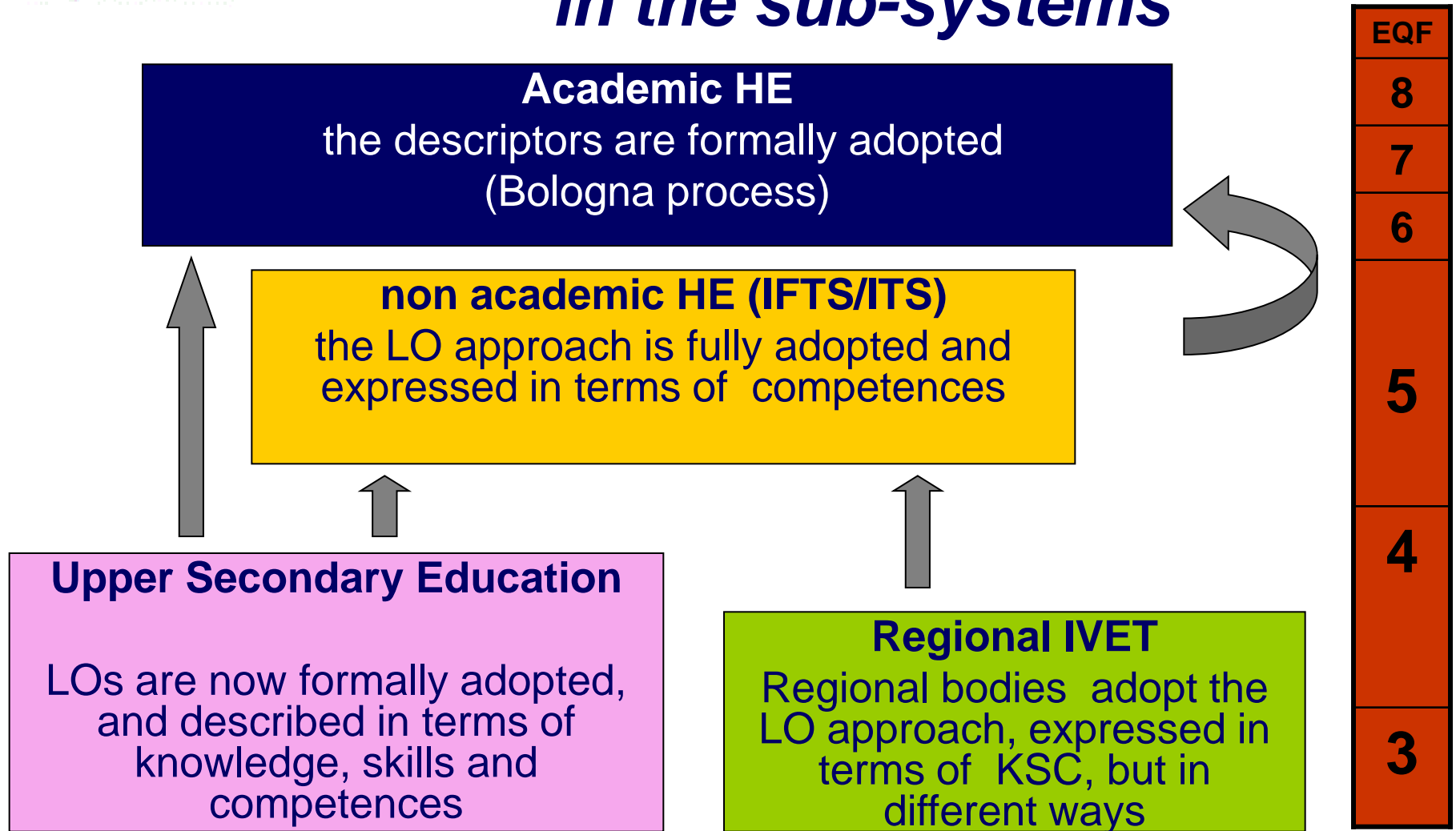
## **Weak points**

- lack of continuity in the progression of curriculum, for example between the first cycle and two years of compulsory secondary education,
- indeterminacy of some new courses (such as the School of Human Sciences from the previous socio-psycho-educational high school)
- ambiguity of some pathways (reform of Vocational Schools together with the establishment of 4-year VET courses)

## **Reforms have also a direct impact on individuals/learners/students/workers:**

- Focus on the individual needs, more personalized pathways and permeability between the different systems
  - Increase awareness and motivations of people in their own learning opportunities
  - Facilitate mobility opportunity through more flexible systems
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# *Adoption of “Learning Outcomes” in the sub-systems*



***Thank you for your attention***

***Manuela Bonacci***