

Template 1: Favourable conditions in the country for ECVET implementation

Organization (full legal name):	Associazione CNOS FAP Regione Umbria
Country:	Italy (IT)

Favourable conditions in the country that can contribute to the implementation of ECVET's principals	
<p>Examples:</p> <ul style="list-style-type: none"> - National policies that facilitate the implementation of ECVET principles; - Reforms of the national VET system; - New regulations that aim to introduce elements supportive of ECVET; - Aspects of the national VET system that are in line with the ECVET philosophy; - Alignment between EQF / NQF; - Indications of ECVET trials for internal use. 	<p>During the past decade, all segments of the VET system have been affected by an important reform process, still not completed.</p> <p>In the second cycle education reform (e.g. IFP-ISCED 3), the documents attached to the regulations of Law 53/2003 issued for each type of training offer included in the cycle, lay out the expected outcomes in terms of knowledge, abilities and skills. In particular, the 'student educational, cultural and professional profile' defined in Annex D of the regulations indicates the learning outcomes common to all pathways (set of education and training standards for basic skills), as well as the specific learning outcomes for each professional profile (set of minimum national education and training standards for specific technical and vocational skills). These are the basis on which education and training providers develop study programmes (training offer plans (Piano dell'offerta formativa)).</p> <p>Specific guidelines to support education and training providers in drawing up their training offer plans according to a learning outcome approach were also provided by the Ministry of Education in cooperation with teachers, social partners, professional associations, representatives of the regions and autonomous provinces. Education and training providers develop study programmes that comprise learning modules aimed at developing basic, transversal and technical vocational skills (Cedefop ReferNet Italy, 2012).</p> <p>Under the IFTS, pathways are organised in modules and capitalised units. They enable students to gain training credits valid in the university system and are ECTS-compatible (Cedefop ReferNet Italy, 2012).</p> <p>Generally, second cycle education, as well as higher education, has mostly a tradition of holistic qualification structure based on a close fit between learning outcomes and learning processes, and a final assessment at the end of a programme. Successful completion of the programme is a prerequisite for the award of the nationally recognised certificate (Cedefop, 2014, forthcoming).</p> <p>Over the past few years, increased cooperation between the state, the regions and the provinces has made education and training more flexible, enabling students to switch to different pathways to avoid school drop-out. There are several important systemic elements:</p> <ol style="list-style-type: none"> a set of education and training standards for basic skills to be developed in IFP (2011); a set of minimum education and training standards (valid at national level) for technical and vocational skills in relation to the professional profiles included in the national qualifications index (repertorio nazionale delle qualifiche) (2011); intermediate (after three years) and final (after four years) certifications (valid at national level) that enable students to switch from general education pathways to VET options (2011) (Cedefop ReferNet Italy, 2012).

	<p>There has been a formal decision to develop a new credit system that is compatible with ECVET (currently Italy does not have a fully developed credit system) for IVET and CVET. The more relevant and recent policy reference is the National Legislative Decree 16 January 2013, No 13, adopted within the labour market reform 92/2012. It includes concrete measures to develop a LLL system in Italy and constitutes the legal basis for a 'national public certification system' for validating and recognising knowledge, skills and competence achieved outside formal education. The national certification system is also being designed to introduce a national credit system consistent with ECVET.</p> <p>The credit system will be developed as a legal framework. It will be based on a learning outcomes approach, with qualifications articulated in minimum certifiable components consistent with units of learning outcomes. Introduction of credit points is not yet foreseen.</p> <p>The specific responsibilities of different stakeholders in developing the credit system have been defined.</p>
For more information (website page):	http://www.isfol.it/ecvet
Sources:	CEDEFOP - Monitoring ECVET implementation strategies in Europe in 2013