The Italian Education System
Second cycle
Secondary Teaching

The second cycle of education, starting from 14 years, is made up of general and vocational upper secondary schools:

• General upper secondary schools, (5 years), with 6 types of Liceo (with a specialisation in Arts, Classical studies, Sciences, Languages, Dancing, Music, Humanities);

• Vocational education and training schools, (5 years), made up of Technical (Economy/Technology) and Professional Institutions (Services/Crafts and Industry)

• At the end of this cycle, students should pass an Upper Secondary Education Leaving Examination (State Examination) and according to their pathways they receive a Diploma liceale, a Diploma di istruzione tecnica or a Diploma di istruzione professionale. These qualifications will give them access to higher education in Universities or higher vocational Institutions.

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Second cycle
Secondary Teaching

• At the end of the first cycle, students can also start a vocational training pathway (3-4 years) run by vocational training Agencies accredited by the Regions.
• Three-year vocational training courses lead to the qualification of ‘worker in +’, while four-year courses lead to the qualification ‘technician in +’.
• There is also a pathway which alternates between work experience and the classroom (apprenticeship) starting from 15 years which allows young people to acquire basic knowledge plus skills they will be able to put into practice on the job market.

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Higher Education

• General Education:
  Universities
  Polytechnics
  Arts and Music High Education

• Vocational Education:
  Higher Technical Institutes ITS

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The National Plan for Quality Assurance of Education and Training
The Context

• The Italian situation is characterized, at national and regional level, by multiple institutional actors that contribute in different ways to the implementation of the Quality Assurance System.
• Therefore the Plan is an institutional framework which brings together several existing measures for quality assurance, making them coherent as well as guaranteeing consistent choices and tools.
• The legislative national references of the Plan are the "Buona Scuola" (Law N. 107/2015) and the Jobs Act.
The Context

• Starting from mapping the current situation, the Plan aims at reducing and preventing training failure and early school leaving through the continuous improvement of the training supply as well as the promotion of a quality culture of systems and procedures.
• The adoption of many indicators suggested by the European Recommendation is provided, by using at the same time qualitative assessment, in order to manage the complexity of the training activities.

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The initiatives of the Ministry of Education, University and Research

<table>
<thead>
<tr>
<th>At system level</th>
<th>At VET provider/school level</th>
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<tbody>
<tr>
<td>Development of existing implementation models to ensure compliance with the model and descriptors of the European Recommendation. The implementation mechanisms are already set and defined by law. In agreement with the other institutional subjects involved, the consistency with the descriptors of the Eqavet Recommendation will be strengthened.</td>
<td>Support to the development of existing implementation models to ensure their compliance with the model and the descriptors of the European Recommendation. Promotion of the consistency of the Annual Activity Plan produced by schools, with the descriptors of the European Recommendation.</td>
</tr>
</tbody>
</table>

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The initiatives of the Ministry of Education, University and Research

The initiatives endorsed by the Ministry of Education come within the National Evaluation System (Presidential Decree No. 80 of the 28th of March, 2013), based mainly on self-assessment, external evaluation and social diffusion of evaluation results and whose main actors are INVALSI (National Institute for Evaluation of Education and Training System), as coordinator, INDIRE (National Institute for Documentation, Innovation and Educational Research) and a team of inspectors.

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The approach selected for the definition of the National Model

Evaluation of the quality of the system and the single schools in a picture of unitary reference

2 levels and subjects of evaluation

At system level, evaluation is a tool of verification of the general situation of the school service and guidance for the definition of new policies while the synthesis of the schools data allows the definition of quality criteria for the Italian scholastic institutions

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The approach selected for the definition of the National Model

Phases

1. Schools Self-Evaluation Activity
2. External Evaluation
3. Improvement Actions
4. Social Reporting

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Schools Self-Evaluation Activity - The CIPP Evaluation Model

Context/Resources
- Territory and social capital
- School population
- Economic and material resources
- Professional resources

Outcomes/Results
- Learning outcomes
- Results in standard testing
- Key and Citizenship Competences
- Longitudinal Results

Processes
- Educational and didactic practices
- Managerial and organizational practices

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Data Sources

- INVALSI Tests Data
- INVALSI School Questionnaire
- INVALSI Questionnaires for Students, Parents, Teachers
- Scuola in Chiaro Data MIUR
- Information available to the school

School Self-Evaluation Report

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School Self-Evaluation Report

- **Context and resources**
  - Territory and social capital
  - School population
  - Economic and material resources
  - Professional resources

- **Outcomes**
  - Learning outcomes
  - Results in standard testing
  - Key and Citizenship Competences
  - Longitudinal Results

- **Processes**
  - Educational and Didactic practices
    - Curriculum, Designing, Evaluation
    - Learning Environments
    - Inclusion and differentiation
    - Continuity and guidance
  - Managerial and organizational practices
    - Strategic Guidance and School Organisation
    - Development and valorisation of Human Resources
    - Integration with the territory and relationship with the families

- **The Self-Evaluation process**

- **Definition of the priorities**
  - Priorities and Targets
  - Goals
Evaluation and Improvement Cycle

- Self-Evaluation Report/External Evaluation
- Definition of Priorities/Targets/Goals
  Stakeholders Consultation Process
- Improvement Plan
- Plan of the Education and Training Provision

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# The NES and the Plan for Quality Assurance

<table>
<thead>
<tr>
<th>At system level</th>
<th>At vet provider/school level</th>
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<tbody>
<tr>
<td>Monitoring of the system based on the 10 European indicators.</td>
<td>Self-assessment system and/or Peer Review based on common indicators.</td>
</tr>
<tr>
<td>Monitoring higher secondary schools: licei, technical and professional institutes paths. (The Regulations reforming secondary education establishes that high schools, technical and professional institutes must be constantly monitored, in order to enhance their innovation).</td>
<td>Evaluation of students’ learning outcomes.</td>
</tr>
<tr>
<td>Performing periodic and systematic checks on IVET students’ knowledge and skills</td>
<td>Evaluation of the students’ professional outcomes at the end of the training activity.</td>
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<tr>
<td>Perform periodic self-evaluation, external evaluation of schools, improvement actions and social reporting.</td>
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<tr>
<td>Monitoring of Higher Technical education.</td>
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<tr>
<td>Reinforcement of the accreditation system as a quality assurance tool for school and training providers</td>
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<tr>
<td>Experimentation for the improvement of the quality of schools</td>
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Monitoring and Evaluation

Peer Review activities have been included among the instruments of the National Plan for Quality Assurance of Education and Training

Education and Training Institutions could implement Peer Review activities together with Self-Evaluation activities

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Peer Review activities

Phase 1: Self-evaluation and self-report

Phase 2: Peer Review visit

Phase 3: Peer Review Report

Phase 4: Improvement activities

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