

The logo for ISFOL, consisting of the letters 'ISFOL' in a blue, serif font. The 'I' and 'S' are connected, and the 'F' is stylized. To the right of the text is a large, white, abstract graphic element that resembles a thick, curved line or a partial circle, partially overlapping the text.

ISFOL

Building an effective skills strategy for
Portugal - OECD
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VET AND EMPLOYABILITY, IN ITALY AND IN THE WIDER EU CONTEXT

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Vet in Italy -51% enrollments

The logo for ISFOL, consisting of a stylized white wave shape on the left and the letters 'ISFOL' in blue on the right.

ISFOL

Strengthening the responsiveness of VET to labour market demand (ch
2) developing relevant skills, improving quality and diversifying
pathways (no dead end)

- VET (Vocational and Technical). 3 to 5 years leading to different types of qualifications. Dual function to retain young people with non-linear learning careers and to promote vocational skills and employability for those who wish to access labour market earlier
- IFTS and ITS (post-secondary and tertiary non-academic VET)
- Apprenticeship (3 levels)
- Quality Professional Internship (extra-curricula)
- Academic pathways in STEM

National Directory of VET qualifications (on-going)

Integration of the different VET pathways in Regional Technical and Professional Clusters (networks among universities, business, training&EDU agencies, research centers...putting together own resources, knowledge, learning places and giving strategic and operational value to the close link between skills, research, innovation

Focus on Higher Technical Institutes (ITS)

First Italian tertiary non-academic VET pathway (2 years, EQF level 5, ISCED level 5b). Started in 2010

Specialized Technician Diploma in 6 technology fields considered strategic for the country's development:

1. Energy efficiency
2. Sustainable mobility
3. New life technologies
4. New technologies for made in Italy
5. Innovative technologies for cultural heritage
6. Information and communication technologies

Open to all learners who have an upper secondary educational attainment through a selection procedure. Permeability with university (3 years cycle).

Planned and carried out in a wide joint effort with the Ministries of EDU, Labour, Economic Development, Economy and Finance, Regional and local authorities, VET providers, Private enterprises and their associations, Universities and Research Centers

ITS - Enabling conditions for an effective skills system

In Italy , “industrial districts” and production specializations at local level have continued to be dynamic, even in these years of crisis, but with a lower pace of development. Needs for high skilled talents in technical occupations

Higher Technical Institutes-ITS have been created and embedded in these districts with the aim to develop and strengthen cultural, technical and soft skills in dynamic sectors characterized by SMEs. Foreseen impact on better employability (including entrepreneurship), economic growth and local development. Moving towards a high skills equilibrium.

ITS is not a school, but a learning pathway run by a Foundation that clusters institutions and business within consistent sectors. Learning takes place at the stakeholders premises.

Strengths

Responsiveness of VET to labour market demand (medium-term and foresight) with a **whole of government approach and in partnership between companies, learning and research institutions** (ch. 2,11,12)

Ministries of Education, Labour and Economic Development, in agreement with Regional Authorities and Social Partners, identified 6 key areas of strategic sectoral development and related technical skills needs. 3 years planning and flexible developments

ITS are **governed and managed by Foundations involving enterprises and their associations (sectoral level), VET schools, local authorities, accredited training centers, universities and research centers,**). On average, companies have the highest share. The aim is to pooling financial and human resources, infrastructures, facilities and other assets owned by the stakeholders involved.

Strengths

Integration between the world of education and the world of work (ch. 2,12)



- curricula are competences based, designed in partnership with sectors and companies
- internship is provided. At least 30% of learning time in local or international advanced technological work placements (up to 62% in certain sectors)
- learning in advanced universities/research centers' laboratories
- plurality of teachers bringing diverse knowledge and expertise: on average 38% from enterprises, 26% from schools and training providers, 16% from universities and research centers, 20% professionals, artisans. At least 50% teachers from firms and professions
- final certification (Diploma) decided by a Commission where all the Foundation's actors are involved
- creation of interregional and international networks (internship at the workplace and at other providers on other regions/countries, teachers coming from other countries and regions)

Strengths



Flexibility= national regular updating of qualifications. Within the National Framework and Guidelines,

Regions, with Sectors:

- Adapt qualifications according to sectoral, occupations and local needs. Create new qualifications
- Develop Multiregional interventions to enhance complementarity between sectoral and occupations needs

ITS Foundations:

- Adapt curricula, learning methodologies, internships, teachers/trainers according to sectoral needs

Strengths



Autonomy. ITS are autonomous within defined guidelines and standards

Community of practices. Diverse stakeholders working together with teachers/trainers and learners. Integrated learning places where companies don not only provide with internships but also with trainers and laboratories and up to date machines during “normal” learning

Monitoring and evaluation based on indicators of attractiveness and efficiency, quality internship, companies’ teachers/trainers participation, interregional and international networks, employability

Enthusiasm and ownership. Hard to measure but easy to report

Challenges and Constraints



- Still a small weight in the supply of Tertiary Education (1,8%).
Financial constraints
- Concentration in most developed Regions
- Low female participations vis a vis increased participation in STEM academic pathways. Need for promotion and targeted counselling
- Complicated and time consuming procedures to run Foundations.
Too many (6) internal governing structures. Needs for simplification
- ITS is not yet a well known education pathways. Families and youth still used to academic fields of study. Need for promotion and dissemination at central and local level

Financing (challenge 10)



National contribution + Regional co-financing + private resources from business (trainers, infrastructures, scholarships,..)

Specific criteria for accreditation and financing. Starting year 2015, national contribution based on performance indicators (70%) and on an additional premium of 10% for best performers

Regular monitoring and evaluation by MoE and INDIRE allow for measuring performance



Thank you for your attention

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ITS- Some results after 4 years of implementation



64 ITS

240 pathways

5000 learners – 1300 have concluded

24,15% women

Low drop-out rates compared to mainstream pathways (9,4% vs 27,4% upper secondary and 45% academic tertiary-3 years)

Out of the 1214 graduates 65% are employed