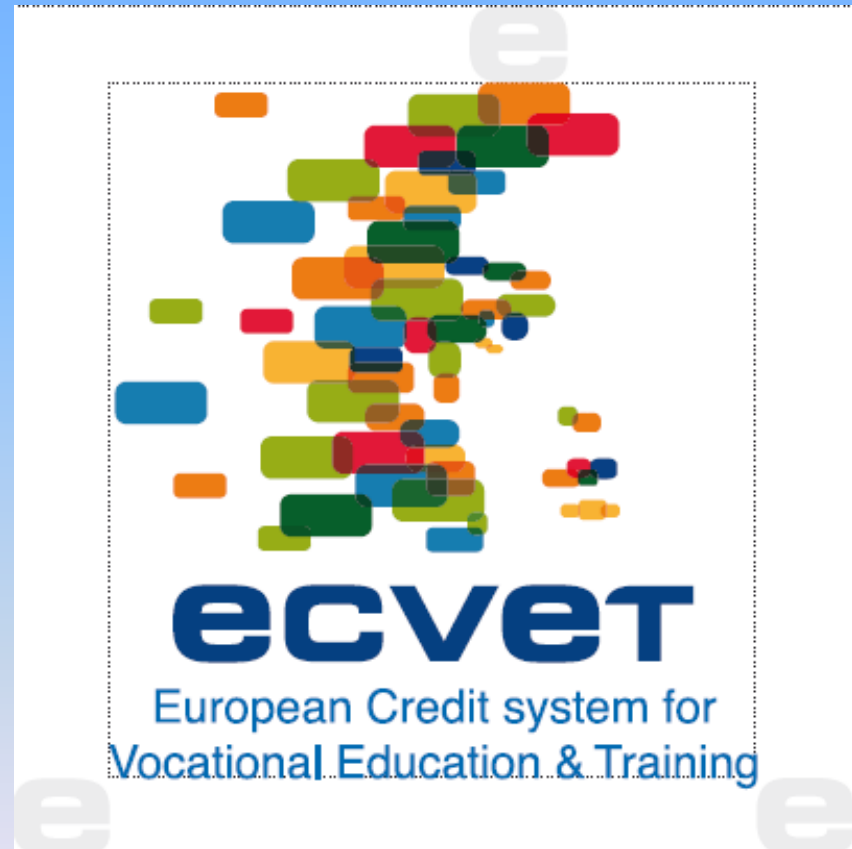


From notaries of knowledge to architects of competences



The light bearing angel of Anna, Rosaria e Giuseppe Corcione – Chiesa di S. Paolo Maggiore- Piazza S. Gaetano- Centro storico di Napoli



EQF, ECVET and EQAVET are just tools.

The core elements to these tools are:

- the learning outcomes approach
- the role played by qualifications as ultimate goal for individual learners

The framework of my speech

a) Geographical

Regional level (Campania Region).



As I consider as accepted the CEDEFOP and ISFOL reports on the advance of the implementation of the National qualification system in Italy. Specifically:

- 1) CEDEFOP/REFERNET Italia: Country Report ITALY-2010;
- 2) CEDEFOP-Working Paper-No 8: “The development of national qualifications frameworks in Europe (August 2010)”

The framework of my speech



b) Stream: Vocational and Technical Education



The framework of my speech



c) New Guide lines for training (Secondary school)

The recent reform of upper secondary education (Guidelines for the transition to the new educational system-DPR March 15, 2010, No. 87 and No. 88) has clearly identified -as the focal point of the reform- the shift to learning outcomes of the curricula .

It introduces three main secondary school pathways: general (lyceums), technical and vocational education pathway, leading to five-year diplomas and learning outcomes linked to the EQF.



The Guidelines recommend:

- a) the transition from a methodology focused on the learning input to a methodology shifted on learning outcomes
- b) the use of ECVET as tool for the allocation of credit points to the learning outcomes units
- c) use of EQARF as framework for quality assurance

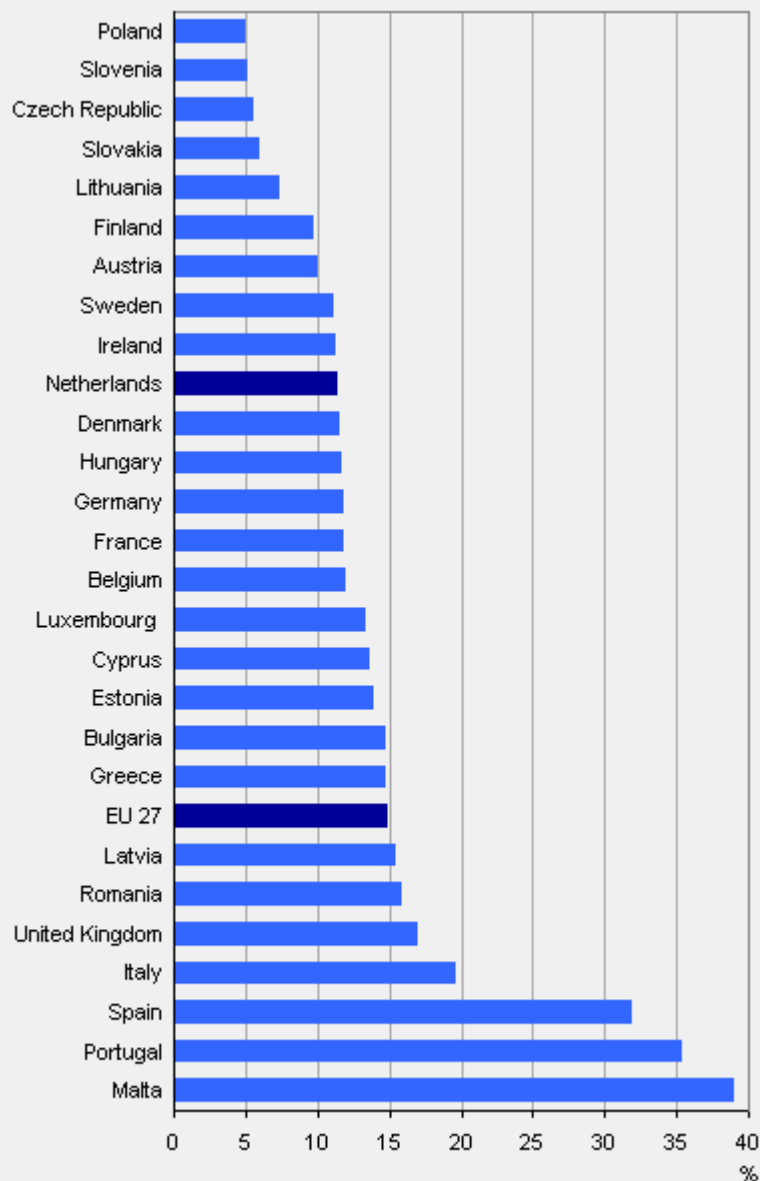
VET system in Campania Region: some figures

The Regional School Office for the Campania Region (USR Campania) is a regional organization of the Italian Ministry of Education, University and Research.

The following table shows some data about the public education system in the Campania Region.

	Vocational education		Technical education		Vocational and technical education TOTAL		
Province	Students VE	Teachers VE	Students TE	Teachers TE	Students VET	Teachers VET	Schools
AV	2698	266	2656	244	5354	510	28
BN	2937	248	3921	326	6858	574	27
CE	3161	263	4479	371	7640	634	29
NA	13245	1088	19516	1516	32761	2604	90
SA	4935	399	2647	212	7582	611	34
Tot	26.976	2.264	33.219	2.669	60.195	4.933	208

Some data for VET system in Campania Region



Source: Eurostat

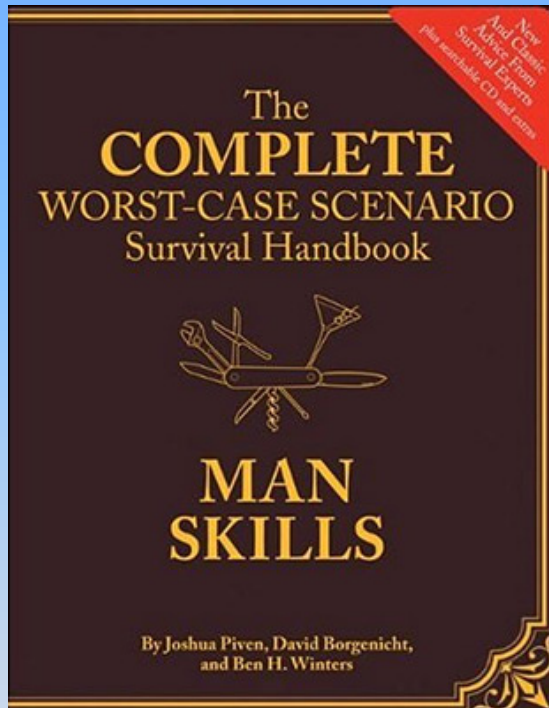
Other significant indicators (2009)

Early school leaving: **26,3%**

Literacy competences (OCSE PISA-2009 below level 2): **31,5%**

Numeracy competences (OCSE PISA-2009 below level 2): **37,9%**

Why should we rule out ECVET technicalities?

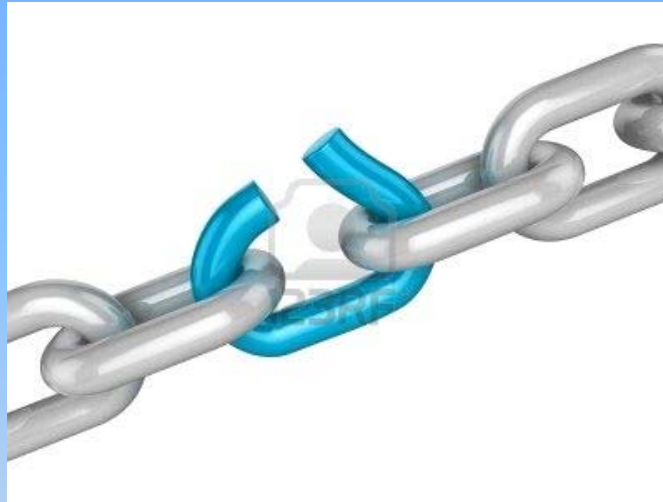


In my opinion to face the threat highlighted by the CEDEFOP in 2009 and 2010:

“A worst case scenario is a ‘pro forma’ shift to learning outcomes where countries officially (for example as a part of the EQF referencing) adopt learning outcomes based levels but fail to follow this up in the remaining parts of the education, training and qualification system.” [\[1\]](#)

[\[1\]](#) CEDEFOP: The development of national Qualifications frameworks in the European union; main tendencies and challenges-September 2009

Why should we rule out ECVET technicalities?



“If a significant number of countries establish ‘pro forma’ frameworks only loosely connected to the existing systems and practices this could undermine the overall positive developments which currently can be observed”.[\[2\]](#)

[\[2\]](#) CEDEFOP: The development of national qualifications frameworks in Europe (August 2010).Working paper n.8



The school system of the Campania region is facing a difficult change of paradigm: the shift from a teaching methodology rooted on learning inputs to a methodology based on learning outcomes. This shift of paradigm does not refer only to VET, but to all disciplines, starting from the real implementation of the 8 key competencies foreseen by the EC recommendation of December 18th, 2006 (key competencies for lifelong learning) [\[1\]](#).

[1\]](#) RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 18 December 2006 on key competences for lifelong learning



The figures, for the Campania region (Vocational and technical education sector only), are quite impressive:

- 5000 teachers
- 60,000 students
- 200 schools

The whole regional educational system up to now is at kick-off phase, with reference to the change process from input learning approach to the learning outcomes approach.

The rate of "notary of knowledge" is certainly prevalent than the "architect of competences" especially on the high levels EQF



It is matter to put at the heart of our education system a real process of peer learning with teachers and students, the only and true stakeholders. .

The experts should reject a cultural club mentality



The general objective is to come to a fully shared methodology which feeds itself of the learning inputs and progresses towards the learning outcomes.

In my opinion we should not produce more technicalities, but we should try to share, among stakeholders, the results of best practices.



Without a domino effect the process will remain always in a "pro forma" application .

Sustainability Dissemination Exploitation

In other words this is not to provide further technical information, but to start with the teachers a real process that leads to the sharing of that information.

And this takes time and resources.



But this should be the way for a real sustainability of our process of the dissemination and exploitation of results, practices, experiences.

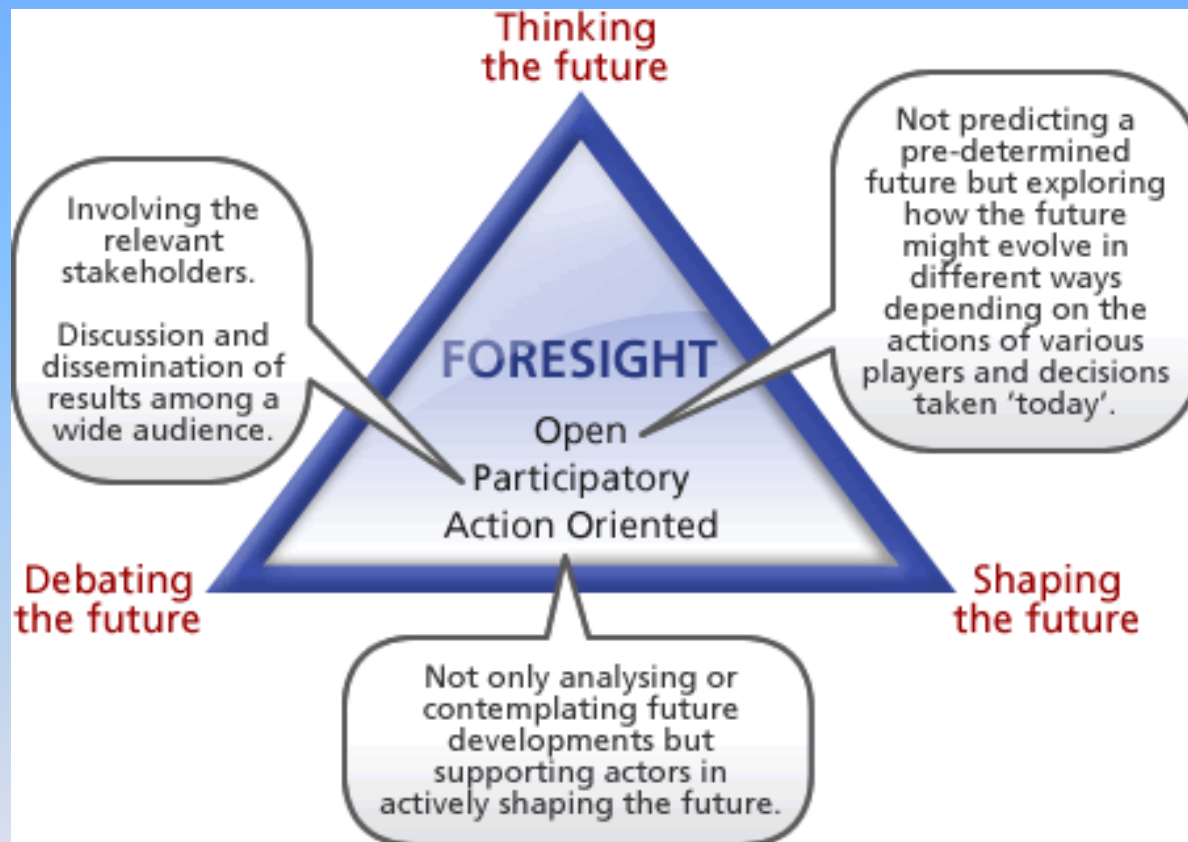


The USR-Office III (“Educational Policies and European projects office”) is engaged in a structured and intense action aimed at informing and enhancing the recommendations of the European Parliament and the Council in relation to education and training system and to support and encourage the schools to participate to the mobility programs for learning.



This action is primarily based on meetings/workshops/seminars with those school's teachers who are more interested in the transition from a teaching centered on learning input to a didactic oriented towards learning outcomes.

Based evidence policy



Based evidence policy



The Ufficio Scolastico Regionale per la Campania is moving in a bottom-up perspective, building experiences that, although small and limited, depart from the realities of schools, involving the relevant stakeholders in the didactic experimentation shifted on learning outcomes methodology and on application of ECVET.

Based evidence policy



Learning mobility network

Participation in learning mobility programs requires that teachers share learning outcomes approach and more specifically the EQF and ECVET methodology.

A network of about thirty schools (VET sector, but also Lycei) had submitted mobility projects within the Leonardo da Vinci programme (IVT-PLM-VETPRO) looking for partners who want to experiment didactic modules curved on learning outcomes and on application of ECVET points.

Based evidence policy



Compulsory education (ISCED Level 1-2A-3C)

A network of 12 schools is building a development path focused on the Social and Civic Competences (Transversal Key Competence) linking all the different grades of compulsory education.

This program will end with a certification of basic skills acquired at the end of 10 years of compulsory schooling.

This network of schools is located in an area at high risk of social exclusion.

Based evidence policy



**LLL PROGRAMME 2007 – 2013 –
Leonardo da Vinci sub-programme
Support to national projects to test
and develop ECVET - ACEA/08/2010**

Project COLOR - Competency and Learning Outcomes Recognition for migrants - aims to promote the application, at national, European System of ECVET credit and consolidate a stable network of individuals, institutions and stakeholders involved in the implementation of ECVET.

Based evidence policy



With COLOR the mechanisms of ECVET will be applied to a range of qualification (based on national and regional standards), for two separate professional areas, family assistance and workers in the building sector .

These professional areas are correspondent to EQF level 3 (hypothetically because the process of referencing EQF in Italy is still in progress).

Based evidence policy



Fashion qualification (Level 5 of the EQF)

Post –secondary non tertiary education:

Training pathway of higher level, non-university, aimed at the training of practitioners able to act in a context characterized by a high organizational and technological complexity.



Based evidence policy

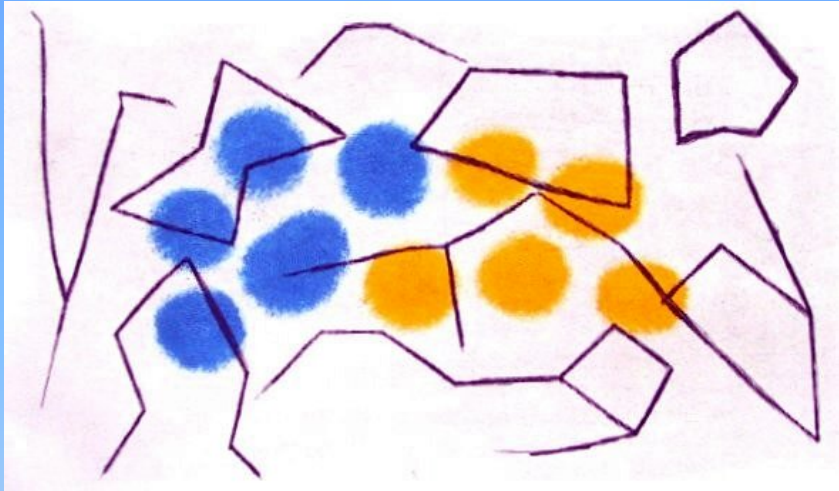
Competence based approach (CBA)

We are on the way to complete the experimentation of a new model of training management focused on a "Competence based approach" (CBA), using a specific funding received by the Italian Ministry of Education, University and Research.

The profiles, developed by the CBA project, are the following:

- Expert technician on Brand Design and innovation of fashion sales and marketing systems
- Expert technician on retailing and styling shop
- Expert technician on developing innovative products for the textile and clothing
- Expert technician on innovation in the footwear and leather
- Expert technician on Fashion Tailorist
- Expert technician on Fashion Buyer

Competence based approach (CBA)



Methodology used: Open method of coordination and participatory consultation.

The focal point was the experimentation of a model of governance e based on a participatory consultation between: referents of the social partners, SMEs in the fashion field, USR per la Campania, Universities, VET providers .

Competence based approach (CBA)



Objectives of the CBA project

- set up training scenarios with parameters of European importance (credit, certification, transparency of qualifications, training quality, based approach on learning outcomes)
- help to implement - at regional level - a system of professional qualifications, in order to make more effective the strategy of "lifelong learning"

Competence based approach (CBA)



CBA project goals:

Promote mobility for learning through:

- testing of a system of qualifications in line with European recommendations on the European Qualification Framework - EQF on European credit system on VET , on European qualification framework -EQARF and the Eight Key Competences
- Adaptation of the professional standards to the needs required by the labour market (New skills for new jobs strategy).

Go abroad



This allowed us to build "innovative" models of learning, to ensure the implementation of training and the acquisition of skills associated with certified credit points.

The ECVET system could make the qualifications gained by young people of Campania:

- identifiable in other educational contexts, with a view to life long learning ;
- identifiable in the workplace, with a view to ensuring the mobility of citizens in a working and learning contexts in all other member states of the European Union.

Let me close this short presentation with some verses of Thomas Elliot



"Where is the Life we have lost in living?

Where is the wisdom we have lost in knowledge?

Where is the knowledge we have lost in information?"

We could add:

Where is the knowledge we have lost in competences ?

Workshop session on ruling out ECVET technicalities



LA LEGGENDA DEL PIANISTA SULL'OCEANO

<http://www.youtube.com/watch?v=xPyWU03JCk4>

The Italian education and training system

February 2010

