

**THE EDUCATION SYSTEM IN ITALY**  
**2005**



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Words in *italics* indicate words included in the glossary.

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## CHAPTER 1

### POLITICAL AND ECONOMIC BACKGROUND

#### 1.1. HISTORICAL BACKGROUND

The Italian state arose quite recently (1861), but later than other European states (Spain, France, England); the process started with the annexation of the small States of the peninsula to the Realm of Sardinia (constituted by Piedmont and Sardinia, under the Savoy dynasty) and concluded with the victory of the First World War (1915-18).

The State was a monarchy until 1946, when it was transformed into a republic through a referendum. A new Constitution came into force on the 1<sup>st</sup> of January 1948; it replaced the old Statute issued in 1848 by Carlo Alberto, king of Sardinia. The Statute, which was not as rigid as the Constitution, could be modified through ordinary laws.

Since its constitution, the Italian State has a law system based on liberal-democratic principles; from 1922 to 1945, despite the Statute was still in force, the Italian State underwent a deep change and became a dictatorship (fascism) which lasted until the end of the Second World War, during which Italy was allied with Germany and Japan.

The Constitution of 1948, which confirms, widens and strengthens the liberal-democratic principles, pays a strong attention to ethic, social and economic aspects. The Italian Constitution allowed the functioning of democracy for more than 50 years; however, in the last few years, it has become more and more necessary to update the second part of the Constitution (on the State legal system), with particular reference to the two following aspects: to ensure more government stability (giving more power to the central and peripheral governments) and reform the system of local autonomy towards federalism. It implies, on the one hand, the changes introduced in 1993 concerning the national Parliament system (the "proportional" system was replaced by a substantially majority system) and the local authorities (direct election of the Presidents of the regions, provinces and communes), on the other hand the reform introduced in year 2001 of Title V of the Italian Constitution on the responsibilities of the State and local authorities.

Since the end of the Second World War, our country has been ruled by the following governments:

After a short period (up to 1947) of national unit governments (ranging from the liberals to the communists), the main formula was a centre coalition till 1963 (*Democrazia Cristiana* – Christian Democracy, was the predominant party, allied with the liberal, social-democratic and republican parties);

From 1963 to the end of the 80ies, Italy was ruled by left-of-centre governments with the participation of the socialists; the majority of these governments were headed by *Democrazia Cristiana*, sometimes by the Republican Party (Spadolini) or Socialist Party (Craxi); exceptions (1978-79) were the “national solidarity” governments, externally supported by the Communist Party.

A transition phase, due also to the different international political context, started in the 90ies, between the so-called “first Republic” and “second Republic”; this phase cannot be considered concluded because the constitutional revision processes is not over yet, even though the Reform of 1993 that introduced the majority system (election system) allowed a higher stability government and the alternation of right-of-centre (1994), left-of-centre (1996) and again right-of-centre (2001) governments.

Despite different coalitions, Italian foreign policy has always referred strictly to the two following points: adhesion to the western alignment and NATO, during the subdivision of the world into two blocks, and participation in the economic and political processes for European integration. Indeed, Italy was one of the foundation countries of the ECSC (European Coal and Steel Community) in 1951, EEC (European Economic Community) in 1957, European Union in 1991 and one of the first countries to adhere to the EURO.

## 1.2. ONGOING DEBATES

In year 2004, no changes occurred in the political situation in Italy. Berlusconi government, set up with political elections of 13 May 2001, was supported by the its original right-of-centre majority (*Forza Italia, Alleanza Nazionale, Unione Democratici Cristiani, Lega Nord, Partito Repubblicano, Nuovo Partito Socialista*). Some ministers have been changed within the Government (Ministers of Foreign Affairs, Economy, Institutional Reforms, Public Function) and a second deputy President of the Council of Ministries has been added.

The most relevant events in 2004 have been the following:

- European Union enlargement to other 10 countries;
- Elections of the new European Parliament;
- Approval of the European Constitution;
- Approval of the Law on the reorganisation of the television system;
- Approval of the delegated law for the pension system reform;
- Approval of the law for the reorganisation of the judicial system; this law sent back to the Parliament by the President of the Republic for re-consideration;
- Approval in the first reading of the constitutional law for the reform of Part II of the Italian Constitution.

As far as the school sector is concerned, Legislative Decree no. 59 of 19 February 2004 for the reform of *scuola dell'infanzia* and of the *primo ciclo di istruzione* has been the most relevant provision. It is the first delegated decree foreseen by Law no. 53 of 28 March 2003 for the reform of the whole education and training system.

### **1.3. MAIN LEGISLATIVE AND EXECUTIVE AUTHORITIES**

The legislative organs are the national Parliament (consisting of the Chamber of Deputies and the Senate), the Regional Councils and, in the Trentino-Alto Adige region, the Provincial Councils of Trento and Bolzano.

The main executive organs are the central Government, the Regional Administration, Provincial Administration and Municipal Administration.

#### **1.3.1. Legislative authority**

Primary legislative authority is held by Parliament which is divided into:

- The Chamber of Deputies, elected by direct universal suffrage. Elections take place using the majority system (first-pass-the-post system) with a 25% proportional correction. Persons aged 25 or over are eligible for election; electors must have reached the age of majority (18).
- The Senate of the Republic, elected on a regional basis. Elections take place using the majority system with a proportional correction of one fourth of the seats. Persons aged 40 or over are eligible for election. 315 senators are elected by people aged 25 or over. The former Presidents of the Republic and 5 citizens appointed for special merits by the President of the Republic are senators by right.

Each Parliament has a term of five years.

According to Constitutional Law no. 1 of 23 January 2001, 12 deputies out of 630 and 6 senators out of 315 are elected by Italians resident abroad.

#### **1.3.2. Executive authority**

The Constitution of the Italian Republic assigns the executive power to the Government, a constitutional organ composed of the President of the Council of Ministries, the Council of Ministries and the Ministers. In addition to the political function of direction, the Government carries out administrative activities designed to achieve the goals that the State sets for itself. Under exceptional conditions - by delegation from the Parliament or due to necessity or urgency - it exercises legislative powers and issues legislative decrees and decree-laws.

#### **1.3.3. Ministries with powers over education**

Law Decree no. 300, issued on 30 July 1999, reformed the government organisation starting from the current legislature: it notably reduced the number of Ministers and provided for the reunification of the sectors of education, *scuola dell'infanzia* and

university education in one only Ministry called Ministry of Education, University and Research.

The Ministry keeps liaisons with the following other Ministries:

- Ministry of Economy and Finance, for the allocation and the distribution of funds needed for running of schools and for the education central and peripheral administration offices as well as for the control on the State assets;
- Ministry of Labour and Social Policies : for a link between school and the employment sector;
- Ministry of Health: regulations for the preservation of hygiene and health in school premises, health education, prevention of diseases or dangerous habits: alcoholism, use of drugs, measures against the spreading of AIDS, etc.
- Ministry of Justice for the organisation of courses at compulsory education level, upper secondary and university level, as well as vocational training courses in prisons.
- Ministry of Foreign Affairs for the organisation of Italian schools abroad.
- Ministry of Environment for environmental education projects.
- Ministry of Agriculture and Forestry for food education.
- Ministry of Cultural Heritage and Cultural Activities for the organisation of non-school educational activities.
- Ministry of Infrastructures and Transports for traffic education projects.

The relationship system between the Ministry of Education, University and Research and the above mentioned Ministries will be probably revised in the light of Constitutional Law no. 3 of 18 October 2001 which modified the second part of the amendments of the second part of the constitution in a federalist sense .

#### **1.3.4. Regions - Institutional structure**

According to Law no. 3 of 18 October 2001, some rules of Title V, Part II of the Constitution issued in 1948 have been changed. The above mentioned constitutional law has been approved through popular referendum with the majority of valid votes (a quorum was not required). Hence, it came into force even though implementation measures are expected now foreseen by law of 5 June 2003, no. 131, made under delegated power. According to the new formulation of article 114 of the Constitution, the Italian Republic is made up of Communes, Provinces, Metropolitan cities, Regions and the State. Communes, Provinces, Metropolitan cities and Regions are established as autonomous bodies with their own statutes, their own powers and functions on the basis of the principles set out by the Constitution. Rome is the capital of the Italian Republic and its order is regulated through the State law.

Legislative power is carried out by the Regional Councils which are assemblies elected by voters resident in the territory of a Region. Unlike the Constitution of 1948, which reserved the election system to a State law and foresaw that the President and the members of the regional government were selected among the members of the regional council, Constitutional Law 3/2001 transfers to the various Regions the formulation of

their own statutes. As a consequence, every Region, provided that it will be in accordance with the Constitution, decides its own form of government and the fundamental principles of its organisation and functioning. The above mentioned law has instituted the Council of Local Autonomous Authorities which offers advice to Regions and local authorities. In the end, the "Commissario del Governo" has been abolished: he was in charge of supervising the administrative functions of the State and co-ordinating them with the administrative functions of the Regions; he was also in charge of the legitimacy control on administrative acts of the Regions. However, if the government establishes that a regional law exceeds the Region responsibility, it can raise a constitutional legitimacy issue in front of the Constitutional Court; the Region can follow the same procedure if it considers that a law of the State, or of another Region, is in conflict with its own sphere of responsibilities.

Other bodies of the Region, beyond the Council, the Board and its President.

In order to offer complete information, it is necessary to indicate that the above mentioned constitutional reform was approved, during the previous legislature, only by the centre-left with a very small majority; on the other hand, the centre-right has foreseen, in its government programme, an even more federalist reform, so that a further modification of the Constitution is not to be excluded. In fact, the Government has foreseen a further Constitutional reform to assign the exclusive legislative power over health organisation and assistance, school organisation and managements of the educational institutes, school programmes of regional interests as well as over local administrative police. The project foresees a strengthening of the premier's powers and changes in the composition, responsibilities and appointment of the two Chambers, the President of the Republic, the Constitutional Court and the Superior Council of Magistrature. The procedures for the constitutional revision have already started with the approval of the Senate and of the Chamber of Deputies in first reading; however, a further reading is required in order to make it a Constitutional law; however, it is possible to call a referendum if approval is not reached with the majority of 2/3 of the members of the Parliament.

### **1.3.5. Regional powers**

Article 17 of the new Constitution presents new strong peculiarities. According to the previous Constitution of 1948 set out expressly the subjects under the Region's responsibility, with the consequence that all those not expressly listed fell within the State responsibility; the new formulation establishes the opposite principle: in fact, Regions are expressly in charge of the legislative power with reference to all subjects not expressly reserved to the State legislation.

However, the distribution of responsibilities is not so clear because for certain subjects the general principles should be set out by the State legislation, whereas Regions have law-making power within the general principles. The education subject, as far as the issue of "general rules" is concerned, falls within the exclusive State legislation; education falls within concurrent legislation, except for school autonomy (and with the exception of vocational education and training) as well as scientific and technological research.

As far as the subjects under their responsibilities are concerned, Regions take part to decisions to form EC regulatory acts and provide for implementation of international agreements and EU deeds, in accordance with procedure rules established through State law.

According to a specific delegation, Regions exercise regularly their power also on subjects which fall within the exclusive State legislation, as far as subjects under their responsibilities are concerned; furthermore, Regions can conclude agreements with other States or conventions with local authorities of other States according to what is established by State law.

Eventually, regional laws should remove any obstacles which prevent equality of women and men in social, cultural and economic life as well as promote equality as for access to elective offices; it is prohibited to impose duties or other limitations to the free movement of persons and goods and to adopt any measures hindering the free movement of persons and things on the national territory.

Some Regions (Sicily, Sardinia, Trentino-Alto Adige, Friuli-Venezia Giulia and Valle d'Aosta) are granted special forms of legislative and administrative autonomy by the National State, as set out in their Statutes adopted through constitutional law.

#### **1.3.6. Provinces and Communes - Institutional structure**

Regional territory is divided into Provinces and Communes. A Commune is formed by a residential centre and the territory immediately surrounding it. The Province is a geographical area grouping together a number of Communes which are geographically, historically and economically linked to an urban centre, called the capital.

Both these local authorities are administered by representatives, elected by residents by universal suffrage. The representatives make up the Commune and Provincial Councils. Abiding by national and regional laws, these bodies resolve all measures relating to the organisation of the services specific to their jurisdiction.

The electoral system is a majority system with a second election to decide between the two candidates with the most votes after the first election (only one election is held in towns with fewer than 15,000 inhabitants) and provides for direct election of the Mayor and President of the Province.

The Local Administration, that is the executive organ, is appointed by the Mayor for the municipalities and by the President of the Province for the Province, and they may appoint as administrators even persons who are not Council members.

Communes and Provinces carry out their own administrative functions and functions entrusted through state or regional Laws. Like the Regions, they have financial autonomy as for revenues and expenditure and their own assets.

Future provisions will establish number, composition and functions of metropolitan cities.

#### 1.4. RELIGIONS

The most widespread religion in Italy is Roman Catholicism which is not, however, a State religion. The Republican Constitution states that "all citizens have equal dignity and are equal before the law without distinction of sex, race, language and religion".

Legal relations with the Catholic Church are regulated by the a Concordat stipulated in 1929 and amended in 1985 which makes provision, among other things, for the Catholic religion to be taught in state schools to those pupils who so request. The teaching programmes of catholic religion are authorised for all school types and levels through Decree of the President of the Republic, on proposal of the Minister of education upon agreement with the Italian Episcopal Conference. Following the reform of the *scuola dell'infanzia* and *primo ciclo di istruzione* through Law no. 3 of 28 March 2003 and Legislative Decree no. 59 of February 2004, the old teaching programmes have been replaced, including catholic religion, with the *obiettivi specifici di apprendimento*; These latter have been approved with DPR no. 121 and 122 of 30 March 2004, upon agreement with the Italian Episcopal Conference, respectively for the *scuola dell'infanzia* and primary school, and with Decree of 14 October 2004 as for the *scuola secondaria di I grado*. While awaiting the legislative decree for the reform of the *secondo ciclo dell'istruzione*, the religion teaching programmes approved with Decree of the President of the Republic no. 339 of 21 July 1987 are still valid.

Relations between the State and the other religions are based on agreements with the respective representatives.

#### 1.5. OFFICIAL AND MINORITY LANGUAGES

Italian is the official language; it is used to teach all subjects; however, in some areas of the national territory inhabited by groups speaking different languages the use of the local language is officially authorised for local authority documents and for education. These regions enjoy a special form of autonomy and are known as "special statute regions". They include Valle d'Aosta in which French is taught as a mother tongue alongside Italian, Trentino-Alto Adige which has German language and Italian language schools and Friuli-Venezia Giulia law no. 38 of 23 February 2001 assures to this Region a particular defence of linguistic minorities, also as far as teaching is concerned. As for this Region, Decree Law no. 223 of 12 September 2002 provided for implementation rules of the special statute to transfer functions on the safeguard of language and culture of Friulan-speaking people and of Slovene and German-speaking minorities.

Other linguistic groups have not received an adequate protection in the past, but recently Law no. 482 of 15 December 1999 and the subsequent statutory rules approved with Presidential Decree no. 345 of 2 May 2001 safeguard languages and cultures of Albanians, Catalans, Germans, Greeks, Croats but also languages as Provençal-French, Friulan, Languedoc and Sardinian. Provincial Councils [1.3.] will be responsible for defining the territory on which the protection regulations will be applied. These regulations permit to use the "protected" languages as teaching instruments on request of pupils' families in pre-primary, primary and lower secondary schools, to speak the

mother language in municipal, provincial and regional Councils as well as before the justice of the peace magistrate, and to have bilingual employees in public offices; however, Italian is still the official language.

In accordance with the mentioned Law 482/99 and Presidential Decree 345/2001, the Ministry of Education, on the basis of the positive experiences of schools in the last school years, with circular no. 65 of 28 July 2004, arranged a plan for financing to carry out national and local projects in the field of the study of languages and cultural traditions of a linguistic minority. It's worth it to point out Law no. 15 of 30 October 2003 of Calabria Region, issued on 14 February 2004, that regulates the safeguard and exploitation of the languages and cultural heritages of the linguistic and historical minorities of the region.

#### 1.6. DEMOGRAPHIC SITUATION

Up to 31 December 2003, residents in Italy were 57,888,215 (28,068,608 males and 29,819,637 females), of which 26,100,554 units (45%) in the North, 11,124,059 units (19,2%) in the Centre and 20,663,632 units (35,7%) in the South of the country: it represents an increase of 567,175 units (1,00%) due the negative sign-up of the natural population movement, equal to minus 42,105 units as well as the positive sign-up of the migrant movement, equal to 609,580 units.

Italy has the oldest population in Europe. The ratio between the old population aged 65 and more and the population aged 0-14 was equal to 133,8% on the 1<sup>st</sup> of January 2003; it reached 135,4% on the 1<sup>st</sup> of January 2004 (for every 100 young people aged 0-14, there are 135,4 old people on the territory).

Italian women fertility keeps showing a slight increase; 1,27 children per women were registered in 2003, in comparison with 1,26 children per woman in year 2001 (Source: *Annuario Statistico Italiano* 2004, pp 31-33). Up to the 31<sup>st</sup> of December 2003, the 71,5% of the Communes (5,792) has up to 5,000 inhabitants and the 18,1% of the population lives in these Communes.

On the other hand, the 0,5% of the Communes (43) has more than 100,000 inhabitants and the 23,1% of the population lives in these Communes. Altogether, the most relevant share of the population (almost 30%) lives in communes with 5,001 to 20,000 inhabitants; these communes are a little more than 22% of the Italian communes (Source: *Annuario ISTAT* 2004, pp 39-40).

#### 1.7. ECONOMIC TRENDS

Definitive data on year 2004, published by ISTAT (Istituto Italiano di Statistica) on 1 and 11 March 2005, indicate a GDP (Gross Domestic Product) increase of 1,2%. The Deficit/GDP ratio had been of 3,0% (2,9% in 2003); the public debt/GDP ratio had stopped at 105,8% (106,3% in 2003). Pressure of taxation increased of 1,0% in comparison with year 2003 (from 42,8% in 2003 to 41,8% in 2004). This effect is due to the diversified dynamics of the various levy components.

<b>Deficit</b>		
Years	Millions of Euro	% of gross national product
2001	35.963	3.0 %
2002	32.656	2.6 %
2003	37.792	2.9 %
2004	40.877	3.0 %
<b>National debt</b>		
Years	Thousand millions of Euro	% of gross national product
2001	1384.4	110.7 %
2002	1362.1	108.0 %
2003	1383.1	106.3 %
2004	1429.9	105.8 %
<b>Tax burden</b>		
Years	% of the gross national product	
2003	42.8 %	
2004	41.8 %	

(Source: Istat Data, national profit and loss accounts, published in newspapers of 2 March 2005).

## **1.8. STATISTICAL DATA**

### **1.8.1. Population**

The Italian territory, with the exclusion of Republic of San Marino and Vatican City State, has an area of 301,328 square km with an average national population density of 192,1 inhabitants per square km. The population density varies much from one region to the other; it is due mainly to the many mountains and hills (76,83%) on the national territory.

The population is getting older. It happens particularly in the North and the Centre of the country, whereas the percentage of young people up to 14 years of age is further decreased and now achieves approximately 13% of the population.

The negative sign up of the number of births-deaths has been registered also in year 2003, with 42,405 units.

Finally, it is worth it to mention that the overall internal mobility in Italy (from the South to the North) has decreased from the 60ies onwards; however, starting from the beginning of the 90ies, the opposite trend has been registered, together with an increase in the international mobility. These two phenomena are strongly related to each other; in fact, Regions with a higher rate of internal migration show more relevant positive signs up with foreign countries. The demographic balance is highly affected by the fact that Italy, where emigration had a high incidence, is hosting an increasing number of international immigrants. The arrivals of immigrants from abroad contribute to limit, especially in certain areas, the negative effects of the natural trend and contribute to the growth of the residing population (Source: Istat 2004, page 35,).

### 1.8.2. Immigration

The new Law on immigration no. 189 of 2002 allowed for the regularisation of many clandestine immigrants.

Foreigners regularly residing in Italy up to the 1<sup>st</sup> of January 2003 were 1,503,286, with an increase of 55,286 units (4%) in comparison with year 2002 and the 59% of them lived in the North, 28% in the Centre and 13% in the South of the country.

As far as the composition of the national groups is concerned, the majority of residence permits have been granted to citizens of Eastern Europe and Africa, as indicated in the following table updated to 1 January 2003:

Country of provenance	Units
European Union	150,866
Central Eastern Europe	467,434
Other European countries	21,266
Northern Africa	267,058
Other African countries	134,384
Eastern Asia	147,297
Other Asian countries	133,834
North America	48,489
Central-South America	129,363
Oceania	2,680
Stateless people	615
Total amount	1,503,286

(Source: *Annuario ISTAT* 2004, pp. 33 and 34).

More updated data have been provided by the Ministry of the Interior during a question-time at the Chamber of Deputies on 20 October 2004. As for residence permits, the Minister stated that regular immigrants are 2,193,999. The permits expiring 2004 are 1,316,179; renewable, updated or new permits released from 1 January 2004 have been 1,147,194 and the outstanding cases at the police headquarters are approximately 260,000.

(Source: ANSA and Istituto Geografico De Agostani, *Giorno per giorno dal 1° gennaio al 31 dicembre 2004*, page 352).

The number of students who are not Italian citizens and who attend our school system is increasing progressively: 282,683 units in school year 2003-2004 (of which 131,104 coming from European countries while 151,579 from non European countries), with an increase of 654,3% in comparison with 10 years before and an increase projection, according to the Ministry, ranging from 500,000 to 700,000 units up to 2020. The majority of them is enrolled in schools in the North and the Centre of the country. Only the 1,87% of them moves on to the *scuola secondaria di II grado* and immigrant students concentrate mainly in the *istituti professionali* (41,2%) and *istituti tecnici* (36,7%); however, in these latter institutes, only 3 students out of 4 obtain the admission to the next year. The foreign students percentage (3,3%) is much lower in Italy than in other European countries either with a long-standing experience of immigration (England: 14,7%) or with an experience acquired more recently (Spain and Portugal: 5,7%); however, it can be considered a stable reality within our school system. (Source: 38° *Rapporto CENSIS*, pp 113-119).

### **1.8.3. Employment**

The average number of employed in 2003 was, 22,054.000 with an increase of 225,000 units per year, equal to 1,%. The increase in the average in 2002 had been 315,000, equal to 1,5%.

An employment increase has been registered throughout the country but with some differences. A certain increase has been registered in the Centre (+1,6%), while it has been slighter in the northern regions (North-West +1,4% and North-East +1,1%). After the relevant increases of the previous triennium, the South registered a limited increase of 0,2% in the number of employees. An employment increase has been registered in all the economic sectors in 2003, except agriculture. This sector has registered a new decrease (equal to 1,9%), even though more limited in comparison with year 2002 (-2,7%). Vice versa, industry has shown a further increase this year, equal to 0,5%. The building sector is still strenghtening its positive trend for the consecutive fifth year, with an increase of 3,5%. The service sector, despite a certain slackening, registered an increase of 1,1%, equal to an increase of 158,000 units corresponding to the seven tenth of the additional posts created during the year. This is the confirmation of the gradual process of tertiarisation of the Italian economy. Both genders (men +0,7%, women +1,6%) benefited from the employment increase. Approximately one third of the occupational increase created in 2003 is due to the atypical labour contracts. As a consequence of the situation described, the average unemployment rate in 2003

reached the 8,7%, three tenths less than the previous year. The decrease of people searching for an employment has been marked in the South (from 18,3 to 17,7%) and slighter in the Centre (from 6,6% to 6,5%), in the North-Eats (from 3,3% to 3,2%), in the North-West (from 4,4% to 4,2%).

(Fonte: Annuario ISTAT 2004, pp. 213-221).

## CHAPTER 2

### GENERAL ORGANISATION OF THE EDUCATION SYSTEM AND ADMINISTRATION OF EDUCATION

#### 2.1. HISTORICAL BACKGROUND

The Italian education system developed as follows:

- A first phase of centralised organisation, from the constitution of the realm of Italy (1861) to the fall of Fascism (1943-45); it was a consequence of the need to develop a national awareness to guarantee the just conquered unit. The Republican Constitution of 1948 started a process of decentralisation from the centre towards periphery; at the beginning, it affected only administration; now, according to recent provisions, some already approved, others under debate, there is a subdivision of responsibilities, also in the field of education, among state, regions, provinces and communes, but also among these bodies and schools which have gained a wide autonomy as for teaching, organisation, research and experimentation;
- The gradual passage from a neat separation between education paths offering mainly theoretical teaching contents, destined to the future ruling class, and paths aimed at an early professionalisation, generally of a medium-low target, to a system which is unitary at the beginning and that tends to postpone the diversification into education and training paths;
- A gradual extension of compulsory education, from the first two years of primary level foreseen by Coppino Law of 1877 to at least 8 years, as foreseen by the Constitution of 1948 and to the recent introduction of the “obbligo formativo” (compulsory training) up to 18 years of age;
- The passage from the state monopoly of education to the school pluralism, foreseen by article 33 of the Constitution which guarantees either to the State or to the legal entities the right to institute schools of every type and at every educational level;
- The passage from the old concept of school assistance to the concept of “right to study”, that is the right for capable, deserving students without means to reach the higher study levels as well as the right to study for disabled students.

In 1859, before the unification of Italy, the Casati Law laid down the provisions for the organisation of state education. The act included five sets of regulations governing Higher education, upper secondary classical education, technical education, primary education and normal education. The main characteristics of the system were its centralised administration and a clear-cut division of upper secondary education between classical schools, involving the study of Latin and opening up the way to University education, and utilitarian schools, with no Latin courses and providing only the education needed for practical jobs. The Law Coppino supplemented the existing provisions with the introduction of compulsory attendance to lower primary education, a norm that, however, was followed only to a limited extent.

The rules governing the school system were radically changed by the Gentile reform introduced in 1923 which established the following organisation:

- pre-school (nursery school), neither compulsory nor free nor state school [3.1.], except for the *giardini d'infanzia* annexed to some state *istituti magistrali*;
- primary school (5 years), divided into two cycles (lower and upper cycles);
- lower secondary school, subdivided into a vocational path called "scuola di avviamento" (2-3 years), an academic path called "ginnasio" (a lower 3-year cycle and an upper 2-year cycle), technical institute (a 4-year lower level course) and "istituto magistrale" (a 4-year upper level course); art school (3 years).
- upper secondary school, subdivided into "liceo classico" (3 years); "liceo scientifico" (4 years); "istituto tecnico economico e ragioneria" (4-year upper level course); "istituto tecnico per geometri" (4-year upper level course); "istituto magistrale" (3-year upper level course); "liceo artistico" (4 years);
- higher education, including state-funded universities and "free" (private) universities, without state funding.

This legislation divided education into two main streams, with different curricula at all levels: the humanities-oriented schools (*licei*), providing a grounding for the future managerial class, and utilitarian schools pursuing the aim of providing students with manual and practical skills.

Law of 1 July 1940, no. 899 (Bottai Law) provided for the unification of the "ginnasio", the lower level courses of technical institutes and the "istituto magistrale" into the 3-year "scuola media", wrongly called "the unique school" because the "scuola di avviamento" still existed.

The fall of the Fascist regime and the advent of democracy brought about a radical change of the school system, based on the principles enshrined in the 1948 Constitution. The constitution the rules were gradually applied through several reforms of the organisation and curricula of the *scuola dell'infanzia* and of compulsory and non-compulsory education.

## 2.2. ONGOING DEBATES

The debate is actually focused on the reform of the educational and training system, from *scuola dell'infanzia* to the university. After years of debates and proposals, the

centre-left majority of the last government approved a reform of school cycles (Law of 10 February 2000, no. 30, issued under delegated power) that provided for a 3-year non compulsory *scuola dell'infanzia*, a 7-year primary cycle ("scuola di base") and a 5-year secondary cycle, this latter subdivided into areas (classical-humanities, scientific, technical and technological, artistic and music areas), whereas the educational institutes were all called "licei". However, the above mentioned law has been abrogated by the new government, whose centre-right majority approved Law of 28 March 2003, no. 53, issued under delegated power (see [1.2.]), that foresees a three-year non compulsory *scuola dell'infanzia*, a first school cycle including five-year primary school and three-year *scuola secondaria di primo grado* and a second cycle including the *sistema dei licei* (5 years). According to the above mentioned Law, the study path still lasts 16 years and is completed when students are 19 years old; according to the abrogated law, the study path lasted one year less and finished when students were 18 years old. However, this difference is reduced due to the possibility offered by the new law to anticipate enrolment in *scuola dell'infanzia* and primary school for pupils who reach respectively 3 and 6 years within the 30<sup>th</sup> of April of the school year they are going to attend school. Implementation decrees (the first one on *scuola dell'infanzia* was approved on the 19<sup>th</sup> of February 2004) have to be issued within 24 months after approval of Law 53/2003. University sector, as well as financing and recruitment procedures of its teaching staff (national instead of local competitive exams) and their legal status, is also subjects under debate. However, the present degree system is another subject that will be probably discussed, although its recent reform (Ministerial Decree 509/99).

### 2.3. FUNDAMENTAL PRINCIPLES AND BASIC LEGISLATION

Italian school legislation has its foundations in a number of Articles of the Constitution of the Republican State. Articles 30, 33, 34 and 38 in particular lay down the principles on which legislation must be based. Basic principles which cannot be waived include the freedom of education, the duty of the state to provide a network of educational establishments of every type and level and open to everyone with no discrimination of any type, the right of the universities, academies and highly cultural institutions to lay down independently their own regulations; the right of private individuals to establish schools and educational establishments at no cost to the State, the *diritto-dovere* of parents to provide education for their children even if born outside the bonds of matrimony. If parents cannot do so, measures must be taken by law to help them to carry out their duties. Appropriate measures must be taken to enable capable and deserving students to enter higher levels of education even if they lack financial resources. The education of citizens also includes the education and vocational training of disabled citizens.

The fundamental principles of the Constitution were kept as a basis for all subsequent legislation, particularly with regard to compulsory education, teacher training, student assessment, the integration of disabled pupils, and vocational training.

Some of the fundamental laws which have determined since 1948 the education policy in Italy are the following :

- Law no. 1859 of 31st December 1962 created the unified middle school;
- Law no. 444 of 18 April 1968 which sets up the state pre-primary school;
- Law no. 910 of 11 December 1969 liberalised access to Universities;
- Law no. 477 of 1973 made the Government responsible for issuing regulations on the legal status of all State school personnel, the establishment of assemblies (*organi collegiali*) and educational experimentation with the resulting delegate decrees of May 31, 1974;
- Law no.517 of 1977 provided the regulations to be applied to primary and lower secondary education concerning planning of teaching activity, students' assessment and integration of disabled pupils;
- Law no.270 of 1982 provided for some significant changes in the regulations concerning the legal status of teachers, with particular reference to their recruitment and initial training;
- Law no.148 of 5th June 1990 reformed the order of primary education;
- Law no. 341 of 19 November 1990 reformed the university teaching organisation;
- Outline Law no. 104 of 5 February 1992 for the school integration of handicapped people;
- Law no. 59 of 15 March 1997 delegated the government to entrust Regions and local authorities with functions, to reform the Public Administration and simplify administrative procedures. The consequent delegated regulations have granted a wide educational, organisational and research autonomy to schools, which will start in school year 2000-2001; however, schools will have to respect strict parameters concerning the number of pupils (see article 21 of Law no. 59/1997 and Regulations approved with Presidential Decree no. 275 of 8 March 1999); they have reorganised the Biblioteca di Documentazione Pedagogica (Educational Documentation Library) in Florence and the European Centre for Education (see Law decree no. 258 of 20 July 1999); they have foreseen, the institution of the Ministry of Education, University and Research and provided for the reform of IRRSAE (Regional Institutes for Research, Experimentation and In-service Training) (see Law decree no. 300 of 30 July 1999); they have introduced a strong decentralisation shifting functions from the Ministry of Education and the *Provveditorati agli Studi* to the Regions and local authorities (see Law Decree no. 112 of 31 March 1998); furthermore, they have widened the University autonomy (Law no. 370 of 19 October 1999 and regulation no. 509 of 3 November 1999);
- Law no. 425 of 10 December 1997 reformed the *esame di Stato conclusivo dei corsi di studio di istruzione secondaria superiore* with changes introduced through article 22 of Law no. 448 of 28 December 2001 on the composition of the examination committees;

- Law no. 144 of 17 May 1999 provides for prolongation of compulsory formative activities up to 18 years of age;
- Law no. 508 of 21 December 1999 "Reform of Academies of Fine Arts, National Academies of the Dance, National Academies of Drama, Higher Institutes for Artistic Industries, Music Schools and approved Music Institutes".
- Law no. 62 of 10 March 2000 concerning equality between public and private education;
- Constitutional Law no. 3 of 18 October 2001 which modified the subdivision of the responsibilities, also as far as education is concerned, between State and Regions and subsequent Law of 5 June 2003 no. 131 introducing regulations' adjustments to the above mentioned constitutional modifications;
- Law of 6 July 2002 no. 137 for the reform of the school collegiate bodies issued under delegated power;
- Law of 28 March no. 53 for the reform of the education and training system issued under delegated power;
- Law of 18 July 2003 no. 186 on the acquisition of tenure for catholic religion teachers;
- Legislative Decree no. 59 of 19 February 2004 for the reform of *scuola dell'infanzia* and of the *primo ciclo dell'istruzione*.

Consolidation Act of 16 April 1994 included all main rules in force concerning public education (not including higher education); however, laws and decrees later approved have introduced several relevant changes, and the government has been consequently delegated to revise the Consolidation Act.

#### 2.4. GENERAL STRUCTURE AND KEY GUIDANCE MOMENTS

The education system includes at present what follows:

- *scuola dell'infanzia* (non-compulsory) for children between 3 and 6 years of age ( see [3.]);
- primary education for children between 6 and 11 years of age (see [4.]
- *scuola secondaria di primo grado* for children between 11 and 14 years of age (see [5.3.1.]). Law 53/2003 foresees the possibility to anticipate enrolment in both *scuola dell'infanzia* and primary school (see [3.] and [4.]);
- upper secondary education, made up of different kinds of schools and, generally, for students from 15 to 19 years of age (see [5.3.2.] and [5.3.3.]).

Access to both university and non-university higher education (chapter [6.]) is reserved for students after passing the *esame di stato* (see [5.17.]).

Vocational training courses are run by local authorities and can be attended by people who have reached 15 years of age.

## 2.5. COMPULSORY EDUCATION

Law of 28 March 2003, no. 53 for the reform of the education and training system rescinded the previous Law of 20 January 1999, no. 9 which extended gradually compulsory education from 8 to 10 years; however it aims at widening and redefining the concept of compulsory education and compulsory training to ensure the *diritto-dovere* to education and training to all citizens for at least 12 years (within the education system), or up to the attainment of a qualification (within the vocational education and training system) within 18 years of age; the *diritto-dovere* will be gradually introduced in accordance with the new *sistema su due canali* of the *secondo ciclo*.

The reform law, providing for the abrogation of Law no. 9/1999, marked the transition to the new education and training system. As for school year 2003-2004, the Ministry of education, the Ministry of Labour and the Ministry of Welfare drew up an agreement with the Regions and the local authorities to launch projects on the *diritto-dovere* in the education and training system. These projects are supposed to guarantee the continuity of the processes that have been started for the implementation of compulsory education and training. Regional projects resulting from the agreement will have at least a three-year duration, will release a qualification, will refer to training standards jointly established (by the *Conferenza Unificata Stato Regioni*), and will be spendable at national level. The *diritto-dovere* implementation will be regulated by legislative decrees foreseen by law, upon agreement with the *Conferenza Unificata* (see [7.3.]). At present, compulsory education lasts 8 years and can be accomplished in state schools or *scuole paritarie*. It includes five years of primary school and three years of *scuola secondaria di primo grado*. It can also be fulfilled through the *scuola paterna*; in this case, pupils should pass through an exam, held in a state school or *scuola paritaria*, at the end of each school year of private education or *scuola familiare* to pass to the following grade. However, the number of families applying for this kind of education is quite low.

Rules for accomplishment of compulsory education can be summed up as follows:

- children who have reached six years of age within 31 August should enrol in the first grade of primary school. However, enrolment is not compulsory for those who reach six years of age after the 1<sup>st</sup> of September. Furthermore, children who reach six years of age within 30 April of the current school year can enrol in the first grade. As for school year 2003/2004, this latter possibility is reserved for those who reach six years of age within 28 February.
- parents or caregivers are responsible for the accomplishment of compulsory education;
- the Mayors of the Communes where pupils reside and the school heads of every school types and levels supervise that pupils fulfil compulsory schooling;
- within the month of December, the Communes where pupils reside prepare the list of pupils subject to compulsory schooling and gives information about it to all those concerned. Parents are obliged to enrol their children in a state school or in a *scuola paritaria* or *scuola legalmente riconosciuta*; otherwise, they must

provide education themselves (the so called private education *or scuola familiare*), making a special statement to the school head every year;

- *dirigenti scolastici* give information of enrolments in the first year of compulsory education to the communes where pupils reside for inspection requirements within twenty days. As for pupils enrolled not in the first year, school heads are only obliged to give such information if drop-out occurs. As for pupils who change school, school heads have to send pupils' personal dossiers inclusive of school data and information about pupils to the new school;
- in case of verified breach, the communes admonish the persons in charge and notify it to the social assistance services to enable them to adopt the most suitable initiatives to favour compulsory school attendance;
- *dirigenti scolastici* are responsible to check pupils attendance and, if unjustified absences are reiterated, they must take the most suitable initiatives to facilitate the attendance of compulsory schooling;
- once compulsory schooling has been accomplished, pupils who don't prosecute their studies receive a certification attesting compulsory education fulfilment and competencies acquired; these latter constitute *credito formativo* for the attainment of any professional qualification;
- the same rules foreseen for Italian citizens and citizens of member states of the European Union apply also to foreigner minors from non-European countries.

Legislative Decree 59/2004, article 16, has confirmed the sanctions foreseen for non attendance at school the *primo ciclo di istruzione*.

Compulsory training requires attendance of integrated paths of education and training up to 18 years of age, attendance of the *sistema di istruzione e formazione professionale* managed by the Regions or the apprenticeship.

## 2.6. GENERAL ADMINISTRATION

The Italian public administration has had a highly centralised organisation for a long time. Since the end of the 1950s, responsibilities and services, in effect have gradually been decentralised from the central authorities (Ministries) to the peripheral regional or provincial offices of the state administration. Decentralisation was stepped up by Presidential Decree no. 10 of 1972 which transferred many of the State's administrative responsibilities to Regions, Provinces and Communes, and it continued with presidential decree 24 July 1977, no. 616. All considered, not even these provisions have affected, if not only marginally, the centralised structure of public administration. A real reversal of trend has resulted from the Law 15th March 1997, no. 59 and with the following delegated decrees which granted Regions, Provinces, Communes, Mountain Communities all the roles and administrative tasks currently performed by the state bodies, with the exception of a number of responsibilities relating to specific areas (e.g. foreign affairs, defence, finance, public order, justice, scientific research, university education, school curriculum and regulations, general organisation of the school system and legal status of school personnel, etc.).

In brief, whereas, in precedence State Administration (central and peripheral) performed all function with the exception of those expressly assigned to the Regions and other Local authorities, with the above mentioned law the latter now perform all administrative functions with the exception of those reserved to the State.

It must be pointed out that Law 15 March 1997, no. 59 is consistent with the Constitution in force at present, but it is evident that the federalist modifications of the Constitution will imply a drastic shift of powers from the central to the peripheral level.

According to Law Decree no. 112 of 31 March 1998, in the field of education the State remains still responsible for the tasks and functions which concern the criteria and parameters for the organisation of the school system, its evaluation, the functions relating to the determination and allocation of financial resources debited to the State budget and for the allocation of staff to schools; in addition it remains responsible for functions concerning the *Conservatori di musica*, the *Accademia di belle arti*, the *Istituti superiori per le industrie artistiche*, the *Accademia nazionale di arte drammatica*, the *Accademia nazionale di danza* and for foreign schools and cultural institutions in Italy. To the Regions instead is delegated the planning of the integrated formative offer, a combination of education and vocational training, the programming of the school network on the basis of provincial plans, the fixing of the school calendar, contributions to non state schools, and vocational training. Finally, to the Provinces, in relation to upper secondary schools, and to the Communes, in relation to schools of lower levels, are delegated the functions concerning the establishment, the aggregation, the amalgamation and the closing down of schools, the suspension of lessons for serious and urgent reasons, the setting up of school collegiate councils, control and vigilance, over them, including their dissolution. These rules are still in force, awaiting measures for the implementation of Constitutional Law 3/2001 foreseen by Law of 5 June 2001, no. 131 (see [1.2.]).

Autonomy regulations (approved with Presidential Decree no. 275 of 8 March 1999) have transferred to schools important administrative and managing functions of the educational service (see articles 14 and following), as well as high responsibility tasks such as definition of curricula, widening of the educational offer, organisation of school time and classes, etc., within the frame of general branches valid at national level (see [2.6.4.]).

As already mentioned in paragraph [1.3.], Law Decree no. 300 of 30 July 1999 has reformed the government organisation, through a reduction of the number of Ministries and their reorganisation. This reform is based on the principle that central Administration remains responsible for guidance, programming and monitoring tasks and to transfer managing tasks to peripheral administrations.

As far as the reduction of the number of Ministries is concerned, the already mentioned Law Decree proceeding with the unification of the Ministry of Education and the Ministry of the University and Scientific and Technological Research that had been divided in 1989. The Decree assigns to the new Ministry the following tasks:

a) as far as non university education is concerned the new Ministry will have responsibility in the following areas: general organisation of the school system; school

regulations and programs; legal status of school staff; criteria and parameters for the organisation of the school network; establishment of financial resources charged to the State budget and allocation of staff to schools; evaluation of school system; decision of objectives and training standards on the subject of higher education, etc.;

b) as far as university education and research are concerned the new Ministry will be responsible in the following areas: planning of research institutions and interventions in the university system; guidance and co-ordination, issue of general regulations and financing; monitoring and assessment; European harmonisation and international integration of the university system; requirements for the admission to the university; exploitation and support to research, etc.

The Minister of Education, University and Research determines the political tendency of its Ministry through the Cabinet, the Legislative office, the Minister's private secretary, the Press service and a spokesman, if required (direct collaboration offices).

The Cabinet co-ordinates the activities of the direct collaboration offices and ensures the connection between policy tendency functions and management activities of the Ministry. It is managed by a Head of Cabinet who can avail himself of one, two or three deputy heads of Cabinet. The service for the internal supervision of the cabinet is an independent body; it was set up according to Decree Law of 30 July 1999, no. 286, article 6; its task is the preparation of an annual report on the results of the surveys carried out.

The Legislative office's task is to define the regulative interventions within the subjects under the Ministry's responsibility; it examines the provisions submitted to the Council of Ministers and those presented by the Parliament; it provides legal advice to the various departments and directorates general. The head of the legislative office can avail himself of two deputy heads.

The Secretary of the Ministry carries out activities of support to the Ministry's functions. The Technical Secretary's office, set up with Law Decree of 5 June 1998, no. 204, provides support on the subject of university education.

The Press service attends to the relations with the system and the national and international information bodies as well as to the press review; it promotes and manages editorial initiatives of institutional information.

Regulations for the organisation of the Ministry of education, university and research, approved with Presidential Decree of 11 August 2003, no. 319, implement the unification of the former Ministry of education and Ministry of the university (see [2.6.1.]).

### **2.6.1. General administration at national level**

As stated above (see [2.6.]), according to Law Decree no. 300 of 30 July 1999 the Ministry of Education and the Ministry of the University have been rejoined, in the framework of a general reform of the Government organisation. The reunification is foreseen for the next legislature. Regulation no. of 11 August 2003, no. 319 describes all the details of the reorganisation as far as the education sector is concerned, which is structured in two levels:

- Ministry at national level
- *Uffici scolastici regionali* at regional level.

After the reorganisation of the Ministry of Education Presidential Decree of 11 August 2003, no. 319), the Directorates General which dealt only with *scuola dell'infanzia*, primary or secondary schools don't exist anymore.

At national level, the Ministry is organised in 3 Departments; the heads of these departments manage and supervise management general offices and are responsible for the results of the implementation of the Minister stance.

The 3 departments are the following:

- Department for ministerial planning and management of national budget, human resources and information. It includes the following management offices:
  - a) Directorate General for Studies and Planning on Educational Systems, University, Research and High Level Art, Music and Dance. It promotes and carries out studies and documentation activities as well as analysis useful to departments and General Directorates on technical aspects of the themes they have to develop; it collaborates in the evaluation of the educational system and schools self-evaluation. It provides the statistical service for central and peripheral organisational structures of the Ministry.
  - b) Directorate General for Financial Policy and National Budget. It registers the financial requirement of the Ministry through data delivered by departments and *Uffici scolastici regionali*; in accordance with the Ministry's directives and in co-ordination with the other departments, it elaborates the estimate of expenditure of the Ministry, the proposals for the financial law, the financial statement to the Parliament and supervision bodies.
  - c) Directorate General for Human Resources of the Ministry, Purchases and General Affairs. It carries out tasks related to the implementation of the minister's stance on the policy concerning the administrative and technical staff of the Ministry, recruitment, general training and management of the personnel, relationships with trade unions and bargaining, in co-ordination with the other departments.
  - d) Directorate general for Communication. It cares of the relationships with the department for information and publishing of the prime ministership and with the other information bodies, it elaborates and manages the communication plan in co-ordination with the other departments; it is responsible for the office for relations with the public at the central level and directs the activities of the same offices at the peripheral level.
  - e) Directorate General for the Information Systems. It cares of and is responsible for the development and support of GARR network (*Gruppo per l'Armonizzazione delle Reti di Ricerca* – Group for the harmonisation of research networks) and of the other research infrastructures; it cares of and is responsible for the relationships with the suppliers of services related to

the information system; it collaborates for the realisation of distance training.

- Department for education. It includes the following management offices connected with the *Uffici scolastici regionali*:
  - a) Directorate General for School Orders. Its activities relate to school orders, curricula and study programmes, as well as research and innovations in the various levels and types of education in collaboration with the National Institute of Documentation for Innovation and Educational Research (*Istituto Nazionale di Documentazione per l'Innovazione e la Ricerca Educativa – INDIRE*); furthermore, it deals with examinations, certifications and recognition of foreign qualifications.
  - b) Directorate General for Students. Its activities concern the students' status, services for the integration of students with special needs and immigrant students; it deals with national strategies in the field of sport, students' associations, social politics as well as prevention and fighting of juvenile uneasiness
  - c) Directorate General for Post-Secondary Education and Relations with Training Systems of the Regions and local authorities. It carries out the functions of education administration as for school/work relationships, education and training paths, adult education, non university higher education.
  - d) Directorate General for School Personnel. It carries out activities concerning the definition of general directives on work organisation, the legal and financial aspects of employment relationships and the related bargaining.
  - e) Directorate General for International Affairs of School Education. The Directorate attends to international relations on the subject of school education, including the collaboration with the European Union and international bodies. Furthermore, it elaborates comparative analysis on European and international systems, in collaboration with the General Directorate for Studies and Planning, and individuates opportunities of financing on public and private international and community funds.
- Department for university, high level art, music and dance for scientific and technological research. It includes the following management offices:
  - a) Directorate General for the University. It carries out tasks related to financing, planning, development and monitoring of the university system.
  - b) Directorate General for Students and the Right to Study. Within the branch of university and high level art, music and dance, it carries out activities related to directives for the implementation of the right to study, guidance activities as far as study, employment and professions are concerned, students' register.
  - c) Directorate General for High level Art, Music and Dance. It carries out tasks related to financing, planning and development of related areas,

supervision of the relevant institutions, development of the formative offer and artistic production.

- d) Directorate General for Strategies and Development of Scientific and Technological Research at International Level. It carries out tasks related to the definition of its policy and promotion of co-operation on international scientific research.
- e) Directorate General for Research Co-ordination and Development. It carries out tasks of guidance and co-ordination, general regulation and financing of non instrumental research bodies, autonomy development and rationalisation of the research bodies network.

The following national collegiate bodies for representation, advice and evaluation are foreseen:

- Consiglio Universitario Nazionale (CUN) which has the role of formulating opinions and proposals on issues of general interest for universities, particularly in relation to university planning, the approval of university teaching regulations, the appointment of professors and researchers. It is composed by 3 teachers representatives of each one of the great scientific teaching domain, the total number not exceeding 15, indicated by ministerial decree; 8 student representatives; 4 technical and administrative staff representatives; 3 representatives of the Conferenza permanente dei Rettori delle Università italiane (CRUI). They all are elected members and remain in office for a period of four years and they cannot be immediately re-elected (law 15 May 1997, no. 127).
- Consiglio Nazionale degli Studenti Universitari (CNSU). It has a consultative and propounding role concerning drafts of bills and regulations pertaining to university, on ministerial decrees aimed fixing general criteria for the observance of teaching regulations, etc; it is composed of 28 members elected by students enrolled in degree and diploma courses and in the *scuole dirette a fini speciali*; by 1 member appointed by students enrolled in specialisation courses and by one member elected by students enrolled in *dottorato di ricerca* courses. They are all elective members and remain in office for a period of three years. They cannot be re-elected.
- Comitato Nazionale per la Valutazione del Sistema Universitario (CONVSU). It has been instituted with Ministerial Decree no. 178 of 4 April 2000. It is an independent body that interacts autonomously with the universities and the Ministry. Among its main tasks, the Committee establishes the general criteria for the evaluation of the universities activities, it implements an annual programme of external evaluation of the universities or single teaching structures, it carries out consultative activities as well as inquests, evaluations, definition of standards, parameters and technical rules for the Ministry;
- Conferenza dei Rettori delle Università italiane (CRUI): it expresses its opinion on the draft decree prepared by the Minister, concerning the objectives of the university system and the allocation of financial resources fixed in the triennial

plan; it has in addition a propounding role aimed at optimising the administration of the didactic and scientific regulations;

- National Council for the right to university studies. It is chaired by the Minister and is composed of 5 representatives of the universities, 5 representatives of the Regions and 5 representatives of the students; its task is to express opinions and formulate proposals on the right to university studies and frame the criteria for the formulation of the three-year report to the Parliament on the implementation of the right to university studies on the basis of data conveyed from Regions and universities. As a matter of fact, this body has not yet been activated, although it is foreseen by law.
- As for non university higher education, it avails itself of the National Council for High Level Art and Music, instituted with Law of 21 December 1999, no. 508, ([6.3.]): it expresses opinions and proposals on implementation regulation of the above mentioned law, teaching regulations of High Level Art, Music and Dance Education institutes, recruitment of their teaching staff, planning of the educational offer in the art, music and dance sectors ([6.5.1.]).

Furthermore, at central level there are the following bodies:

- The Consiglio Nazionale della Pubblica Istruzione (National Education Council) is an advisory body which assists the Minister with the planning and supervision of education policy. With Presidential Decree no. 233 of 30 June 1999, it has been replaced by the Consiglio Superiore della Pubblica Istruzione (Higher Council for Education), (see [2.7.2.]); however, according to Law Decree of 23 November 2001, no. 411, it will keep functioning until the Consiglio Superiore is constituted.

At peripheral level, the *Sovrintendenze* and *Provveditorati agli studi* have been abolished. The *Uffici scolastici regionali* have been instituted: they are autonomous centres with administrative responsibility; they have residual state functions which have been transferred neither to the Regions nor to the schools (for example: the determination of the number of the schools' staff, the recruitment and school staff mobility); furthermore, they have functions related to the relationships with the Regions, local authorities, universities and formative agencies. They can be present also at provincial and sub-provincial level through the centres for administrative support to schools, called *Centri Servizi Amministrativi* (CSA).

On the basis of what mentioned above, the new institutional and organisational framework presents, on the one hand, the schools at the centre of the educational system which act as autonomous subjects, with legal personality and their own cultural, teaching, planning and management abilities; on the other hand, the central administration loses its traditional management peculiarity and becomes a lighter structure, responsible for stance, planning, co-ordination, support, monitoring and verification.

### 2.6.2. General administration at regional level

The offices responsible for the State school administration are the *Ufficio Scolastico Regionale* and for the Regions the Regional Administration Departments called *Assessorati*, see [1.3.].

The *Ufficio Scolastico Regionale* is a peripheral office at general management level of the state administration of education. It has its own administrative responsibility and carries out functions, previously assigned to the peripheral offices of education (*Sovrintendenze* and *Provveditorati agli Studi*), neither transferred to schools nor reserved to the central administration or assigned to the regions and local authorities. The *Ufficio Scolastico Regionale* is subdivided according to its functions and territory requirements; the *Centri Servizi Amministrativi* - CSA are present at the provincial or sub-provincial levels.

The *Ufficio Scolastico Regionale* carries out its functions in connection with the department for education. It supervises the implementation of school orders, the efficiency of the educational activities and the standards' respect; it promotes the individuation of the educational needs and the development of its offer on the territory in collaboration with the region and local authorities; it cares of the implementation of national policies for students, it formulates its own proposals for the assignment of financial and human resources to the Directorate General and the department for education; it sets up the secretary of the *Consiglio Regionale dell'Istruzione* according to article 4 of Law Decree of 30 June 1999, no. 233; it attends the relations with regional administration and local authorities in the respect of school autonomy as far as integrated educational offer and adult education are concerned; it supervises schools and non state educational courses, as well as foreign schools in Italy; it offers assistance and support to schools and supervises their functioning in the respect of their autonomy; it allocates financial and human resources to schools and is also responsible for the relations with the unions which are not relevant for schools or central administration; it ensures the best dissemination of information. The Manager of the *Ufficio Scolastico Regionale* contracts with teachers and appoints them. He avails himself also of the Istituto Regionale di Ricerca Educativa – IRRE (Regional institute for educational research) (see [9.5.1.]), and supervises it according to article 12 of Presidential Decree of 6 March 2001, no. 190.

The collegiate body foreseen by article 75.3 of Law decree 30 July 1999, no. 300, (*Consiglio Regionale dell'Istruzione* [2.7.2.]) is set up in every *Ufficio Scolastico Regionale*.

The *Centri Servizi Amministrativi* (CSA) carry out assistance activities, at the provincial or sub-provincial level, for autonomous schools as for administrative and accounting procedures; activities concerning the management of the list of candidates and proposals to the regional manager concerning the allocation of human resources to the single schools; activities concerning support to schools for planning and innovation of the educational offer and integration with the other local actors; activities concerning the support and development of school networks. CSA at the provincial level are headed by managers who are not general managers; CSAs at the sub-provincial level can also be headed not by managerial staff.

The Assessorato alla Pubblica Istruzione dell'Amministrazione Regionale (Education Office of the regional authorities) has responsibility, above all, for school assistance to students at all the levels of education including University. On this matter, the Education Office is responsible for the provision of funds and services to students through the Aziende per il Diritto allo Studio (Offices for the Right to Study) which deal mainly with students' housing, canteens, grants, preventive health care, cultural and sport events (see [6.8.2.]). Furthermore, the Education Office of the Regional authorities has responsibility for planning the integrated educational offer which includes general education and vocational training; school network planning, based on provincial plans; school calendar determination; funds destined to non-state schools. It is also responsible for vocational training. From the whole set of regulations, it emerges that the responsibility of the Regions includes interventions aimed at a first placement in the world of work, including higher technical-vocational training, vocational specialisation and requalification, in-service training, etc. These interventions relate to all formative activities aimed at obtaining a qualification, a higher qualification diploma or a *credito formativo* but they don't lead to an academic qualification, even evidence can be provided and used towards the attainment of academic qualification.

These are the main responsibilities of the Regions concerning education and vocational training; they can be delegated to Provinces and Communes on the basis of a trend which reserves to the Regions functions of guidance, planning and monitoring and fewer and fewer managing functions. However, these responsibilities will be further widened through the implementation of the Constitutional reform (see [1.2.]).

In some Regions with special statutes (Valle d'Aosta, Trentino-Alto Adige, Friuli-Venezia Giulia, Sicily, Sardinia) regulations on the organisation of Education Offices are different as their statutes make provisions for forms of autonomy which limit the powers of the State authorities. For instance, in the Valle d'Aosta region the Ministry of Education has no local education offices. The Valle d'Aosta authorities carry out the tasks for which the *Provveditorato* and the *Sovrintendenza* are responsible using their own offices and staff and implement the provisions set out in national and regional laws. Although other special-statute Regions have State education offices, similar regional offices have been set up, in particular in provinces containing different ethnic groups whose right to preserve cultural and language traditions has been recognised as being on a par with the Italian-speaking population.

### **2.6.3. General administration at local level**

In Italy, the local administration includes Provinces and Communes, which have responsibilities in different areas and levels of the education system.

In the past, at provincial level, the *Provveditorato agli studi* and the Provincia, in the person of the Assessore Provinciale alla Pubblica Istruzione were responsible respectively for the state and local administration of schools. Regulation of 11 August 2003, no. 319 for the re-organisation of the Ministry of Education has kept the national and regional levels and has eliminated the provincial level of state school administration which was previously represented by the *Provveditorato agli studi*. Actually, the mentioned regulations foresee a provincial level and, if necessary, a sub-

provincial level called CSA (*Centri Servizi Amministrativi*), which is, however, only an internal subdivision of the *Uffici scolastici regionali* without any operative autonomy; as a consequence, at provincial level, there is only the Assessorato alla Pubblica Istruzione of the province.

The Ministry of Education has no Communal offices. Commune authorities, often representing small residential communities and limited areas are comprehensively distributed throughout Italy and have their own or regionally or provincially delegated responsibilities for the performance of functions and services needed for the operation of schools and to ensure young people school attendance. Welfare measures include: free transport to school, canteens in or outside educational establishments which are free or subsidised, depending on the economic circumstances of families, supply of purchase vouchers for textbooks and financial grants. This issue is regulated by general regulations laid down by the State and by Regional laws. In order to improve the management of services, small Communes often join together as consortia or associations of Communes. Art. 139 of Legislative Decree no. 112 of 31 March 1998, issued in accordance with law no. 59 of 1997, has given new tasks not only to the Provinces (see [2.6.]) but also to the Communes about public education. It is worth while mentioning the institution, the aggregation, the fusion and the suppression of the *scuole dell'infanzia*, primary and lower secondary schools, the organisation plans of networks of schools and, in general, the same powers of the Provinces concerning the schools mentioned above.

As for the higher education, there are no peripheral offices of the Ministry for University and Scientific and Technological Research.

#### **2.6.4. Educational institutions, administration, management**

With Law 15 March 1997, no. 59, (see [2.3.]), the redefinition of the old the centralised school system, which had already reached a significant stage with the 1974 Delegate Decrees, is now finally completed. The above law (par. 21) and the subsequent regulations 8-3-1999, no. 275 for its application, grant to schools autonomy in teaching, administration, research activities, experimentation and development.

The statutory rule of the law concerning school autonomy makes clear, above all, nature and goals of autonomy. Article 1 defines schools as expression of functional autonomy aiming at determining and implementing the educational offer; it establishes that autonomy grants freedom in teaching and cultural pluralism taking on substantial form through planning and implementation of educational and training interventions aiming at the development of the human beings.

For this purpose, each school prepares the *Piano dell'Offerta Formativa (POF)*, which is the fundamental document of the cultural and planning identity of the school; it must be consistent with the general and educational objectives of the various kinds and branches of study established at national level. It must reflect cultural, social and economic requirements of the local reality, taking into consideration the local planning of the educational offer.

The *POF* includes the different methodological options, including those of minority-groups; it is devised by the *Collegio dei docenti* on the basis of general objectives defined

by the *Consiglio di circolo* or *Consiglio di istituto*, taking into account proposals and advises of organisations and associations, even de facto, of parents associations and, as far as upper secondary schools are concerned also of students associations. It must be approved by the *Consiglio di circolo* or by the *Consiglio di istituto* and it is available to the public and given to students and their family on the point of the enrolment.

School autonomy includes:

a) Teaching autonomy. Schools carry out national objectives through educational paths leading to implement the right to learn and to the educational development of all pupils. For this purpose, schools organise school time and teaching time in the way which is better suited to the study and learning rhythms; therefore, they can adopt the flexibility required: in fact, the annual number of hours for any single subject can be organised into separate modules; teaching units can be not necessarily structured into teaching hours; groups of pupils of the same class or of different classes as well as of courses of different years can be arranged into modules; subjects can be grouped by subject areas.

b) Organisation autonomy. Schools are allowed to decide how to use their teaching resources and to adopt any kind of organisation which is expression of freedom in planning and consistent with the general and specific objectives of every kind and branch of study; schools can adjust the school calendar, established by the Regions, to the *POF*'s requirements; schools can organise in a flexible way the overall timetable for the curriculum and for any single subject even on the basis of multi-week planning, provided that lessons spread over a minimum of five days per week and that the prescribed annual, pluriennial or cycle number of hours for the single subjects is complied with. Furthermore, teachers can be differently employed in the various classes and sections according to the methods and organisation featured by the *POF*.

c) Autonomy in research, experimentation and development is implemented as follows: through the planning of the educational offer and assessment research; through training and professional up-dating of the school personnel; through methodological and curricular innovation; through educational documentation, exchange of information, experiences and didactical material; through integration among the different sections of the school system including vocational training. If the research and innovation project requires structural changes beyond the curricular flexibility, acknowledgement of the Ministry of Education is required, upon opinion of the Higher Council for Education, *Consiglio Superiore della Pubblica Istruzione*.

School autonomy provides also that schools can adjust the curricular teaching time defined at national level, increase the educational offer with optional subjects and activities taking into consideration the local cultural, social and economic requirements.

Autonomy allows schools to promote "network agreements" concerning didactical, research and experimental activities; purchase of goods and services; temporary exchange of consenting teachers. Furthermore, schools, individually or associated by means of a network, can draw up an agreement with public or private Universities, with organisations, associations or agencies operating on the territory; moreover,

schools can also make special arrangements with voluntary associations and organisations of the private social sector.

Autonomy implies that schools are assigned administrative and accountancy functions which pertained to the Ministry of Education and abolished *Provveditorati agli Studi*, with the exclusion of those relating to staff. Staff management, in fact, invests a territorial context that is wider than that for which the individual school is responsible; in other terms, it requires particular guarantees in defence of the teaching freedom (for example: staff recruitment, mobility, recognition of foreign qualification, disciplinary sanctions, rolls for teaching appointment).

Authorisations and approvals concerning functions assigned to schools are abolished. The possibility to draw up agreements and arrangements, to purchase goods and services is a consequence of the juridical personality granted to schools on the basis of school autonomy. Autonomy can be granted only to schools with a certain number of pupils because, for this reason, they assure the best balance between application for enrolment and organisation of the educational offer. The optimal number, which should remain constant for at least five years, ranges from 500 to 900 pupils; in small islands, mountain communes and geographical areas with ethnic and linguistic peculiarities, the number can decrease to 300 pupils.

The Ministry of Education lays down a general frame to which school autonomy must refer in order to assure the uniformity of the Italian educational system. In fact, the Ministry of Education establishes the general objectives of the educational process; the specific objectives of learning relating to pupil skills; the subjects of the minimum national curriculum and their annual teaching hours; the total annual compulsory timetable of curricula; standards related to the service quality; general criteria for pupil assessment, for the recognition of study credits and for the recovery of study debits; general criteria for the organisation of study paths of adult education.

#### **2.6.4.1. Administration and management of pre-primary, primary, lower and upper secondary education**

In *scuole dell'infanzia*, primary and secondary schools, management and supervision functions are performed by the same bodies. Their roles and functions are the following.

##### **2.6.4.1.1. Head teachers "Dirigente scolastico"**

The head of a school has a different title depending on whether he is put in charge of *scuole dell'infanzia*, primary and secondary schools. In the first two instances, he is called Direttore didattico in the third instance Preside.

But following Decree no. 59, 6 March 1998, some changes have been introduced and the heads of schools that have been granted autonomy and legal status (see [2.6.4.]) take on the title of *dirigente scolastico* and are no longer registered in a national roll but instead in regional rolls (they are still public servants); since the 1<sup>st</sup> of March 2002, their work conditions have been regulated by a specific collective labour contract, different from the teachers' labour contract.

According to the above mentioned decree, the *dirigente scolastico* is responsible for the overall management of the institution, of which he will have legal responsibility; he is responsible for the management of financial and material resources and for the quality of the service provided. With due respect of the competencies of the *organi collegiali* of the school, the *dirigente scolastico* has autonomy in his role of direction, co-ordination, and exploitation of resources, and to this purpose he promotes the necessary interventions aimed at guaranteeing quality in the educational processes and providing for the collaboration of cultural, professional social and economic resources present in the community. He is the trade union representative. In carrying out his management and administrative duties, the *dirigente scolastico* can resort to teachers, whom he will have selected, and to whom specific tasks can be delegated; in addition he is assisted by the *direttore dei servizi generali e amministrativi* [2.6.4.1.3]. As for recruitment procedures of *dirigenti scolastici*, please refer to [8.3.1.].

#### **2.6.4.1.2. The School or Group Council**

The Group Council *Consiglio di circolo* (*scuola dell'infanzia* and primary school) and the School Council *Consiglio di istituto* are made up of elected representatives of teaching and non-teaching staff, parents and, in upper secondary schools, students. The *dirigente scolastico* is an ex-officio member. The Chairman is elected from among parents' representatives. The Council deliberates on the purchase, renewal and maintenance of school equipment and teaching material, library endowments and consumer material for classes. It approves the *Piano dell'Offerta Formativa* (see [2.6.4.]) and, in keeping with the organisation of school life and activities, it decides on the use of premises and equipment, cultural, sport and recreational activities, co-operation with other schools or with the *Consiglio scolastico locale* (see [2.7.2.], planning of extramural activities, guided visits and educational trips and welfare schemes for pupils. Of course, when planning these measures the Council has to abide by budget limits and must respect the powers of the Teachers' Assembly *Collegio dei docenti* and the freedom of teachers in their work. The Giunta esecutiva (Executive Board), elected by the School Council (*Consiglio di istituto*) is chaired by the *dirigente scolastico*. It draws up the preliminary budget and the final accounts and ensures that resolutions of the Council are implemented.

The necessity to reform the *organi collegiali* (collegiate bodies) instituted in the schools since 1974 has already been acknowledged for a long time; however, only during the present legislature, the Parliament decided to deal directly with this subject, despite its intention to delegate power to the government. The relevant Commission of the Chamber of Deputies approved a text for the reform of the school governing bodies on the 15<sup>th</sup> of December 2004. The Consiglio Nazionale della Pubblica Istruzione (National Education Council) decided to express its opinion on this subject

through comments and proposals on the 21<sup>st</sup> of December 2004. While waiting for the conclusion of the legislative procedures, the *organi collegiali* keep functioning according to the regulations in force.

#### **2.6.4.1.3. The 'Direttore dei servizi generali e amministrativi'**

Starting from school year 2000-2001, the administrative manager of schools to which autonomy has been granted is called *Direttore dei servizi generali e amministrativi*.

The *Direttore dei servizi generali e amministrativi* supervises, with operative autonomy, within the general instructions given by the *dirigente scolastico* of the school and the assigned aims, the administrative and general services of the school education and coordinates the pertaining staff. She/he provides directly for issuing those certificates that do not require discretionary assessment, elaborates projects and proposals for the improvement of the services she/he is responsible for and provides for gathering information and making the necessary preparation, relative to the stipulation of contracts, agreements and conventions. She/he is, by right, a member of the *Consiglio di circolo* or the *Consiglio di istituto*, see [2.7.2.].

#### **2.6.4.1.4. Teachers' Assembly 'Collegio dei docenti'**

The Teachers' Assembly *Collegio dei docenti* is made up of the permanent and temporary teachers from each primary school group or individual primary or secondary school and is chaired by the *dirigente scolastico*. It formulates the *Piano dell'Offerta Formativa* (see [2.6.4.]), which is an document identity of schools as far as school autonomy is concerned, in accordance with the general managing and administrative lines established by the *Consiglio di circolo* or the *Consiglio di istituto*, taking into account proposals and opinions expressed by parents' associations and organisations as well as by associations of students of upper secondary schools. Furthermore, the *Collegio dei docenti* periodically evaluates the general development of didactics to check its efficacy in keeping with the planned objectives, and proposes, wherever necessary, appropriate measures to improve educational activities. The Assembly selects textbooks, having consulted the Inter-class *Consiglio di interclasse* and Class Councils *Consiglio di classe*, and teaching materials within the financial limits laid down by the School Council *Consiglio di istituto*. It requests the Ministry for the acknowledgement of research and innovation projects that require structural changes which go beyond the curricular flexibility of general and specific objectives established by the Ministry with article 8 of the autonomy regulations; it is consulted by the *dirigente scolastico* as regards class formation, lesson timetables and the performance of school activities, taking account of the general criteria laid down by the *Consiglio di circolo* or *Consiglio di istituto* and the proposals of the *Consiglio di classe*.

What mentioned in the last section of paragraph [2.6.4.1.2.] is also valid for the *Collegio dei docenti*.

#### **2.6.4.1.5. Consiglio di intersezione, Consiglio di interclasse, Consiglio di classe**

The *Consiglio di intersezione* for *scuole dell'infanzia* and the *Consiglio di interclasse*, for primary schools consist of teachers from all classes or parallel sections operating at each school establishment included in *Circolo didattico* and by one parent elected for each class or section. The Class Council *Consiglio di classe* at secondary school level is made up of all the teachers of the class, four parents' representatives, elected by and among the parents of all pupils in the class, and the *dirigente scolastico* who chairs the

Council or delegates this task to one of the class teachers. Two student representatives and two parents' representatives also serve on the Council in upper secondary schools. These Councils formulate educational and teaching plans for the class, especially as regards interdisciplinary matters, check the progress of teaching and discipline in the class or section, approve innovation, catching-up and support activities, propose and organise supplementary and extramural activities. They also formulate proposals on educational and teaching activities, organisational innovation (see [2.6.4.1.4.]) and relations between teachers, parents and pupils for the *Collegio dei docenti*, which carries out interdisciplinary co-ordination and the periodical and final assessment of pupils exclusively in the presence of the teachers.

What mentioned in the last section of paragraph [2.6.4.1.2.] is also valid for the *Consigli di intersezione*, *Consigli di interclasse* and *Consigli di classe*.

#### **2.6.4.1.6. Committee for the evaluation of teachers service**

The Committee for the evaluation of teachers service is set up in any *Circolo didattico* or school. It is made up of 2 or 4 teachers elected by the *Collegio dei docenti* as effective members and 1 or 2 teachers as substitute members, according to the number of teachers of the school (up to 50 or more than 50). It is chaired by the *dirigente scolastico*. The Committee's function is to express its opinion on the teachers' service during the probationary year; on the request for rehabilitation of teachers who have undergone a disciplinary sanction; at request of the individual teachers, on their service for a period not longer than the last three years.

#### **2.6.4.2. Higher education**

Higher education in Italy is divided into university higher education and non-university higher education (see chapter [6.]).

Non-university higher education institutions are usually run by a Board of Management, by the directors and administrative directors who are in charge of administration and book-keeping in the individual institutions. Given the peculiarity of some of these institutions, however, management and book-keeping may have peculiar individual characteristics.

The direction and management of universities consist of three levels as explained under paragraph [2.6.4.2.1.] (university), [2.6.4.2.2.] (departments), [2.6.4.2.3.] (faculties).

##### **2.6.4.2.1. University administration**

The main bodies responsible for direction and administrative management of universities are:

- The Rector: he is the legal representative of the university. He presides over the *Senato Accademico* and the Board of management, supervises the functioning of the university structures and services, is responsible for the disciplinary function, draws up external collaboration agreements, plans teaching and research activities of the university. University Rectors are elected from among

full-time *professori ordinari* and *professori straordinari*. The university statute establishes the composition of the electoral body. Generally, it is made up of professors with tenure, research professors, students representatives in the Faculty council, in the *Senato Accademico* and in the Management board, and of technical-administrative staff. The University Rector is in charge for minimum 3 years, except for different provisions of the Statute; he can be re-elected;

- The *Senato Accademico*: it is generally made up of the Rector, the *Presidi di facoltà*, the Pro-rector and students' representatives of the academic world according to each Statute's regulations. It decides on didactical-scientific matters of general interest for the university, it express its opinions and formulates proposals to improve the faculty management. This is its ordinary composition; however, an enlarged composition is required for the approval of the university's statute;
- Board of management: it is responsible for the administrative, financial, economic and assets management of the university, as well as for the management of the technical and administrative staff; it approves budget and final accounts of the university. According to law of 9 May 1989 no. 168, universities' statutes must regulate the composition of the Board of management; the law ensures only the representation of the various parts foreseen by the regulations in force. Despite the unavoidable differences, due mainly to the dimensions of the universities, almost all Statutes foresee within the Council the presence of the Rector, Pro-rector, direttore amministrativo, representatives of *professori ordinari*, *professori associati*, researchers, non teaching staff and students, as well as representatives of local authorities, public and private bodies which contribute to the University financing to a relevant extent;
- The Director of administration is the top-level member of the administration; he is in charge of the financial and administrative management and of the adoption of acts of the university administration towards the outside, through autonomous spending power, organisation of human resources and supervision. Specific competencies are however determined by the Statutes of the universities. He is a member of the Board of administration and, with consultative vote, of the *Senato Accademico*. He can be chosen among the management staff of the university or of other Public administrations as well as among external experts. It is a not renewable fixed-term employment lasting not longer than 5 years.<sup>5</sup>;
- The Statute of each university can foresee other bodies which flank the Faculty' government, like the Council of the technical-administrative staff, the Commission for teaching and right to study, the Committee for equal opportunities, the Students Council.

#### **2.6.4.2.2. Administration of departments**

Article 83 of D.P.R. 11 July 1980 established the so-called *Dipartimenti*, which are organisations of one or more research sectors having comparable aims and methods and teaching comparable subjects, possibly including several faculties or several *laurea* courses. Departments promote and co-ordinate research activities respecting the

independence of individual researchers. They have their own structure with financial and managerial autonomy.

Their main direction and management bodies are:

- *Consiglio di dipartimento*: it is made up of professors with tenure or *fuori ruolo*, researchers and representatives of non-teaching staff, students registered for dottorato di ricerca and possibly students. It is chaired by the Director of Department *Direttore di dipartimento*. The *Consiglio di dipartimento* gives opinions on the establishment, abolition or modification of the disciplines for which it is responsible and adopts resolutions relating to the academic staff or experts to whom *corsi supplementari* are to be allocated. It also decides on the use of funds allocated to the *dipartimento* for its research activities and approves the budget of the *dipartimento*:
- Director of department (*Direttore di dipartimento*): is elected from among all full professors *ordinari* and *straordinari*, by the *professori ordinari* and *professori associati* and researchers and He represents the *dipartimento*, is responsible for relations with the academic assemblies, chairs the *Consiglio di dipartimento*, prepares requests for funding and puts forward the department's annual research plan.
- Department Board: it is made up of the *Direttore di dipartimento*, three *professori ordinari*, three *professori associati* and two researchers. The department board assists the Director and assigns the teachings of the courses of the *dottorato di ricerca*.

#### 2.6.4.2.3. Faculty administration

The Faculty is the basic unit of the University from an administrative, scientific and educational point of view. It is an organisational structure consisting of one or more courses of study with a similar cultural and methodological background. The student spends his/her university career within one faculty, enrolled in a specific course. The statute of the university lays down the main bodies of direction and management at this level and their tasks. They can be listed as follows:

- The *Consiglio di facoltà* is made up of the *Preside di facoltà*, all permanent professors and representatives of researchers. Meetings may also be attended by student representatives who are entitled to speak and make proposals on issues of interest to them. The *Consiglio di facoltà* plans teaching activities, coordinates their operation and puts forward proposals for changes in teaching arrangements.
- The *Preside di facoltà* is elected by a majority of votes from among full-time *professori ordinari* and *professori straordinari*. The electorate consists of the *professori ordinari*, *professori straordinari* and *professori associati* working in the Faculty. The Head of Faculty as President of the *Consiglio di facoltà* chairs the it (calling meetings, establishing agendas, etc.), supervises the relations between the Faculty and the central university authorities and superintending the correct management of the Faculty

- *Consiglio di corso di studio*: The course of study Councils are established when a Faculty offers more than one course. They are made up of all the permanent professors teaching on the course and by representatives of researchers, technical-administrative staff and students.. The Degree Course Council co-ordinates teaching activities and approves students' study plans.
- Chairman of the *Consiglio di corso di studio*: he is elected from the professors working in a specific study area. He supervises and co-ordinates teaching activities relating to his course.

## 2.7. INTERNAL AND EXTERNAL CO-ORDINATION

Co-ordination among the various members of the educational community takes place mainly through the participation both in the internal bodies (for example, *consiglio di classe*, *collegi dei docenti*, *consiglio scolastico* and *consiglio di circolo*, parents and students associations) or external *organi collegiali* (for example, local or regional *consiglio scolastico*, High council for education ).

Furthermore, co-ordination is still easier in the comprehensive schools which group together *scuola dell'infanzia*, primary school and *scuola secondaria di primo grado* in the same institute. In school year 2004/05, comprehensive schools in Italy were 3.435 (Source: Informascuola, no. 17 of 1-15 September 2004, p. 787)

It's worthwhile to remind that the reform of the Ministries approved with Law Decree no. 300 of 30 July 1999 (see [1.2.3.]) has reunified the Ministry of Education with the Ministry of the University; as a consequence, there will be a better co-ordination between upper secondary education and the university.

### 2.7.1. Internal co-ordination

Internal co-ordination is implemented mainly through internal *organi collegiali*, according to provisions regulating these bodies (see [2.6.4.1.2.] and [2.6.4.1.5.]). It can be stated that co-operation among the different members of the educational community aims at planning school activities and integrative activities without any interference with the teaching activities, which are under the exclusive responsibility of the teaching staff.

### 2.7.2. Participation and consultation of the different social actors

All participants in social life can take part in *organi collegiali* to a different extent and with various roles.

The following sections illustrate in a more analytical way the territorial school Councils according to the provisions of Presidential Decree no. 233 of 30-6-1999 which has changed the regulations established by D.P.R. no. 416 of 1974. It is worth to mention that Law Decree no. 411 of 23 November 2001 provided that collegiate bodies like School Districts, *Consigli scolastici provinciali* and the National Council of Education (Consiglio Nazionale della Pubblica Istruzione) will keep operating until the new territorial school Councils will be definitely set up.

It's worth it to remember that Law of 6 July 2002, no. 137, delegated the government to reform the school collegiate bodies, both at the central or peripheral levels; implementation decrees have not yet been issued.

- National level

The Higher Education Council, instituted with article 1 of the above mentioned Decree no. 233, has replaced the National Education Council on the basis of the previous Decree of 1974.

Responsibilities: the Council guarantees the uniformity of the national education system and offers technical and scientific support to the government on the subject of education. It puts forward proposals and expresses binding opinions on the following items: determination of the school staff's policy; regulations of the Ministry of Education on the matter of evaluation of the education system; objectives and standards of the education system established at national level; minimum national curriculum for the different kinds of schools; general organisation of education. Furthermore, the Council, also on its own initiative, can express its opinions on bills concerning education and holds cognitive enquiries on the situation of specific education sectors.

Composition: the Council is made up of 36 members, 15 of which are elected by the elective members of the *Consigli scolastici locali* representing state school staff; other 15 members are appointed by the Minister of Education among important representatives of the world of culture, art, school, university, work, professions and industry, associations, in order to ensure the widest cultural pluralism; other 3 of them are elected respectively by German- and Slovene-speaking schools and by the schools of Valle d'Aosta; the other 3 members are appointed by the Minister of Education: they represent *scuole pareggiate*, *scuole parificate*, *scuole legalmente riconosciute* and non-state public schools (e.g. run by cities and communes), among those designated by their respective associations. The Council is integrated by a representative of the Province of Trento or Bolzano who expresses its opinions on the projects of the two provinces concerning changes of their education organisation.

Bodies: the Council holds office for 5 years; it elects a President and the members of the President's office from among its members; it approves its regulations concerning procedures and times of its work, the setting up and work procedures of commissions. The Council must express its opinions within 45 days.

The new Council, in comparison with the previous Council, has introduced the following changes: it gives more importance to the consultative function; it has a smaller number of members to assure quick work procedures; it is no longer presided over by the Minister in order to grant a greater independence of Administration; the members representing schools are elected by elected members of the Council.

As for university higher education, please refer to paragraph [2.6.1.2.]; as for non university higher education, in particular for High Level Art and Music Education, please refer to [6.5.1.].

○ Regional level

Law Decree no. 233 of 30 June 1999, which has founded the *Consiglio regionale dell'istruzione*, is consistent with the reform of the administration structure of education, which established the *Uffici scolastici regionali* as peripheral bodies of the Ministry of Education.

The *Consiglio regionale dell'istruzione* is set up in every administrative regional peripheral office of Education (*Ufficio Scolastico Regionale*), see [2.6.2.] and holds office for 3 years.

Responsibilities: the *Consiglio regionale dell'istruzione* is a consultative body which supports Administration on a regional level. It expresses binding opinions on the subject of school autonomy, distribution of the educational offer and integration between education and vocational training, permanent education, right to study, staff recruitment and mobility, implementation of the *organici funzionali* of the institutes, disciplinary measures relating to teaching staff.

Composition: the *Consiglio regionale dell'istruzione* consists of the Presidents of the *Consigli scolastici locali*; a number of members (in proportion to the staff number of state schools) elected by representatives of the *Consigli scolastici locali*; three members elected by representatives of non-state schools recognised by *consigli scolastici locali*, five members appointed by the representative organisations of employers and employees. The manager of the regional education office is a member by right.

Bodies: the *Consiglio regionale dell'istruzione* elects its President from among its members, adopts its internal regulations which can provide for the composition and functioning of a "Giunta esecutiva" presided over by the manager of the "Ufficio periferico regionale". This latter must provide for the establishment of a secretary's office of the *Consiglio regionale dell'istruzione*. An important innovation is the possibility to adopt resolutions provided that it takes place in the presence of one third of the members. Opinions must be expressed within 30 days.

○ Local level

On the basis of the new territorial structure of the peripheral administration, Law Decree no. 233 of 30 June 1999 has abolished the *Consigli scolastici provinciali* and the *Consigli scolastici distrettuali* and established the *Consigli scolastici locali*. The *Consigli scolastici locali*, upon agreement with the Regions and the local authorities, can have their seat in the peripheral offices of the Ministry of Education, in schools or suitable structures supplied by the local authorities, where a secretary's office is set up, and hold office for 3 years. Local authorities provide for the constitution, control, supervision and dissolution of the *Consigli scolastici locali*.

Responsibilities: the *Consigli scolastici locali* put forward opinions and proposals towards peripheral administration of Education and autonomous schools on the subjects of autonomy implementation, school organisation on the territory, building of schools, guidance, life-long learning, continuity among school cycles, monitoring of educational needs on the territory. Furthermore, local authorities can make use of the opinions of the *Consigli scolastici locali*.

Composition: the *Consigli scolastici locali* are composed by the following members: 14/16 representatives elected by the staff of the state schools of the territory; 2 representatives of *scuole pareggiate*, *scuole parificate* and *scuole legalmente riconosciute*; 3 representatives of parents of pupils attending state schools, *scuole pareggiate*, *scuole parificate* and *scuole legalmente riconosciute*; 3 representatives of students from the Provincial Councils of Students; 5 representatives appointed by the local authorities; 5 representatives of employers and employees organisations. Bodies: the *Consigli scolastici locali* elect their President, adopt their internal regulations that can provide for the functioning of a regional government chaired by the representative of the school administration. Deliberations are valid only if at least one third of the members is present. Opinions must be expressed within 30 days.

o Other forms of participation

The students of upper secondary schools and the pupils' parents at all levels of education have a right to hold meetings inside the school in order to exercise their right to contribute to the democratic management and participation in the activities of the school.

Students' participation to school life is carried out as follows:

- Students' meetings in the upper secondary schools provide an opportunity for democratic participation and they make it possible to analyse educational and social problems in view of the cultural and social development of the students themselves. They are regulated with the consolidation act of laws of 1994 concerning education (see [2.2.]). Students' representatives in the *Consigli di classe* can form a school student committee entitled to express opinions and formulate proposals to the *Consigli di istituto*, also on the activities regulated with Presidential Decree no. 567 of 10 October 1996 further on mentioned in this paragraph. One school assembly and one class assembly can be organised each month, the former can take place during the school hours of one day and the latter can last for two hours. The invitation to meetings organised during school hours can also be extended to a maximum of four experts on social, cultural, artistic and scientific questions that are proposed by the students and whose participation can be included in the regular agenda of the meeting. In this case, the days destined to the assemblies are part of the 200 school days established with article 74 of Consolidation Act of 16 April 1994, no. 297 (Ministerial circular of 26 November 2003). The hours set aside for assemblies can also be used for research activities, seminars and group-work, if the students so require. The meeting is called on request of the majority of the students' committee members of the institute or upon request of 10% of the students. The date and agenda of the meeting have to be submitted to the *dirigente scolastico* beforehand. The latter has the authority to intervene if the rules are violated or if it is impossible to hold an orderly meeting.
- The "Charter of students in secondary schools" has been approved by with Presidential Decree no. 249 of 24 June 1998. The charter, which states that the school is a community based on dialogue, research, social experience, democratic values and aimed at the development of pupils, establishes rights

and duties of pupils. It also provides for the right to a qualified cultural and vocational training, a transparent and quick evaluation, etc., as well as the duty to attend school regularly, the constant fulfilment of the study duties, a correct behaviour towards the *dirigente scolastico*, teachers, school staff and school-friends, observing the organisation and safety rules of each school, etc. The charter, eventually, re-organises the disciplinary matters, which were still based on a regulation dating back to 1925. As far as school autonomy is concerned, regulations of the individual schools will establish behaviours revealing lack of discipline, whereas the charter establishes that disciplinary measures must have educational purposes; therefore, disciplinary measures must always be temporary and aim at redressing an injury; students can be offered to convert the disciplinary measure into activities in favour of the school community. Temporary expulsion from school, can be decided by an *organo collegiale* and provided only for serious and repeated breaches of discipline and cannot last more than 15 days. It is possible to appeal against disciplinary measures to a Watchdog office within the school. This body falls within the regulations of the institute, but among its members there must be also one representative of the students of upper secondary schools and one representative of the parents of pupils attending the *scuola secondaria di primo grado*. The same Watchdog office body decides on conflicts concerning the application of the Charter of right and duties of students of upper secondary schools. It is possible to appeal against the decision adopted by the internal Watchdog office addressing to the manager of the peripheral school administration; this administration level is responsible to issue a definitive decision after having heard the binding opinion of the Watchdog office described in the last section of this paragraph.

- Participation in school initiatives enabled by school autonomy. With Presidential Decrees no. 567 of 1996, no. 156 of 1999 and no. 105 of 2001 instruments and paths leading to involve students in school life have been determined and provide as follows: complementary and supplementary initiatives of the formative path of students, obviously related to pupils' age and maturity; provision at least of one meeting-place for students after school time in lower and upper secondary schools; use of school buildings and equipment also outside school time, in the afternoon and holidays; support to initiatives that make schools become centres for cultural, civil and social promotion of the territory and for the collaboration with local authorities, associations of students and ex-students, parents, voluntaries, through special agreements. Complementary initiatives must take into account students' needs, become part of the educational objectives of the institute while participation can be taken into consideration by the *Consiglio di classe* in the general assessment of students. Therefore, these initiatives are examined beforehand by the *Collegio dei docenti* in order to be co-ordinated with the curricular activities. Supplementary initiatives must be deliberated, like complementary initiatives, by the *Consiglio di circolo* or by the *Consiglio di istituto*, they aim at offering extracurricular activities to favour the human and civil development of students; they must take into consideration students' needs, opportunities

offered on the territory and real organisational abilities of student associations. All initiatives can be carried out directly by the schools or through agreements with student associations; agreements must foresee the duration and regulate the use of rooms and equipment as well as liability for damages, etc.

- The provincial Council, regulated with Presidential Decree no. 156 of 9 April 1999, is composed of two students from every upper secondary institute and has the following tasks: to ensure the debate among students of all schools of the province; to put forward proposals and express opinions towards *Provveditorato agli studi*, local authorities and territorial *organi collegiali*; to institute an information office for students; to promote transnational initiatives; to appoint 2 representatives to the Watchdog office, provided for in article 5 of the Charter of students, which expresses binding opinions to the school peripheral administration on claims concerning violations of the Charter and school regulations. The Watchdog office is composed of 2 students appointed by the Council, 3 teachers, one parent and is chaired by a person with high moral and civil qualities appointed by the above mentioned manager. As far as the *scuola secondaria di primo grado* is concerned, the 2 students are replaced by 2 more parents. It's worthwhile to remind that Regulation no. 319 of 11 August 2003, no. 319 for the reform of the Ministry of education, instituted a Directorate for the students' status, youth policies and motory activities (*Direzione per lo status dello studente, per le politiche giovanili e per le attività motorie*) within the Department for territory services (*Dipartimento per i servizi del territorio*) (see [2.6.1.]). The National Forum of the most representative associations of students has its seat in the above mentioned Directorate. It was set up on the basis of Regulation no. 105 of 13 February 2001 concerning complementary initiatives and integrative activities in the schools. According to this Regulation, Ministerial Decree no. 79 of 11 July 2002 distinguished the most representative students' associations and established the Forum's composition (not more than 3 representatives for each association). The Forum elects a co-ordinator at the beginning of every meeting. It sits once every two months during the school year adopting an internal regulation. The Minister, or a delegate, joins the meeting and the above mentioned Directorate General provides the necessary support for the organisation and the secretary service. As for its tasks, the Forum fosters the dialogue between the Ministry and the students' associations, it represents the students' needs, formulates proposals and expresses its opinions either upon request of the Minister or on its own initiative.

- Involvement of the parents

Parents' meetings can be held at section, class or school level.

The meetings take place outside school hours and the assembly must have a set of norms regulating its activities which must be submitted to the *Consiglio di circolo* or to the *Consiglio di istituto*.

The *dirigente scolastico* and the teachers of the section, class or school can actively participate in the meetings of the section, class or school.

The parents can choose to form associations outside school institutions depending on their educational aims, ideological, or religion and they can participate with their own symbols in the elections of representatives in the *organi collegiali*.

In accordance with Presidential Decree no. 567 of 10 October 1996, parents can put forward requirements that can be met with complementary and supplementary initiatives regulated with the above mentioned Presidential Decree and described in the previous paragraph.

In accordance with Regulations approved through Presidential Decree no. 105 of 13 February 2001 and through Decree no. 14 of 1 February 2002, the Ministry of Education instituted the National Forum of the most representative parents' associations, identifying the various associations and determining the Forum's composition (minimum 2 representatives per association) and tasks (similar to those of the Forum of students' associations). At the opening of the meetings, the Forum elects a co-ordinator; it sits at least three times a year and adopts its own internal regulations. Its seat is at the Directorate General for Students' Status, which ensures the required support as for organisation and secretary service.

## **2.8. FINANCING - EDUCATIONAL BUDGET**

Educational, organisational, research, experimentation and development autonomy, with the exception of financial autonomy, have been granted to schools. Therefore, according to article 21, sub-paragraph 5, of Law no. 59 of 15 March 1997, almost all financing necessary for the administrative and educational management comes from the State and is divided into ordinary and equalising allotments. A relevant innovation is that such funds are destined to educational, training and guidance activities in general, without any constraints.

Some contributions can be provided by Regions, local bodies and private organisations. Such funds are destined to the implementation of projects supported by funds with specific allocations. As far as acceptance of donations and inheritance are concerned, authorisations of acceptance have been abolished.

The State is responsible for school funding both for educational and administrative purposes. Regions have to provide directly, but more often under delegated power, services and assistance to students (canteens, transportation, textbooks for primary schools, aid to the less wealthy, social and health assistance) out of their own budget and they also have to finance plans for the building of schools. Provinces and Municipalities can be delegated by the Region to provide assistance and services and their function is that of providing for school heating, lighting and telephone connections, maintaining school buildings.

The State financially supports universities through funds foreseen by the State budget which are to be subdivided among the various universities as follows:

- Fund for the regular financing of the universities (*FFO*);
- Fund for university building and great scientific equipment (*FEU*);
- Fund for the development planning of university system (*FPS*).

The first one (*FFO*) is made up of financial resources which were distributed among approximately ten budget items until 1993. These financial resources converged on a single budget item, which is subdivided into three parts:

- a basis share, related to the "historical" transfer (corresponding to the amount received by universities in the previous years);
- a "re-balance share", to be divided according to criteria related to the standards of the production costs per student and to objectives of research re-qualification;
- a share destined to "programme agreement" among universities and the Ministry of Education University and Research.

Compulsory contribution within the limits set out by the regulations in force and autonomous financing (voluntary contributions, activities' earnings, surplus, profits derived from the alienation of properties, liberality acts, considerations for contracts and agreements) have to be added to these revenues.

## 2.9. STATISTICAL DATA

Table no. 1- Budget of Ministry of Education (in euros) 2004

1. Gabinetto e Uffici del Ministro	18,308,464
EDUCATION	
2. Sviluppo dell'istruzione	36,205,430
3. Servizi del Territorio	69,138,991
4. Servizi Affari Economico-finanziari	3,844,319,342
5. Servizio Automazione Informatica	11,510,921
6. Servizio per la Comunicazione	8,251,095
7. Ufficio Scolastico Regionale per la Lombardia	4,493,268,760
8. Ufficio Scolastico Regionale per il Piemonte	2,313,466,699
9. Ufficio Scolastico Regionale per la Liguria	776,813,224
10. Ufficio Scolastico Regionale per il Veneto	2,481,973,495
11. Ufficio Scolastico Regionale per l'Emilia-Romagna	1,986,671,220
12. Ufficio Scolastico Regionale per il Friuli Venezia Giulia	671,773,059
13. Ufficio Scolastico Regionale per la Toscana	1,921,981,042

14. Ufficio Scolastico Regionale per l'Umbria	527,997,391
15. Ufficio Scolastico Regionale per il Lazio	3,209,198,242
16. Ufficio Scolastico Regionale per le Marche	935,309,391
17. Ufficio Scolastico Regionale per il Molise	243,368,771
18. Ufficio Scolastico Regionale per l'Abruzzo	883,194,841
19. Ufficio Scolastico Regionale per la Puglia	2,912,623,938
20. Ufficio Scolastico Regionale per la Campania	4,591,853,236
21. Ufficio Scolastico Regionale per la Basilicata	520,854,386
22. Ufficio Scolastico Regionale per la Calabria	1,819,342,074
23. Ufficio Scolastico Regionale per la Sardegna	1,247,181,238
24. Ufficio Scolastico Regionale per la Sicilia	3,803,354,010
UNIVERSITY AND RESEARCH	
25. Programmazione, coordinamento e affari economici	10,069,420,039
26. Affari generali e sistema informativo	389,433,450
27. Studi e documentazione	1,288,335
TOTAL AMOUNT	49,987,204,634

SOURCE: Law of 24 December 2003, no. 351 for the approval of the State budget for financial year 2004 (ordinary supplement no. 299 to the Official Gazette of 27 December 2003).



## CHAPTER 3

### PRE-SCHOOL EDUCATION

The *scuola dell'infanzia*, has been completely reformed by Legislative Decree no. 59 of 19 February 2004 (implementation of Delegated Law no. 53 of 28 March 2003 for the reform of the educational and training system). The mentioned decree has come into force in school year 2004-2005; however, according to transitory rules of article 19, some provisions of the Consolidated Act no. 297 of 16 April 1994 will still apply to the already functioning sections, until they'll be completely phased out.

The *scuola dell'infanzia* is the only type of pre-school in the state and non state sectors.

#### 3.1. HISTORICAL BACKGROUND

The first educational institutes for very young children were called *asili d'infanzia*. The oldest of these was set up in Cremona by F. Aporti in 1829. A very important contribution was given by M. Montessori who in 1907 opened the "casa dei bambini" in Rome where she introduced the educational method still associated with her name.

It was not until the Gentile reform and the Single Text of 1928 were introduced that nursery schools obtained a precise collocation within the framework of public education. With that reform they took on the official denomination of *scuole del grado preparatorio*, i.e. preparatory schools to primary education.

In spite of all this, the implementation of the relevant law was still the responsibility of local bodies, so that almost all nursery schools had a mainly assistential or social function and depended mostly on the initiatives of private individuals or of bodies and associations. The only institutes depending directly on the State were the *giardini d'infanzia* which were located inside the *Istituti magistrali* and *Scuole magistrali* whose main function was the training of primary and nursery school teachers.

The State took over complete responsibility in the sector of pre-school education only in 1968 with Law no. 444, which also acknowledged the role of private schools and provided them with financial contributions.

With Law no. 444, pre-school, with the passing of time, has lost its assistance features and gained not only educational value, but also a full didactical autonomy even

though it keeps a certain level of continuity with the primary level of education and has become part of the educational system.

In the end, the mentioned Law no. 53 of 28 March 2003 and Delegated Decree no. 59 of 19 February 2004 provide for the full introduction of *scuola dell'infanzia* in the education system.

### 3.2. ONGOING DEBATES

The anticipated enrolment in the *scuola dell'infanzia* was strongly debated because the educational nature of this school level could be altered towards an assistance nature. However, these perplexities have vanished, and all efforts are now directed to open the *scuola dell'infanzia* to children who reach three years of age within 30 April.

### 3.3. SPECIFIC LEGISLATIVE BACKGROUND

The most important legal texts on the subject of State nursery schools from their origins to the present day are:

- Law no. 444 of 1968 which introduced the concept of State nursery school;
- Law no. 463 of 1978 containing special rules and introducing changes in the way State nursery schools were operated;
- Ministerial Decree 3 June 1991 where the new educational guidelines *Orientamenti dell'attività educativa* for State nursery schools are laid down. This blueprint acknowledges the role and the function of pre-school education as the first non-compulsory stage of the basic educational system. Private schools are free to choose whether to conform or not with this document. Abolished through Ministerial Decree no. 91 of 21 May 2001 as a consequence of school autonomy, the new guidelines have been re-established with the same provision that suspended the reorganisation of school cycles; however, starting from school year 2004/2005, they have been replaced by the *indicazioni nazionali* for the *piani personalizzati delle attività educative* in the *scuole dell'infanzia* included in Table A, annexed to Legislative Decree 59/2004;
- The Consolidated Act of 1994 containing the current laws on education at all levels. Changes have been made in the rules on didactical and organisation autonomy.
- Law n. 53 of 2003 for the reform of the educational system. It concerns also the *scuola dell'infanzia*;
- Legislative Decree no. 59 of 19 February for the reform of the *scuola dell'infanzia*.

### 3.4. GENERAL OBJECTIVES

According to article 1 of Legislative Decree 59/2004, the three-year *scuola dell'infanzia* contributes to the affective, psychomotor, cognitive, moral, religious and social development of children and promotes their potentiality of establishing relationships,

of autonomy, creativity, learning and to secure equal educational opportunities: in the respect of the educational responsibility of parents, it contributes to the integral education of children; through its autonomy and didactical and pedagogical unitariness, it carries out the educational profile and the educational continuity together with all childhood's services and the school. The most relevant provisions and activities introduced through the mentioned legislative decree are related to:

- anticipated enrolments;
- new professions and their organisation;
- functioning timetables,
- *Indicazioni nazionali* for the *piani personalizzati delle attività educative*.

### 3.5. GEOGRAPHICAL ACCESSIBILITY

The Constitution of the Italian Republic (art. 33 and 34) establishes that it is a duty of the State to provide access to education to all young people living in the country, regardless of the geographical condition of the area they live in and of their individual social and economic situation.

The State central and peripheral administrations, as well as regional, provincial and local administrations (Communes) are responsible for this, in that they have to set up and operate a network, as widespread as possible, of educational establishments, based on the age of the pupils, the geographical aspect of the area and the social conditions of the families living there.

Legislative Decree 59/2004 assures the generalisation of the educational offer and the possibility to attend the *scuola dell'infanzia*. To this aim, further legislative decrees will be issued. Actually, attendance of *scuola dell'infanzia* is granted to the great majority of children who reaches three years of age by 28 February of the calendar year in which they begin school and will be gradually granted also to those who reach the same age by 30 April.

### 3.6. ENTRANCE REQUIREMENTS

Legislative Decree no. 59 of 19 February 2004 provides for the enrolment in the *scuola dell'infanzia* of children who reach three years of age by 30 April of the calendar year in which they begin school. However, implementation of this rules requires the adequate financial resources, availability of places, the provision of certain services by the Communes and the introduction of new professional figures. Therefore, the implementation of this provision will take place gradually: from school year 2004/05 children who reached the age of three years by 28 February have been enrolled and for school year 2005/05 a further anticipation is foreseen.

Families are free to choose the kind of school they want to send their children to. The only limitations may be due to the lack of available or to the lack of school staff assigned to each school by the School administration. Each school will establish its own

criteria to accept the enrolment applications if the requests for enrolment are higher than the reception capacity of the school premises or than school staff.

Small villages are often grouped together into consortia or inter-municipal associations to ensure a better management of the services and an efficient use of available resources.

### 3.7. FINANCIAL AID TO FAMILIES

There are no fees to be paid at this level of education, in spite of it not being compulsory. Families pay a small contribution, from which low-income households are exempted, towards transport and canteen services.

Law on equality no. 62 of 10 March 2000 ([3.14.]) doesn't foresee measures in favour of the families of children attending *scuole dell'infanzia* because it is not part of compulsory education.

Different measures (coupons, cheques, etc.) are instead foreseen by regional laws according to the regions' responsibilities as far as the right to study is concerned.

### 3.8. LEVELS AND AGE GROUPS

As outlined in Consolidated Act, no. 297 of 1994, state pre-schools are composed of three sections and each section groups children of the same age.

The teaching activity of each section is shared between two teachers; in particular situations the teaching activity can be carried out by one teacher and only in the morning.

From the 1st of September 2000, when school autonomy came into force (see [2.6.4.]), each school sets up its organisational and didactical structure with the highest level of discretionary power in compliance with the general objectives of the national education system, teaching freedom and educational choice of the families as well as the *Indicazioni nazionali* referred to in annex A of Legislative Decree no. 59 (see [3.10.]). The *organico di istituto* has been set up to guarantee the educational activities foreseen by the mentioned legislative decree (see [3.9.2.] and [3.10.]): it permits a more balanced, diversified and flexible management of school staff and aims at increasing the value of school planning and teachers' professionalism in order to achieve the best implementation of the *POF* (see [2.6.4.]). The *organico di istituto* is determined by taking into account the following elements: the number of enrolled children, research activities and educational planning, programmes for the prevention of school drop-out, integration projects for foreign children and projects for the realisation of individual educational paths. The *organi collegiali* are responsible to deliberate how the *organico di istituto* has to be managed, from the point of view of its structure, the organisation of the teaching group's work for what concerns teaching hours, school time, rational exploitation of school premises, equipment and didactical material, and time to be destined to projecting work in team, etc.

Following the reform of the Ministry of Education, starting from school year 2002-2003, the number of sections, classes, and teachers, including support teachers, of every

school types and levels is established by the *Ufficio Scolastico Regionale* (see [2.6.2.]) on a proposal advanced by the school heads, within the limits of the regional number of units of school staff assigned by the Ministry, and upon opinion of the relevant collegiate bodies. The Ministry of Education, together with the Ministry of Economy and upon opinion of the relevant parliamentary committee, establishes the overall extent of the permanent teaching staff and its distribution on a regional basis. The head of the *Ufficio Scolastico Regionale* distributes the permanent staff on a provincial basis.

Sections are established according to the number of enrolled pupils. The number of pupils, not rigidly fixed, varies according to various factors, like the presence of disabled pupils, geomorphology of the territory, financial conditions and social disadvantages, availability of the regional number of school staff units. Generally, as far as the *scuole dell'infanzia* are concerned, sections are made up of maximum 25 and minimum 15 children.

### **3.9. ORGANISATION OF TIME**

#### **3.9.1. Organisation of school year**

Educational activities take place between the 1st of September and the 30th of June. Article 3, sub-section 2, of Legislative Decree 59/2004 foresees a timetable of 875-1400 hours on an annual basis.

#### **3.9.2. Weekly and daily timetable**

Schools define the weekly and daily timetables, on the basis of their educational projects, according to their organisation and teaching autonomy. Their timetables should be consistent with the number of teachers assigned to the schools and with the families' requirements. Within the total amount of hours, which can range between 25 and 48-49 weekly hours per 35 weeks in a year, three timetable models can be offered: minimum 25 hours service only in the morning; 40 hours service; maximum 48-49 hours service.

The *Consiglio di circolo* sets the timetable for the beginning and the end of the daily activities as well as the days of lessons in a week; these latter cannot be less than 5, taking into account the parents' requests. Schools can now offer their own timetable model or more models in the respect of a minimum and a maximum amount of hours. Two aspects are relevant: the full power of the schools to decide the organisation model most suitable to their educational project and the important role of parents in the choice of the timetable models.

### **3.10. CURRICULUM, TYPES OF ACTIVITIES SUBJECTS AND NUMBER OF HOURS**

Legislative Decree 59/2004, while waiting for the definitive government regulations of the pedagogical, teaching and organisation system, provides for the adoption of the *Indicazioni nazionali* of the *piani personalizzati delle attività educative* in the *scuole*

dell'infanzia, foreseen in table A, annexed to the mentioned decree. The *Indicazioni nazionali* replace the *orientamenti educativi* of 1991.

The *Indicazioni nazionali* establish what follows:

- General objectives of the formative process (strengthening of personal identity, independence attainment, competencies development);
- *obiettivi specifici di apprendimento* indicate the performance levels that all *scuole dell'infanzia* should attain; the attainment of these performance levels assure the individual, social and civil right to quality education and training and assure the unity of the national education system. The *obiettivi specifici di apprendimento* have been listed under the following titles: 'the self and the other', 'body, movement, health', 'use and output of messages', 'exploring, knowing and planning'; this list, that is not mandatory, describes teaching activities that teachers, through their teaching autonomy, should modulate according to each child's needs and abilities, as well as to his/her autonomy and learning degree. As for the objectives of catholic religion, see paragraph [1.4.];
- the criteria for the selection of the formative objectives and the formulation of the *piani personalizzati delle attività educative*.

Furthermore, the *Indicazioni nazionali* foresee what follows:

- the introduction of the *portfolio delle competenze*, which is supposed to last until the end of the pupils' study path. It includes a basic description of the path followed, the educational progresses achieved and some papers; it should offer guidance indications based on the pupils' resources, their learning times and methods, interests, attitudes and aspirations. The portfolio is filled out and updated by the section teachers, who is also the *docente tutor*; he follows the pupil's personal development for the whole *scuola dell'infanzia*. The *portfolio* is particularly relevant to decide on anticipated enrolment in primary school.
- Organisation restraints. As far as the provision of the *piani dell'offerta formativa* and the *piani personalizzati delle attività educative degli allievi* are concerned, schools should take into account what follows: their staff resources; their organisation and teaching autonomy, in particular their possibility to create labs where section or inter-section groups of pupils can work together; the *docente coordinatore-tutor* working in the school complex; agreements with local authorities to institute, where possible, sections with children of less than 3 years of age, in connection with day nurseries for the whole school year or for a part of it.

### 3.11. TEACHING METHODS AND MATERIALS

The *scuola dell'infanzia* is an educational environment where children can make real experiences and learn by reflecting, thus integrating the children's various forms of doing, thinking, expressing, communicating, enjoying beauty and giving sense. It requires adults' attention and availability, flexibility and adaptability; they should create a pleasant atmosphere of curiosity and joy of playing. The *scuola dell'infanzia*

refuses early disciplinary methods and acknowledges the following elements as fundamental of its educational service:

- the relationship among peers and with adults;
- the exploitation of all the forms and experiences of playing;
- the relevance of productive making and of direct experience of the contact with nature, things, materials, social environment and culture to lead the children's curiosity along gradually more organised exploration and research paths.

### **3.12. ASSESSMENT OF THE PUPILS**

The *scuola dell'infanzia* foresees the occasional and systematic observation of children as well as the documentation of their activities in order to evaluate their needs, to make balanced educational proposals according to the quality and quantity of their answers and to share them with their parents. The levels attained at individual level are described and understood, instead of being measured and assessed. Indeed, the task of the *scuola dell'infanzia* is to promote, support and strengthen processes which allow pupils to develop their abilities at best. In this view, the *scuola dell'infanzia* keeps and updates the pupils' *portfolio delle competenze* (see [3.10.]).

### **3.13. SPECIAL SUPPORT MEASURES FOR THE PUPILS**

Psycho-pedagogical support interventions can be either external or internal to schools, while paediatric interventions are responsibility of the national health service structures. They are free-of-charge and available for all children.

### **3.14. PRIVATE SECTOR**

Article 33 of Italian Constitution lays down two basic principles for educational policy:

- the State is obliged to provide a State-school system accessible to all young people;
- bodies and private individuals are entitled to establish schools and colleges of education, at no cost to the State (sub-paragraph 3).

Sub-paragraph 4 delegates ordinary law to lay down rights and duties of non-State schools which apply for equality and to ensure them complete freedom and guarantees to pupils the same treatment of pupils who attend State schools.

Therefore, according to the Italian Constitution there should be three types of schools as follows:

- state schools, managed directly by the State;
- *scuole paritarie*, run by organisations or private citizens but officially recognised by the State and therefore authorised to provide certificates with legal value;
- private schools, not authorised to provide certificate with legal value

Since the introduction of the Italian Constitution in 1948, law on equal schools has not been approved by the Parliament, despite it was provided for in the Constitution. This

is due to the divergences of catholic and non-denominational politic forces on the issue of State financing to *scuole paritarie*.

During the last legislature it has been possible to obtain the approval of Law no. 62 of 10 March 2000 providing "rules for school equality and provisions concerning the right to study and education".

The solution has been found through the assignment of financial supports directly to the families of pupils of State and non-State schools through scholarships and tax relief instead of allotting them to the managers of non-State schools; also the recognition of equal schools as parts of the national education system played an important role in this respect.

Law on school equality established the following principles:

- private schools and schools run by local authorities (communes and provinces) are recognised on request as equal schools on the following conditions: if they offer an educational project in accordance with the principles laid down in the Constitution as well as in the current regulations and provisions; if admittance is open to everybody who accept the school's educational offer, including disadvantaged pupils or pupils with special needs; if schools have a budget which is made public; if rooms, furnishings and equipment are adequate; if their *organi collegiali* are based on a democratic representation; if members of the teaching staff possess the required professional certificate *abilitazione all'insegnamento* and if the work of the teaching staff is regulated by individual contracts in conformity with labour national contracts; if schools provide full courses; if schools undergo the proceedings of the national evaluation system according to the standards established for State schools;
- *scuole paritarie* are enabled to issue certificates with value of legal qualification like State schools of the same type and educational level; they are free to chose their cultural orientation and their educational-didactical approach; non profit-making schools benefit of a special tax-treatment. in accordance with article 34 of the Italian Constitution, and in order to implement the right to study both to pupils of State schools and pupils of *scuole paritarie* attending compulsory and upper secondary education level, an extraordinary financing plan has been destined to the Regions in order to support disadvantaged families for their expenses, proved by documents, By either allocating scholarships or by a correspondent tax deduction. By Decree of the Council of Ministries' President no. 106 of 2001 concerning the allocation of scholarships has been approved.

However, a direct financing is still foreseen; a further grant is provided to people who run private primary schools (this financing has been existing since 1928) and the financing of non state *scuole dell'infanzia* (from 3 to 6 years of age), which has existed for very many years, has been maintained. Non state nursery schools falling within the "integrated pre-school system" (that is a network of state schools, municipal schools, schools run by other public bodies as well as private schools) will be provided with an increase of the previous financing. The reason for this decision is due to the fact that non state *scuole dell'infanzia* (either private or municipal schools), unlike primary and secondary schools that are run mostly by the state, cover almost the 40% of the

requirements; therefore, a non-financing would imply the closure of great part of them with the consequence of an increase in the financial burden for the state budget. Additional funds foreseen by regional laws are provided directly to schools or to the students' families.

It is worth noting that non state schools are not obliged to apply for equality of status. Law no. 62 of 10 March 2000 provides that regulations contained in Part II, Title VIII of the Consolidation Act no. 297 of 16 April 1994 continue to apply to private schools that do not intend to ask for equality of status. However, the Ministry of education will have to present to the Parliament a report on the implementation of the law. Furthermore, the Ministry of education, upon opinion of the competent parliamentary committees, has to propose the suppression of the provisions contained in the above mentioned Consolidation Act, in order to bring all non-state schools within the two categories of *scuole paritarie* and non-state schools without equal status. Therefore, during the transient phase there will be non state *scuole paritarie*, non-state *scuole legalmente riconosciute* (or *parificate*) and non-state private schools; qualifications released by these latter will not have legal value.

The Ministry has gathered the indications provided up to now, taking into consideration the many provisions issued as a consequence of Law of 10 March 2000 no. 62, in a co-ordinated text published with Circular no. 31, ref. 861 of 18 March 2003. The text includes indications to obtain equality recognition, indications on administrative and teaching financing (teaching co-ordination, enrolments, classes composition, aptitude's and final tests) and on teaching organisation (with reference to teaching staff, *organi collegiali*, educational plan and the *piano per l'offerta formativa*, school network).

#### Private education at a pre-school level

Taking into consideration what mentioned above, non-state *scuole dell'infanzia* are subdivided as follows:

- *Scuole paritarie*: schools that requested and obtained equality according to the conditions foreseen by Law no. 62 of 10 March 2000. They became part of the national education system, therefore don't follow anymore regulations foreseen for non *paritarie* schools due to the fact that they have become part of the national education system; therefore, it is no longer required any approval for the appointment of teachers; it is just required a communication delivered by the manager of the *Ufficio scolastico regionale*. Also the certification of the service carried out in *scuole paritarie* should be issued by the school manager of the *scuola paritaria* and no more by the school manager of the state school.
- *Scuole private autorizzate*: schools that have not requested or obtained equality; they are still regulated through provisions of the Consolidation Act of laws of 16 April 1994, no. 297. Supervision on these schools is carried out by the *dirigente scolastico* responsible for that area who authorises the opening of new schools, approves the appointment of teachers, makes sure that all hygienic and sanitary conditions are respected before opening the establishment and that the teachers have suitable qualifications to teach in a *scuola dell'infanzia*. As part of this supervision task the *dirigente scolastico* must also request a certificate stating

that teachers are physically fit to do their job because there is no fixed retirement age for them.

Any complaint concerning the lack of authorisation for the opening and operating of private *scuole dell'infanzia* should be sent to the *Ufficio Scolastico Regionale*. On the contrary, the *scuole dell'infanzia paritarie* are part of the national education system; therefore regulations prescribed for schools that are not *paritarie* don't apply to them; hence, approval of teachers' appointments is not required; appointments have just to be communicated to the manager of the Regional Directorate. Also the certification related to service carried out in *scuole paritarie* is released by the school head of the *scuola paritaria* and no longer by the school head of the state school. It is possible to obtain contributions towards the maintenance and operation of private *scuole dell'infanzia* in relation to:

- number of children enrolled or attending the school,
- number of classes in the school on the basis of the number of pupils according to current norms on State *scuole dell'infanzia*,
- number of children exempted from the payment of attendance and board fees or of one of these,
- other possible sources of income for the school,
- social and economic conditions of the area in which the school operates,
- location of the schools within cities, internal areas or small villages,
- present and future expenses necessary to run the school.

### 3.15. ORGANISATIONAL AND STRUCTURAL ALTERNATIVES

There are no organisational and structural alternatives to nursery schools.

### 3.16. STATISTICAL DATA

Table 1 - School units, sections, pupils, teachers in State *scuole dell'infanzia*

School year	School units	Sections	Pupils	Permanent temporary Teachers
2003-2004	13,572	41,487	972,250	84,056

Table 2 - School units, sections, pupils in private *scuole dell'infanzia*

School year	School units	Sections	Pupils	Teachers
2003-2004	(1)	(1)	660,074	(1)

Table 3 - Pupil/teacher ratio and pupil/section ratio in state nursery schools

School year	Pupil/teacher ratio	Pupils per section
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2003-2004	11,60	23,40
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Table 4 - School attendance rate in state and non-state *scuole dell'infanzia*

School year	School attendance rate
2003-2004	98,7

(1) Data temporarily not available.

Sources:

CENSIS: 38° rapporto sulla situazione sociale del paese 2004, pages 153-155.







## CHAPTER 4

### PRIMARY EDUCATION

Primary school has been completely reformed through Legislative Decree no. 59 of 19 February 2004, implementing Delegate Law no. 53 of 28 March 2003, for the reform of the whole education and training system. Starting from school year 2004-2005, implementation has been extended to all primary education grades; however, according to transitory rules, some provisions of Consolidated Act no. 297 of 16 April 1994 will still be valid until the existing classes will be completely phased out.

Primary school is part of the *primo ciclo di istruzione*, together with the *scuola secondaria di I grado*, that lasts eight years. It is the first education segment which realises the *diritto-dovere* to education and training. Primary school and *scuola secondaria di primo grado* are two different education levels, each with its own specificities, even though they are parts of one only school cycle.

Primary school lasts five years and is subdivided into a first year linked up to the *scuola dell'infanzia*, and two two-year periods.

It is possible to institute comprehensive institutes that include primary schools, *scuole secondarie di primo grado* and also *scuole dell'infanzia*, managed by one only *dirigente scolastico*.

#### 4.1. HISTORICAL OVERVIEW

The Casati Law, issued by the Piedmont State in 1859, provided for the establishment of compulsory "lower" primary school (which included a first class and a second class) and "higher" primary school (including the third and fourth classes). Municipalities were to take care of primary education. With the establishment of the unified state in 1861, these provisions were extended to the whole of Italy, but the outcomes were different, depending on the various areas.

With the Gentile reform in 1923, primary education came to include five classes, with the addition of a supplementary three-year course for the sixth, seventh and eighth classes.

The 1928 Consolidation Act further modifies primary education subdividing it into a three-year lower grade and a two-year higher grade, with an examination to be taken between the two grades.

In 1933 the whole public primary education fell under the province of the state administration, thus completing a process started in 1911.

Law no. 1254 of 1957 replaced the grade structure with a subdivision into cycles: the first grade is made up of the first and the second classes; while the second grade is made up of the third, fourth and fifth classes. The examination between the two cycles was removed.

The Decree no. 503 of 1955 introduced new curricula in primary schools. These curricula were implemented until 1985.

Law no. 148 of 1990 provides for the reform of primary school and adjusts it to the 1985 study programmes.

The Law for the reform of school cycles approved during the previous legislature (no. 30 of 2000) unified primary school and *scuola media* in one school cycle and decreased its duration from 8 to 7 years. This law was abrogated and the government prepared a reform project which became a law (no. 53 of 28 March 2003) after a long debate.

The above mentioned provision reintroduced primary school within the first cycle of education which is now composed of 5-year primary school and 3-year *scuola secondaria di primo grado*, previously called *scuola media*.

Primary school foreseen by Law no. 53/2003 began to be operational starting from school year 2004-2005, through approval of Legislative Decree 59/2004.

#### 4.2. ONGOING DEBATES

Once the Legislative Decree no. 59 was approved, the debate was shifted on the methods for its implementation, with a special attention to specific issues such as the *docente coordinatore-tutor* and the *Indicazioni nazionali* for the *piani di studio personalizzati* for primary school.

#### 4.3. SPECIFIC LEGISLATIVE FRAMEWORK

Law no. 820 of 1971 introduced innovations into the primary school system and the content of teaching and marked the end of a school merely confined to teaching children how to read, write and make calculations. The introduction of supplementary activities and special teaching (music, painting, drama, etc.), the extension of the school timetable into the afternoon *tempo pieno*, and the presence of more than one teacher in the same class began to give primary education broader cultural and educational objectives intended to stimulate pupils' interests and develop their personalities.

Law no. 477 of 1973 and the delegated Decrees in 1974 introduced further important elements of innovation. In this case the reform involved all the organisation and structure of the state school, providing for the participation of parents and pupils in the planning of school activities.

The most significant cultural and social changes in compulsory school were those established with Law no. 517 of 1977, especially as regards teaching planning, monitoring and assessment of individual pupils, team work among teachers and co-ordination of the various classes, integration of disable pupils in ordinary classes and the consequent abolition of special classes

D.P.R. no. 104 of 1985 adopting the new curricula for primary education as well as Law no. 148 of 1990, which reformed the primary school system so that the new curricula could be fully implemented, were the final stages of this innovative legislation. Law no. 148 provides for a modular organisation of classes that is 2 classes with 3 teachers or 3 classes with 4 teachers.

Amongst the Decrees setting out implementing regulations for Law no. 148, mention should be given of the Decree relating to the gradual introduction of a compulsory foreign language in the (Ministerial Decree of June 28 1991).

Lastly, the 1994 Consolidation Act reorganises the existing norms and regulations in force for this school level. It has already been modified through Legislative Decree no. 59 regulating all over again primary school functioning according to the principles established by Law no. 53/2003.

#### **4.4. GENERAL OBJECTIVES**

According to Legislative Decree no. 59/2004, primary school, through the exploitation of the pupils' personal diversities, including those due to disabilities, fosters the personality development, the acquisition of basic knowledge and the development of skills, from ICT literacy up to the first logical-critical organisation, as well as learning expressive means, Italian language and English language literacy; furthermore, it intends to place the bases for the use of scientific methodologies in the study of the natural world, its phenomena and laws, and to exploit social and orientation skills in the space and time as well as to teach the fundamental principles of civil coexistence.

Primary school aims are clarified in the *Indicazioni nazionali for the piani di studio personalizzati*, (Legislative Decree no. 59).

#### **4.5. GEOGRAPHICAL ACCESSIBILITY**

The Constitution of the Italian Republic (art. 33 and 34) establishes that it is a duty of the State to provide access to education to all young people living in the country, regardless of the geographical condition of the area they live in and of their individual social and economic situation.

The State central and peripheral administrations, as well as regional, provincial and local administrations (Communes) are responsible for this, in that they have to set up and operate a network, as widespread as possible, of educational establishments, based on the age of the pupils, the geographical aspect of the area and the social conditions of the families living there.

In the years of demographic expansion there was an increase in the number of schools, whereas with the reversal in trend the ever pressing need has arisen to proceed to a

rationalisation in the number of school, both for reasons of economy and for greater efficiency in teaching, eliminating small schools.

Art. 21 of law 15 march 1997, no. 59 then has linked the granting of school autonomy to the reaching of certain optimum conditions and to this purpose have been foreseen and implemented reorganisation plans for the school network, that should be completed within school year 2000-2001 (see [2.6.4.]).

This rationalisation process is finished now, also because, starting from the *scuola dell'infanzia* the demographic decrease registered in the last decades is beginning to show a trend inversion, due mainly to the presence of immigrants' children.

#### **4.6. ADMISSION REQUIREMENTS AND CHOICE OF SCHOOL**

Children who reach six years of age by 31 August of the current year can enrol in the first year of primary school (Legislative Decree 59/2004). It is therefore reconfirmed the principle that the *diritto-dovere* starts at the age of 6 (Delegated Law no. 53 of 298 March 2003).

Children who reach six years by 30 April of the calendar year in which they begin school can also enrol in the first year. Parents can opt for anticipated enrolment. This opportunity assigns them a crucial role in the decision of their children's educational path. Enrolment anticipation is gradually phased in; its implementation procedures and times are regulated through transitory rules. As for school year 2004-2005, anticipated enrolment is limited to children who reach six by 28 February 2005.

Families are free to choose the kind of school they want to send their children to. The only limitations may be due to the lack of available buildings or to the lack of school staff assigned to each school by the School administration. Each school will establish its own criteria to accept the enrolment applications.

Small villages are often grouped together into consortia or inter-municipal associations to ensure a better management of the services and an efficient use of available resources.

#### **4.7. FINANCIAL SUPPORT FOR PUPILS' FAMILIES**

Enrolment and attendance of a State school or a private *scuola parificata* school are completely free of charge. The Municipalities provide free textbooks to all pupils. Transport and canteen services are also provided by the Municipalities against the payment of contributions by the families, from which low-income households are exempted.

This subject falls within the regions' responsibility, therefore, it changes according to the different legislations. It can be stated, generally, that provisions are contributions in money like cheques and scholarships, reductions of the payment for transport and meals up to the total exemption, for the weaker categories, as well as reductions for text books purchase. Assignment criteria are established by the regions.

#### 4.8. AGE LEVELS AND GROUPING OF PUPILS

Primary school lasts five years. It is subdivided into a first year, linked up to the *scuola dell'infanzia* and aimed at providing pupils with basic instruments, and two two-year periods.

Pupils who reach the age of six by 30 August should enrol in the first class of primary school; the same applies to those who reach six by 30 April of the calendar year in which they begin school (Law no. 53/2003). According to transitory rules, this latter term can be anticipated to 28 February (see [4.6.]). Teaching autonomy granted to schools permit organisation variants. Variants regard the schools timetables, ranging from minimum 981 to maximum 1320 annual hours, as explained at paragraph [4.9.2.].

According to school autonomy (see [2.6.4.]), each school, establishes its educational offer taking into account the families' requests. Their educational offer includes compulsory and optional/facultative school time, in the respect of the general objectives of the national education system and the number of school staff. As for the organisation of the optional/facultative school time, the school takes into consideration the requirements of the class group or groups of pupils of different classes.

As provided for *scuola dell'infanzia*, the number of school staff has been set up also for primary school. As for its aims, the criteria at the basis of its establishment and the number of pupils per class, please refer to paragraph [3.8.]. Primary school classes are generally made up of maximum 25 and minimum 10 pupils, whereas multi-classes (grouping pupils from different classes) are composed of not more than 12 and not less than 6 pupils.

Multi-classes are made up of pupils from different classes who have been assigned to a single teacher. Multi-classes are set up in schools located in isolated places, generally on the mountains, with a low density of school population which doesn't allow to start a five-year course. This phenomenon, absolutely marginal, involves a very limited number of pupils. Multi-classes have generally one teacher for both the first and the second classes and another teacher for the third, fourth and fifth classes (different solutions are also possible). Schools with very few pupils may also have only one teacher for all of them. The *Indicazioni nazionali* foreseen for the ordinary course of study apply also to multi-classes; however, it is implicit that teachers have to adopt particular methods.

#### 4.9. ORGANISATION OF SCHOOL TIME

Organisation of school time is decided at school level, according to school autonomy.

##### 4.9.1. Organisation of the school year

Educational activities (courses, *scrutini*,) take place between the 1st of September and the 15th of June. The compulsory annual timetable of primary school is 891 hours, subdivided into 33 teaching weeks, including the time shares reserved for the Regions

(still to be defined), for the single schools (presently, equal to 15%) and two teaching hours a week for catholic religion (Legislative Decree no. 59 of 19 February 2004). In addition to the 891 compulsory annual hours, there are 99 facultative annual hours (an average of 3 hours per week) at the families' option. The optional activities selected at the moment of enrolment are included in the *piano di studio personalizzato*, they become compulsory and are subject to final assessment. As for facultative activities and subjects requiring a professionalism that lies outside primary teachers' profile, schools can draw up work contracts with experts, according to conditions to be defined. Schools can organise themselves in a network to widen and rationalise the families' choices. It is foreseen a maximum number of 330 annual hours, in addition to the compulsory and facultative timetable; these hours are destined to meals and recreational activities carried out when pupils go back to school in the afternoon.

#### **4.9.2. Weekly and daily timetable**

The compulsory annual 891 teaching hours, subdivided into 33 weeks, correspond on average to 27 compulsory teaching hours per week. Three additional facultative weekly hours (the annual facultative total number of hours is 99) and ten additional hours (330 annual hours) are destined to meals and recreational activities.

Unlike previous regulations, the weekly teaching timetable has been replaced by an annual number of hours that can be managed during the school year in accordance with school autonomy. In fact, autonomy granted to schools enables them to adapt their teaching organisation to the educational requirements without having to respond to any conditions imposed from outside. Schools should take into consideration the *Piano dell'offerta Formativa (POF)*, structures and services present on the territory, while establishing the timetable of their teaching activities. Furthermore, the weekly timetable should be composed of daily timetables with a good distribution of compulsory and optional activities. Legislative Decree 59/2004 establishes that all teachers are responsible for the attainment of primary school aims, with equal dignity, and assigns the tutor function (co-ordination, guidance, report, relationship and care of the documentation) to specially trained teachers. According to the same Decree, the *docente tutor* should assure not less than 18 weekly hours of teaching activity in the first three years of primary school. The remaining hours should be destined to the new functions. As for the second two-year period, schools will decide, according to school autonomy, how much time will be destined to teaching and to the other tutor functions.

The timetable of educational activities in primary schools consists of 27 hours per week and can be

It is not possible to indicate, in one or more tables, the organisation of school time because it changes from one school to the other, according to decisions taken by the schools' governing bodies. Generally, lessons mainly are carried out in the morning (either from 8,00 to 12,00, or from 8,30 to 12,30), for 5 or 6 days a week, and pupils go back to school in the afternoon one or twice a week; some schools offer also the possibility to attend lessons only in the morning for 6 days a week. The schools that offer a school time of 40 weekly hours, subdivide it into 5 days (from Monday to

Friday); it starts at 8,00 (or 8,30) and finishes at 16,00 (pr 16,30), including the meals break.

It is not possible to provide precise information about out-of-school reception of pupils before or after school time because it is a service under the responsibility of the communes; as a consequence, it depends on the number of requests and on the financial and staff availability of the local administrations.

#### 4.10. CURRICULUM, SUBJECTS, NUMBER OF HOURS

Legislative Decree of 19 February 2004, no. 59 provides for the adoption, in a transient phase, of the *Indicazioni Nazionali*, while waiting for the definitive teaching and organisation structure.

As for primary school, they indicate what follows:

- general objectives of the educational process: to exploit of the child's experience; corporeity as a value; to express ideas and values of the experience; from empiric to formal categories; from ideas to life: the international comparison; the difference of people and cultures as a richness; to practise personal commitment and social solidarity;
- obiettivi specifici di apprendimento, indicated by subject activities. The subjects are catholic religion, Italian, English, history, geography, mathematics, sciences, technology and information technology, music, arts, motory sciences. Knowledge and abilities that each pupil will turn into personal competencies with the help of the school are indicated for each subject and internal cycles of primary school (first grade; second and third grades; fourth and fifth grades). An innovation is the generalisation of the teaching of English language and of ICT literacy. The decree indicates not only the *obiettivi specifici di apprendimento* for the subjects activities, but also the objectives related to the education to civil coexistence (citizenship education, traffic education, food education, health and affectivity education); this latter is not a separate subject but is a unitary offer of educational and teaching activities carried out by the teachers of the class. The amount o hours for each activity is not indicated;
- formative objectives and piani di studio personalizzati. "The core of the educational process is to plan learning units with formative objectives adequate for the single pupils, including those with special educational needs; this is a task of schools and teachers; the learning units concerned aim at turning the abilities of each pupil into real and documented experiences.
- Portfolio delle competenze individuali; the *Indicazioni Nazionali* indicate its structure, its function and how to draw it up. A part of the *portfolio* is destined to assessment and another part to guidance; it carries notes of teachers and parents and, if necessary, of pupils; it contains an accurate selection of what follows: relevant material produced by the pupils, individually or in a group; school tests; teachers' and parents' remarks on the learning methods of the child; comments on the pupils' personal works and papers chosen either the pupils themselves, by their parents or by the school; indications emerging from

the regular observation, talks among teachers, parents and the pupil, or from questionnaires or tests on the personal attitudes and the most evident interests of the pupil. As for the *portfolio* function, each school should individuate the criteria to select the materials in order to exploit the research autonomy as well as the development and the principle of educational co-operation of the families. The primary school *portfolio* is inserted into the *portfolio* of the *scuola dell'infanzia*; it lasts until pupils enter the *scuola secondaria di primo grado*. It is filled out and updated by the *docente coordinatore-tutor*, in collaboration with all teachers and upon opinion of the pupil him/herself and his/her parents;

- restraints and resources. Primary school contributes to realise the *Profilo educativo culturale e professionale (Pecup)*, foreseen for pupils at the end of *primo ciclo di istruzione* (annex D of Legislative Decree of 19 February 2004, no 59 [5.13.1.]), introducing the *Piani di studio personalizzati*, drawn up to give body to the *obiettivi specifici di apprendimento*, within the *Piano dell'Offerta Formativa (POF)* of each school. The *POF* should take into account the following elements, that are at the same time resources and restraints for each school planning: the *organico di istituto*, defined according to what indicated at paragraph [4.8.]; the teaching timetable, as indicated at paragraph [4.9.2.]; the annual timetable of educational and teaching activities, according to the educational needs; to individuate, for each group of pupils, a *docente coordinatore tutor* who keeps steady relationship with the families and the territory, advise pupils and their parents on the choice of optional activities, co-ordinates the pedagogical team, fills out the portfolio up to the first two-year period, carries out educational and teaching activities with the pupils' group (for which he/she is responsible for five years) for 594 to 693 yearly hours out of 891. The *Piani di studio personalizzati* included in the *Indicazioni nazionali* replace the teaching programmes of primary school of 1985.

#### 4.11. TEACHING METHODS AND MATERIALS

The *obiettivi specifici di apprendimento* aim at clearly indicating the essential performance levels that public schools should assure to citizens in order to keep the unity of the national education system and to prevent fragmentation and polarization; however, above all, they should allow pupils to mature as indicated in the *Profilo educativo culturale e professionale* foreseen at the conclusion of the *primo ciclo*. Teachers and the school, according to its history and territory, should be free to mediate, interpret, order, distribute and organise the *obiettivi specifici di apprendimento* within the formative objectives, contents, methods and assessment of the *unità di apprendimento*; the overall abilities of each pupil, on the one hand, and the pedagogical theories and teaching practices adequate to transform these abilities into personal competencies, on the other hand, should be taken into account. At the same time, it is an exclusive task of each school and of teachers to take the responsibility to account for their choices and to share them with pupils, their families and the territory.

Only a few teachers follow particular methods (Freinet, Montessori, etc.). Steinerian schools are private institutes. According to a new agreement (11 September 2000) between the Ministry of Education and the Opera Nazionale Montessori, the *dirigente scolastico* can institute primary school classes (but also sections of *scuola dell'infanzia*) based on the Montessori method, if it is required by the users, on the basis of a specific educational project to be introduced in the *Piano dell'offerta formativa*. The teachers of these classes should have obtained the differentiation diploma for Montessori didactics and the Opera Nazionale Montessori to ensure technical assistance. Such agreement has been extended to 31 December 2004 through ministerial order of 6 February 2004.

Schools have a big quantity of different teaching materials that they are free to choose. Teachers are also free to choose textbooks.

#### 4.12. PUPILS' ASSESSMENT

Article 3 of Law no 53 of 28 March 2003 for the reform of the education and training system refers to the delegated decrees of implementation to regulate either the evaluation of the education system or the evaluation of students' learning and behaviour; furthermore, it establishes guiding principles and criteria. deals with. A relevant innovation in the assessment of primary school pupils is the abolition of the *esame di licenza elementare* (Legislative Decree no 59 of 19 February 2004). The abolition has been possible because primary school has become an internal subdivision of the *primo ciclo di istruzione* according to Law 53/20; furthermore, according to the Italian Constitution (article 33), an examination is compulsory only at the conclusion of a school cycle. Therefore, pupils don't sit anymore for the *esame di licenza elementare* at the end of primary school (second two-year period); they pass to the *scuola secondaria di primo grado* just upon final assessment. Assessment of pupils' behaviour is another important innovation. The teachers responsible for the educational and teaching activities foreseen by the *piani di studio personalizzati* are entrusted to carry out the recurrent and annual assessment of pupils' learning and behaviour as well as to certify the skills they have acquired. They are also responsible for the assessment carried out at the end of the teaching terms to promote pupils to the next grade.

According to the internal subdivision of primary education (see [4.8.]), pupils' assessment takes place on the basis of the teaching terms in view of the passage to the next two-year period. This final assessment is added to the recurrent and annual pupils' assessment, which is carried out at the present time. Class teachers can only exceptionally, upon motivated and unanimous decision, not admit a pupil to the next year within the two-year period. Article 19 keeps the interventions for disabled pupils foreseen by Law of 5 February 1992, no. 104; therefore, article 318 of Consolidated Act 297/1994 is still valid as far as the assessment of disabled pupils' attainment is concerned.

Pupils coming from private education or *scuola familiare* can keep sitting qualifying exams for admission to the 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade.

According to Delegated Decree 59/2004, the *Servizio Nazionale di Valutazione* (see [9.5.1.]), at the beginning of the first and the second two-year periods, carries out the

external evaluation on the structural elements of the education system and the pupils' knowledge and abilities indicated in the *obiettivi di apprendimento* for the end of the first and the third year.

Ministerial Circular no. 85 of 3 December 2004 provides schools with a series of indications for pupils' assessment and skills certification either in primary school or in *scuola secondaria di I grado*.

Indications for primary school regard what follows:

- a regulation framework which foresees a stronger responsibility of schools and teachers concerning evaluation; they are now responsible to individuate evaluation criteria and procedures. Hence it follows the abrogation of article 144 of Consolidated Act 297/1994 regulating pupils' evaluation in the *scuola elementare*, including the personal assessment paper and the final assessment certificate;
- objectives and contents of assessment as well as skills certification: Annex A of the Circular provides examples of skills related to knowledge foreseen for the first period of primary school; such knowledge are deduced from the *obiettivi specifici di apprendimento* of the *Indicazioni nazionali*;
- the evaluation instruments: with the abolition of the personal assessment paper and the final assessment certificate, the Ministry assigns the responsibility directly to the schools to provide the above mentioned papers. The Ministry provides a draft model to help the schools. In order to guarantee objectiveness to this phase of the new assessment procedures, the Ministry proposes to keep adopting the synthetic assessments used up to now ("excellent", "very good", "good", "fair", "below standard");
- assignment of marks and non admission to the next year: previous regulations are basically confirmed as for the assignment of marks in the recurrent and final assessments. Non admission to the next year should be decided unanimously;
- aptitude tests for the admission to the next year: the subject is regulated by Legislative Decree 59/2004 which confirm the previous order taking into consideration the allowed enrolments in advance (Circular no. 10 of 24 January 2005) while establishing the age requirements.

#### **4.13. PROGRESSION OF PUPILS**

Please, refer to the previous paragraph [4.12.].

#### **4.14. CERTIFICATION**

Circular no. 85 of 3 December 2004 confirms the need to document formally the educational attainments of each pupil, to establish yearly the stages of her/his path. However, schools will be able to draw up their own model for the final certificate, reproducing it on the frontispiece of the personal assessment paper. Furthermore, the Ministry intends, also according to the relevant experiences carried out for the reform

implementation during the present school year, to offer certification models where knowledge, attained skills and formative credits can be indicated.

#### 4.15. EDUCATIONAL GUIDANCE

Guidance is reserved a special attention even though the *scuola secondaria di primo grado* is the only choice after primary school; in fact, the *portfolio delle competenze individuali* (see [4.10.]), is provided with a section destined to guidance, with the recommendation to intertwine this dimension with the evaluation.

#### 4.16. PRIVATE EDUCATION

Taking into consideration what explained above, at paragraph [3.16.], private primary schools are divided into the following

- *scuole paritarie*: schools that requested and obtained equality according to the conditions foreseen by Law no. 62 of 10 March 2000. Therefore, they became part of the national education system. The majority of *scuole parificate* obtained equality, as explained below;
- *scuole private autorizzate*: schools managed by citizens who obtained an upper secondary leaving certificate and whose legal ability and morality has been proved. Supervision on these schools that cannot issue study titles with legal value, is carried out by the *dirigente scolastico* responsible on a territorial basis;
- *scuole parificate* (transient phase): schools that have not requested or obtained the transformation from *scuole parificate* into *scuole paritarie*. They are still regulated through provisions of the Consolidation Act of laws on education of 16 April 1994, no. 297, awaiting for the verification foreseen by Law no. 62 of 10 March 2000 [3.14.]. They are run by bodies and associations with juridical personality and recognised through a specific agreement stipulated with the *Ufficio scolastico regionale*.

Only *scuole paritarie* and *scuole parificate* can issue qualifications with legal value and only *scuole paritarie* can be examination centres for external candidates.

Citizens and bodies of the member states of the European Community are obviously regarded as equal as far as the management of every kind of schools is concerned.

#### 4.17. ORGANISATIONAL VARIATIONS, ALTERNATIVE STRUCTURES

Apart from the difference related to the opening hours (see [4.9.2.]), there are no significant organisational variations or alternative structures to primary schools. *Scuola familiare* or *scuola paterna*, however, is allowed. By *scuola familiare* or *scuola paterna* it is meant the provision of primary education undertaken directly by parents or by a person whom they designate by the parents. Children of statutory school age who fulfil their obligation in this way are admitted to sit the aptitude test *esame di idoneità* in a state primary school or a *scuola paritaria*

#### 4.18. STATISTICAL DATA

Table 1 - Schools, classes, pupils, teachers in state primary schools

School year	Units	Classes	Pupils	Pupils of the first year	Teachers
2003-2004	16,174	137,462	2,523,240	516,122	250,296

Table 2 - Schools, classes, pupils in non-state primary schools

School year	Units	Classes	Pupils	Pupils of the first year	Teachers
2003-2004	(1)	(1)	248,748	43,791	(1)

Table 3 - Pupil/teacher (with tenure) and pupil/class ratio in state primary schools

School year	Pupil/teacher ratio	Pupils/class
2003-2004	10,1	18,4

Table 4 - School attendance rate

School year	School attendance
2003-2004	102,8

(1) Data non available

Source: CENSIS: 38° rapporto sulla situazione sociale del paese 2004, pp. 154-157.

The Statistical Service of the Ministry of Education published the results of a sample survey on school dropout (see *Informascuola* no 24 of 16-31 December 2004). It refers to pupils of primary school who have not undergone final assessment due to a high number of absences.

School years	Dropout percentage
1999-2000	0,1%
2000-2001	0,1%
2001-2002	0,1%
2002-2003	0,1%

2003-2004	0,1%

## CHAPTER 5

### SECONDARY EDUCATION

Up to school year 2003-2004, secondary education included lower education (or *scuola media*, lasting three years) and upper secondary education; this latter was subdivided into four types of educational orders: schools offering classical and scientific education, artistic education, and technical and vocational institutes. Law no 53 of 28 March 2003, established the subdivision of the education and training system into *scuola dell'infanzia*, a *primo ciclo* including primary school and *scuola secondaria di I grado*, a *secondo ciclo* including the *sistema dei licei* (artistic, classical, economic, linguistic, music, scientific, technological, human sciences) and the *sistema dell'istruzione e della formazione professionale*. Therefore, according to the new school system, the *scuola secondaria di I grado* becomes part of the *primo ciclo dell'istruzione* together with primary school.

Legislative Decree no. 59 of 19 February 2004 established the general rules not only for the *scuola dell'infanzia* and primary school but also for the *scuola secondaria di I grado*: this latter, starting from school year 2004-2005 and just for the first year, is regulated according to new rules that will be gradually implemented in all classes in the following years. The *istruzione secondaria di II grado* and vocational education and training, respectively under the State and the Regions responsibility, will keep functioning according to the old system while waiting for the legislative decrees foreseen by Law 53/2003. At present, vocational education and training includes what follows:

- training courses destined to young people from 15 to 18 years old, subject to compulsory training, who haven't followed a study course leading to obtain a certificate of *scuola secondaria di II grado*. These courses release vocational qualifications (first level) [7.3.];
- training courses destined to young people over 18, no longer subject to compulsory training, aimed at achieving a professional specialisation (2<sup>nd</sup> level).

Starting from 1999, *Istruzione e Formazione Tecnica Superiore (IFTS)* courses are foreseen according to article 69 of Law 144; these courses aim at training professional figures at post-secondary level [5.3.4.].

It's worth to be mentioned that deep changes will be introduced through the delegated decrees foreseen by Law 53/2003, also according to the new form of Title V of the Constitution.

### 5.1. HISTORICAL BACKGROUND

The "Gentile" Law in 1923 reformed Italian education system and amended the organisation of any kind of school (see [2.1.]). Later on, in 1931, technical education was revised. Since then it no longer lies within the province of the Ministries of Economy, Labour, Agriculture, with the varying names they were given in time, but within the province of the Ministry of Education. Said regulations have been amended, especially following the Second World War. Compulsory education was extended, the two types of lower secondary education existing by that time were unified and the structure and curricula of lower and higher secondary education were revised. As to upper secondary education, the general structure of courses has not changed much, barring vocational schools, whose organisation, educational content and employment opportunities for students holders of diplomas have been reformed in 1992.

In the last three decades, many have been the attempts to reform the whole sector of secondary education. A law on the reorganisation of school cycles (no. 30 of 10 February 2000) had been approved during the last legislature. It provided for a three-year pre-primary school called *scuola dell'infanzia*, a seven-year primary cycle called *scuola di base* replacing primary school (*scuola elementare*) and lower secondary school called *scuola media*, as well as a five-year secondary cycle divided into four areas (humanities; scientific area; technical and technological area; arts and music); each of these areas was supposed to be divided into different branches of study.

As already mentioned, this law has been revoked by the new government before it came into force. The new government presented a new reform project, which was turned into a law (no. 53 of 2003), foresees the three-year *scuola dell'infanzia*, a first cycle including five-year primary school (1 year plus 2 two-year periods) and the three-year lower secondary school (a two-year period plus one orientation year); the second cycle is composed of the five-year *sistema dei licei* (sub-divided into two two-year periods and a fifth in-depth year), under the state responsibility, and of the education and training system, under the responsibility of the Regions.

Transition from the *sistema dei licei* to the *sistema di istruzione e formazione professionale* an vice versa will be allowed as well as transition to and from apprenticeship starting from 15 years of age. A state examination is foreseen at the end of each school cycle after which it will be possible to enter university or non university higher education (High Level Art, Music and Dance Education), whereas admission to the fifth year allows entrance to *Istruzione e Formazione Tecnica Superiore (IFTS)*. Students who have accomplished the *sistema di istruzione e formazione professionale* will be admitted to the university.

To this end, *licei* and training institutions of the education and training system, together with the universities, the High Level Art, Music and Dance Education (*Alta Formazione Artistica, Musicale e Coreutica*) and the *Istruzione e Formazione tecnica*

*Superiore (IFTS)* system, establish specific ways to obtain in-depth knowledge and skills required for the admission to university and higher level education courses, as well as to *IFTS* paths.

According to the law, pupils who reach respectively 3 and 6 years of age within the 30<sup>th</sup> of April of the school year in question will have the possibility (it won't be compulsory) to enrol in the *scuola dell'infanzia* and primary school. As a consequence, the school path will be concluded at the age of 18 and half even though its duration won't undergo any changes. Law no. 30 of 10 February, which didn't come into force, provided for a shorter duration of the *scuola di base* so that the school path was supposed to be concluded at 18 years of age even though it started at 6 years of age.

Awaiting the relevant legislative decree, the *scuole secondarie di II grado* will keep functioning according to the old system as far as programmes and subjects timetables are concerned; however, schools will be able to implement their own organisation, teaching, research and experimentation flexibility foreseen by the *Piano dell'Offerta Formativa (POF)*, whereas the *scuola secondaria di primo grado* already works according to Legislative Decree 59/2004.

## **5.2. ONGOING DEBATES**

The debate is focused mainly on the hypothesis of reform of the *secondo ciclo* schools, in particular on the relationship between education and training paths and on the possibility to pass from one path to the other, as well as on the early choice required at the end of the *primo ciclo* and on the position of technical education.

## **5.3. SPECIFIC LEGISLATIVE FRAMEWORK**

The (Consolidation Act) of 1994 contains regulations in force for both lower and upper secondary education. As we have already said, many changes have already been introduced from school year 2000-2001 to the following provisions among which, in particular, Law no 53 of 28 March 2003 and Legislative Decree no. 59 of 19 February 2004

Vocational training is responsibility of the Regions, therefore, it is regulated through regional laws within the national framework law of 21 December 1978, no. 845.

### **5.3.1. Lower secondary education**

Lower secondary education is integrated, compulsory and free: it was established as such by Law no. 1859 of 1962. Under this law, pre-existing *scuola media* and vocational secondary school, secondary art schools have been integrated.

The *scuola media a tempo prolungato* was regulated by the Ministerial Decree of 1983. The number of schools offering experimentation of the teaching of a second foreign language has increased. Curricula have been established by the Ministerial Decree of 1979.

Starting from school year 2004-2005, the *scuola media* has been called *scuola secondaria di primo grado* and is regulated by the new Law no. 53/2003 and Legislative Decree no. 59 of 19 February 2004 (see [5.4.1.]).

### **5.3.2. General upper secondary education**

According to the system still in force, but for a short time, general upper secondary education includes *liceo classico*, *liceo scientifico* and *liceo artistico*. It is regulated by “Gentile” Law of 1923, with the adjustments provided since then to timetables, teaching programmes and the already mentioned Consolidation Act no. 297 of 16 April 1994. The mentioned rules will stop being in force as soon as the legislative decree foreseen by Law no. 53 of 28 March 2003 for the regulation of the *sistema dei licei* and of the *istruzione e formazione professionale* will be issued.

### **5.3.3. Vocation upper secondary education**

Vocational upper secondary education includes *istituti tecnici*, *istituti professionali* and *istituti d’arte*. The legislative source of upper secondary education is “Gentile” Law of 1923, together with Law of 15 June 1931, no. 889, as for technical education, Law of 2 June 1939, no. 739, as for vocational institutes and the Consolidation Act 297/1994 together with Law of 31 December 1923, no. 3123 as for *istituti d’arte*.

This education sector was subject to deep changes in the last decades; these changes affected mainly *Istituti tecnici* and *Istituti professionali* which lost their strong professionalising nature. Their programmes have been gradually modified towards the fostering of cultural subjects and contents and to the detriment of the time destined to practise [5.13.3.]. This process diminished the previously strong difference between general and vocational upper secondary education.

However, as for general education, also regulations on upper secondary vocational education will stop being in force as soon as the legislative decree foreseen by Law no. 53 of 28 March 2003 will be issued.

### **5.3.4. Post-secondary non tertiary education**

It includes training courses of 2<sup>nd</sup> level and *Istruzione e Formazione Tecnica Superiore (IFTS)* paths.

Post-secondary training courses lasting 6-12 months, also called courses of 2<sup>nd</sup> level, provide specific professional skills and are destined to young people over 18, who are no more subject to compulsory training. Regions are responsible for the institution of these courses, according to article 117 of the Italian Constitution.

The *Istruzione e Formazione Tecnica Superiore (IFTS)* courses have been instituted, within the *Formazione Integrata Superiore (FIS)*, through article 69 of Law of 17 May 1999, no. 144, and are regulated through Interministerial decree of 31 October 2000, no. 436.

Regions plan the institution of *IFTS* courses in order to assure integration among educational systems, on the basis of guidelines defined by the National Committee and approved by the *Conferenza Unificata*. The task of the National Committee, established by Ministerial Decree of 28 January 2000, is to formulate proposals on the adoption of

guidelines and on the access, the definition of standards, recognition of credits and conditions for certifications obtained through *Istruzione e Formazione Tecnica Superiore (IFTS)*; the role of the Regions for the planning of the educational offer still holds good. The structure of Higher Technical Education and Training System is sub-divided in paths; it aims at developing professional specialisations at post-secondary level. The objective of these paths is to offer to employed and unemployed young people and adults more specific cultural knowledge and an in-depth technical and vocational training.

According to Law 53/2003, these paths will be included in the double system of vocational education and training.

The *IFTS* system has been relaunched in the last few years by the Ministries of Education and Labour which stipulated an important agreement with the Regions and the local authorities on 25 November 2004, for the 2004-2006 period. The agreement has instituted Formative Centres for *IFTS*, corresponding to specific productive sectors, within the *scuole secondarie di secondo grado* or in the vocational training centres accredited by the Regions. A list of the new professional figures of insurance and financial services has been drawn up (see 5.11.4.).

#### **5.4. GENERAL OBJECTIVE**

##### **5.4.1. Lower secondary education**

According to Legislative Decree no. 59 of 19 February, the *scuola secondaria di primo grado*, through its subjects, is aimed at fostering the ability to study autonomously and at strengthening the pupils' attitudes towards social interaction. School organises and increases, also through ICT literacy and study in depth, knowledge and skills also related to the cultural tradition as well as to the social, cultural and scientific evolution of the contemporary reality; it is characterised by the different teaching and methodology approaches according to the development of the pupils' personalities; it progressively develops choice skills and abilities according to the pupils' attitudes and inclinations. It provides adequate instruments to continue education and training activities; it introduces the study of a second language of the European Union; it helps to orientate oneself in the future choice within education and training.

The aims of the *scuola secondaria di primo grado* are better specified in the *indicazioni nazionali* for the *piani di studio personalizzati* (Legislative Decree no. 59), whereas table D outlines the *Profilo educativo culturale e professionale* of pupils at the end of the *primo ciclo* of education.

##### **5.4.2. General upper secondary education**

The education offered by *licei classico e scientifico* aims at preparing to university study. Education offered by *liceo artistico* aims at art teaching, independently from its industrial applications (article 191 of Consolidation Act 297/194).

### 5.4.3. Vocational upper secondary education

Technical education aims at preparing to carry out technical and administrative functions as well as some professions in the trade, services, industry, building, agriculture, navigation and aeronautics sectors. Vocational education aims at providing a specific theoretical and practical preparation to carry out qualified functions in the trade, services, industry, artisanship, agriculture and navigation sectors. Art education aims at preparing to artistic work and production according to the local industry tradition and typical raw materials.

### 5.4.4. Post-secondary non tertiary education

#### Post-secondary training courses

These courses aim at acquiring vocational skills with a high theoretical, technical and managerial content, also through practical work and stages in enterprises.

#### Istruzione e Formazione Tecnica Superiore (IFTS)

Courses aim mainly to develop professional specialisations at post-secondary level which meet the requirements of the labour market, both in the public and private sectors, in particular for what concerns the organisation of services, local bodies and productive sectors undergoing deep technological innovations and by the markets internationalisation according to the priorities indicated by the economic planning at regional level.

## 5.5. TYPES OF INSTITUTIONS

### 5.5.1. Lower secondary education

The *scuola secondaria di primo grado* lasts 3 years and, as already mentioned [5.], is part of the *primo ciclo di istruzione* together with primary school. There are no different types of *scuole secondarie di primo grado*, as it is for *scuole dell'infanzia* and primary schools. State and non state *Scuole secondarie di primo grado* are present all over the national territory.

### 5.5.2. General upper secondary education

Upper secondary education includes the following schools:

- a) *liceo classico*: It includes five years of study and is structured in two cycles: a two-year lower cycle *ginnasio* (classes IV and V, because before the establishment of the *scuola media*, it was preceded by a three-year lower cycle) and a three-year upper cycle (classes I, II and III);
- b) *liceo scientifico*: It comprises a five-year course, focusing on scientific training in the last three years of study;
- c) *liceo artistico*: Courses last four years and are structured in two sections: one for figurative arts and stage design, the other for architecture; students can attend a fifth year called *corso integrativo* in order to enrol in the University. It's worth it to note that almost all *licei artistici* offer now a five-year course of study on an

experimental basis which allows the enrolment in the university without having to attend the one-year *corso integrativo*.

Law 53/2003 modifies also the second cycle of education that will be composed of the *sistema dei licei* and the *sistema dell'istruzione e della formazione professionale*.

The *sistema dei licei* includes eight types of *licei*: *liceo artistico*, *liceo classico*, *liceo economico*, *liceo linguistico*, music and dance *liceo*, *liceo scientifico*, technological *liceo*, *liceo* of human sciences. In some cases, one only type of *liceo* would not satisfy the various educational needs of the students; for this reason, the artistic, economic and technological *licei* can offer more branches of study.

All *licei* have a five-year duration subdivided into two two-year teaching cycles followed by a fifth and final year destined to deepen knowledge and skills typical of the study course. The upper secondary leaving certificate *diploma di superamento dell'esame di stato* is the title required to access university and High Level Art, Music and Dance Education (*Alta formazione Artistica e Musicale – AFAM*).

### 5.5.3. Vocational upper secondary education

Schools offering vocational secondary education are the following:

- a) *istituti tecnici*. Their duration is subdivided into a basic two-year cycle and a three-year cycle with more branches of study and specialisations [5.11.3.];
- b) *istituti professionali*. Their duration is subdivided into a three-year cycle, leading to obtain a *diploma di qualifica*, and, according to Law of 27 October 1969, no. 754, a post-qualification two-year cycle (4<sup>th</sup> and 5<sup>th</sup> years) that grants admission to the university;
- c) *Istituti d'arte*: they foresee courses lasting for three years and structured in sections depending on the art specialisation's: ornamental painting, ornamental sculpture, graphics, wood, ceramic and metal applied arts, etc. Applied art courses include practice in the laboratory. Law 27 October 1969, no. 754 has instituted in *Istituti d'arte* further courses lasting two years, granting admission to University. Courses lasting three years end with the *diploma di qualifica*.

Law no. 53 of 28 March 2003 modifies also the education and training system which include paths that will be defined through implementation decrees. These paths will permit to obtain titles and vocational qualifications at different levels; if they have a four-year duration, it will be possible to attend a fifth year to be granted admission to the university or AFAM [6.5.1.].

Students have to make their choice at the end of *scuola secondaria di primo grado*; a transition is however possible between the two systems.

Furthermore, law allows 15 to 18 year-old students to attend 2<sup>nd</sup> level courses through alternation of study and work periods, under the responsibility of schools or training institutions, on the basis of agreements with enterprises or associations of professional classes, public or private bodies, or to attend integrated courses organised at vocational education and training institutes offering study programmes planned by the two systems together.

#### **5.5.4. Post-secondary non tertiary education**

##### Vocational training courses

They are organised and managed directly by the Regions or, more often, by provincial or municipal administration through delegation from the Regions. The courses can be destined to young people who have obtained the certificate of upper secondary leaving examination *diploma di superamento dell'esame di stato* and are no longer subject to compulsory training, who want to obtain a second level qualification.

##### Istruzione e Formazione Tecnica Superiore – (IFTS)

Professional figures are outlined according to ISTAT and ATECO classifications, respectively on technical professions and economic activity sectors. The outlined figures correspond to different professional areas, which offer, on their turn, further professional developments. Starting from 2002/2003, 37 professional figures have been defined (see [5.11.4.]) at national level, and, starting from 2004, according to the above mentioned agreement [5.3.4.], nine more figures have been outlined with regard to insurance and financial services. For each professional figure, its reference economic sector, its features and activities at national level have been defined. These figures are outlined by the Regions and the Autonomous Provinces of Trento and Bolzano, on the basis of a previous experimentation, and according to the outcomes of the research on the formative requirements as well as the work carried out by the sectors committees instituted by the National Committee (Agriculture, Environment, Building, Industry and Handicraft, Social services, Insurance services, Transports, Tourism, ICT) on purpose. The broad-area professional figures can be articulated into more regional professional profiles in order to guarantee correspondence between the courses and the actual requirements of the labour market of the Regions. The Regions and the autonomous Provinces of Trento and Bolzano can promote pilot projects referred to professional figures not foreseen at national level which correspond to documented needs of the territorial labour markets. *IFTS* courses are planned and carried by minimum four educational subjects: school, vocational training, university, enterprise or another public or private subject, formally associated in the form of a consortium. The agreement of 25 November 2004 foresees the institution of “Formative Centres for upper technical education and training”.

#### **5.6. GEOGRAPHICAL ACCESSIBILITY**

The Constitution of the Italian Republic (art. 33 and 34) establishes that it is a duty of the State to provide access to education to all young people living in the country, regardless of the geographical condition of the area they live in and of their individual social and economic situation.

The State central and peripheral administrations, as well as regional, provincial and local administrations (Communes) are responsible for this, in that they have to set up and operate a network, as widespread as possible, of educational establishments, based on the age of the pupils, the geographical aspect of the area and the social conditions of the families living there.

In the years of demographic expansion there was an increase in the number of schools, whereas with the reversal in trend the ever pressing need has arisen to proceed to a rationalisation in the number of school, both for reasons of economy and for greater efficiency in teaching, by eliminating small schools.

Art. 21 of law 15 march 1997, no. 59 then has linked the granting of school autonomy to the reaching of certain optimum conditions and to this purpose reorganisation plans for the school network, that should be completed within school year 2000-2001 (see [2.6.4.]), almost completed by now.

## **5.7. ADMISSION REQUIREMENTS AND CHOICE OF THE SCHOOL**

Families are free to choose the kind of school they want to send their children to. The only limitations may be due to the lack of available buildings or to the lack of school staff assigned to each school by the School administration. Each school will establish its own criteria to accept the enrolment applications if the requests for enrolment are higher than the reception capacity of the school premises or than school staff.

Upper secondary schools, divided into various categories, are to be found in major cities and in average communes, even if not all kinds of upper secondary schools are available in all cities.

### **5.7.1. Lower secondary education**

In accordance with Delegated Decree no. 59 of 19 February 2004, stating that both primary school and *scuola secondaria di primo grado* belong to the *primo ciclo di istruzione* that realise the first section of the *diritto-dovere* to education and training, transitory rules of article 19 abolished the *esame di licenza elementare*; as a consequence, pupils pass from primary school to *scuola secondaria di I grado* just upon final assessment (see [4.12.]). Pupils coming from private schools can be admitted to the 2<sup>nd</sup> or 3<sup>rd</sup> grades upon *esame di idoneità* reserved to pupils who have reached respectively the age of 12 and 14 within 30 April, and who have obtained the admission certification to the first grade of *scuola secondaria di I grado*.

### **5.7.2. General upper secondary education**

Any student who has obtained the *diploma di esame di Stato conclusivo del primo ciclo di istruzione* (see [5.17.1.]).

### **5.7.3. Vocational upper secondary education**

Students who have obtained the *diploma di esame di Stato conclusivo del primo ciclo di istruzione* (see [5.17.1.]) can enrol in this type of education institutes.

### **5.7.4. Post-secondary non tertiary education**

#### Vocational training course

In particular, the courses of the second level are reserved for those who hold a *diploma di superamento dell'esame di stato*. There are various types of selection to determine

admission, using the objective evidence provided by entrance tests of students' prior knowledge of the subject or tests of capacity.

#### Istruzione e Formazione Tecnica Superiore – (IFTS)

Entrance is allowed to young people and working adults who have attained the *certificate of upper secondary school leaving examination* or admission to the fifth year of upper secondary school.

It is also allowed to those who have not obtained the *diploma di istruzione secondaria superiore* but have acquired the necessary skills during their previous educational or training paths and work experiences carried out after completion of compulsory education.

Reference to level 3 of literacy and mathematics skills of IALS-SIALS scale, according to article 5 of Interministerial Decree no. 426/2000, is required to verify admittance conditions of students without the certificate of upper secondary school leaving examination to *Istruzione e Formazione Tecnica Superiore – IFTS* courses. Students are allowed to present certificates and proofs of study and experiences carried out as their fulfilment of admittance conditions are being verified.

#### **5.8. REGISTRATION AND/OR TUITION FEES**

Payment of enrolment and attendance fees is required only for *scuole secondarie di secondo grado*, except for pupils enrolled in the first grade who will keep being exempted until the regulations on *diritto-dovere* to education and training will be introduced. The amount established by the State is low (Official Gazette no. 118 of 25 May 1990) . As far as attendance of vocational courses, Regions can establish different fees' amounts also according to the types of courses.

#### **5.9. FINANCIAL SUPPORT FOR STUDENTS**

Financial aids are foreseen both by the state and regional legislation. As for students of state school and *scuole paritarie*, Law of 10 March 2000, no. 62, on equality [3.14.] foresees accomplishment of compulsory schooling and subsequent attendance of secondary school through grants to be awarded with priority to low income families; these grants don't consist in money, but in the possibility for these families to deduct from tax an amount equal to the expenses paid for the school.

Financial aids provided by the Regions responsible for the right to study are more conspicuous. These measures may be implemented directly by the Regions, or through the provinces or the communes; they may change from one Region to the other. Generally they are the following:

- school vouchers, to cover partially education expenses;
- financial contributions to purchase textbooks;
- free-of-charge transport and canteen services;
- non-recurring cheques for students of low-income and socially disadvantaged families;

- particular provisions for disabled students;
- free lodging in the *convitti nazionali* and *educandati femminili dello stato*.

### **5.9.1. Lower secondary education**

This secondary education level (*istruzione secondaria di primo grado*) is compulsory, which means that enrolment and attendance are free of charge.

Textbooks, instead, unlike in primary school, are not free of charge. It implies the payment of a quite relevant amount of money in addition to the other expenses foreseen for education (notebooks, backpacks, etc.). As for the other possible aids refer to paragraph [5.9.].

### **5.9.2. General upper secondary education**

At this level, no school of any kind or orientation is part of a compulsory education scheme, which means that enrolment, attendance and exam fees as well as contributions towards the maintenance of laboratories have to be paid.

Tax and contributions amount in non-state schools is relatively low. There are many different textbooks some of which are extremely expensive, as is the case for dictionaries, and atlases. Every year the Ministry of Education sends out a circular letter recommending that, given the same educational value, less expensive books should be chosen and forbidding any change in textbooks before the course for which it was adopted is over.

The issue of school assistance has been delegated to regional administrations in order to allow young people to continue their studies beyond compulsory education according to their vocations and aspirations. Every regional administration must therefore make individual or collective structures and services available, as well as money contributions enabling "capable and deserving" students to continue their studies (Presidential Decree no. 616 of 1977).

As for the possible aids, refer to paragraph [5.9.].

### **5.9.3. Vocational upper secondary education**

See the previous paragraph [5.9.2.].

### **5.9.4. Post-secondary non tertiary education**

#### Vocational training courses

This subject is regulated by the single Regions in different ways. The courses are usually free of charge; however, the payment of enrolment fees or financial aids for students of low-income families can be foreseen.

#### Istruzione e Formazione Tecnica Superiore (IFTS)

*Istruzione e Formazione Tecnica Superiore* – IFTS courses are free of charge. They are financed by the ministry and the Regions; however, also private financing can be foreseen.

## 5.10. AGE LEVELS AND GROUPING OF PUPILS

### 5.10.1. Lower secondary education

As already mentioned [5.5.1.], the *scuola secondaria di primo grado* lasts 3 years and is subdivided into a two-year period and a third year aimed at consolidating the disciplinary path and strengthening guidance and connection with the *secondo ciclo*, in order to permit a reasoned choice by pupils as regards their study prosecution.

The *scuola secondaria di I grado* can now be attended by pupils aged 10 years onwards, due to the fact that enrolment in the first grade of primary school can be anticipated to the 30<sup>th</sup> of April (see [4.6.] ),

Article 10 of Legislative Decree no. 59/2004 has instituted the *organico d'istituto* also in the *scuole secondarie di primo grado* to guarantee education and teaching activities as well as educational assistance during and after the meals (see [5.13.1.]).

The *Uffici Scolastici Regionali* establish the *organici d'istituto* according to criteria specified at paragraph [3.8.].

however, in order to exploit the principle of autonomy and to improve school services, the resources to be assigned to each school should be determined on the basis of the overall school requirements, including detached sections, if any, and evening courses, as well as the requirements related to the integration of disable pupils. Normally every class should have not more than 25 (20 if there are students with disabilities) and not less than 15 students, with the exception of mountains villages, little islands, areas at the risk of juvenile delinquency, geographic areas inhabited by linguistic minorities. These are, however, approximative numbers which can be overlooked in order to respect the limit of the budget established by the regional school office.

Legislative Decree 59/2004 foresees that teachers work in the same class for at least the two-year period, in order to foster teaching continuity and the quality of pupils' learning processes. It will be necessary to change the teachers' legal status to make this rule effective; this will imply a union negotiation.

### 5.10.2. General upper secondary education

As for the criteria to establish the school staff composition in *scuole secondarie di secondo grado*, please refer to paragraph [5.10.1.] on *scuole secondarie di primo grado*, paragraph [4.8.] for primary school and [3.8.] for *scuola dell'infanzia*. Generally, in the *scuole secondarie di secondo grado* should have not less than 25 and no more than 28 students in the first year; in the following years classes may decrease until 20 students and not less. The above mentioned figures can increase or decrease according to the number of school staff units established by the *Ufficio Scolastico Regionale*.

Almost every upper secondary institute is divided into a first two-year course and in a second three-year course as regards the organisation of study plan. There are no examinations for the passage from one course to the other. In the first two years basic teachings are given, whereas in the last three years the real specialisation of studies is fulfilled, especially as regards *Istituti tecnici*. Courses of shorter length have similar features too, bringing students from a basic cultural training to a specialised study. The

two-year course is attended by students among 13 and a half and 16 years old, the three-year course by students among 16 and a half and 19.

### **5.10.3. Vocational upper secondary education**

See the previous paragraph.

### **5.10.4. Post-secondary non tertiary education**

#### Vocational training courses

There are no general rules. According to the type and aims of the courses, the Regions establish organisation, participation and carrying out forms from time to time.

#### Istruzione e Formazione Tecnica Superiore (IFTS)

Regions plan the institution of Higher Technical Education and Training *Istruzione e Formazione Tecnica Superiore – IFTS* courses and issue an announcement of a competitive examination according to guidelines defined by the national Committee and approved by the *Conferenza Unificata*. The courses are planned together with universities, upper secondary schools, public research bodies, vocational training centres and agencies, enterprises and associations. Universities involvement is established through an agreement of 25 November 2004 to carry out provisions in collaboration with the “*Conferenza dei rettori*” (see [2.6.1.]).

## **5.11. SPECIALISATION OF STUDIES**

### **5.11.1. Lower secondary education**

The *scuola secondaria di primo grado* is part of the *primo ciclo di istruzione* together with primary school; however, it has its own specificity according to the aims and objectives indicated by Delegated Law no 53/2003, by Legislative Decree no. 59/2004 and, in particular, by the *Indicazioni nazionali* for the *piani di studio personalizzati* of the *scuola secondaria di primo grado* (Annex C of the mentioned decree).

The *scuola secondaria di primo grado* foresees compulsory educational and teaching activities (including those under responsibility of the Regions and of the schools); furthermore, according to the *piano di studi personalizzati* and in the framework of the *piano dell’offerta formativa*, it foresees teaching activities consistent with the *Pecup* and with the study prosecution in the *secondo ciclo*; these activities are facultative for the students and free of charge. Facultative activities realise the principle according to which the families define the educational path of the pupils. The teaching staff should offer its assistance during and after the meals. Eventually, the mentioned decree permits to draw up work contracts with experts if the facultative teachings or activities require a specific professionalism.

### **5.11.2. General upper secondary education**

*Licei classici* and *licei scientifici* have one only cycle subdivided into a two-year and a three-year periods.

*Licei artistici*, instead, after a common two-year period, offer two specialisations: figurative arts and architecture, lasting two years.

It is worth it to remind that, due to the lack of a reform of upper secondary school, many institutes have started additional experimental five-year branches of study not foreseen by the school system, in order to meet the new requirements of the students (for example, linguistic, psycho-pedagogical *licei*, etc.).

### **5.11.3. Vocational upper secondary education**

#### Istituti tecnici

The most widespread sectors, all having a five-year duration, are listed below:

- Commerce - specialisation: trade, foreign trade, business administration, etc..
- Industry sector - specialisation: mechanics, electrical engineering, electronics, industrial physics, chemicals, textiles, etc.
- Surveying
- Agriculture - specialisations: forestry, ecology. etc.
- Nautical sector - specialisation: captain, machinery operator, shipbuilder.
- Tourism
- Social studies (the former *Istituti tecnici* for girls).

Experimentation braches of study have been started also by the technical institutes (for example, biological-sanitary, informatics branches of study, etc.); however, most institutes have adopted for some time the experimentation programmes elaborated by the Ministry of Education in order to obtain additional programmes, subjects and timetables [5.13.3.].

#### Istituti professionali

The following three-year sectors and branches of study are offered:

- Agriculture-specialisation:
  - agricultural
  - agroindustrial;
- Industry and crafts - specialisation:
  - economy and business
  - clothing and fashion
  - building
  - chemico-biological
  - mechanical and thermal
  - electrical and electronic
- Service sector - specialisation:
  - economy-business-tourism
  - advertising
  - hotel and catering services

- social services

After the three-year period of specialisation, two-year courses can be instituted to offer cultural and practice education at upper secondary school level.

#### Istituti d'arte

The main three-year specialisations offered by the *istituti d'arte* are the following:

- painting
- sculpture
- graphics
- ceramics

After the three-year period of specialisation, two-year courses can be instituted to offer cultural and artistic education at upper secondary school level.

### **5.11.4. Post-secondary non tertiary education**

#### Vocational training courses

The range of formative offers is quite wide, above all it includes the new economy sector. The courses for environment technician, insurance advisor, enterprise marketing and communication, etc., are highly requested.

#### Istruzione e Formazione Tecnica Superiore (IFTS)

IFTS courses refer to professional specialisations which require a training at post-secondary level as specified at paragraph [5.5.4.].

The reference professional figures indicated by the sector committees and by agreement of 25 November 2004 are the following:

#### AGRICOLTURA

1. tecnico superiore delle produzioni vegetali
2. tecnico superiore delle produzioni animali
3. tecnico superiore della trasformazione dei prodotti agroindustriali
4. tecnico superiore della commercializzazione dei prodotti agroindustriali
5. tecnico superiore per la gestione del territorio produttivo agro-ambientale

#### INDUSTRIA E ARTIGIANATO

##### a) Manifatture

1. tecnico superiore commerciale/marketing/ organizzazione vendite
2. tecnico superiore di disegno e progettazione industriale
3. tecnico superiore di produzione
4. tecnico superiore ambiente, energia e sicurezza (in azienda)
5. tecnico superiore per l'amministrazione economico-finanziaria ed il controllo di gestione
6. tecnico superiore sistema qualità (prodotto e processo)
7. tecnico superiore di industrializzazione del prodotto e processo
8. tecnico superiore programmazione produzione/logistica

9. tecnico superiore di informatica industriale
10. tecnico superiore conduzione/ manutenzione impianti
11. tecnico superiore di automazione industriale
12. tecnico superiore di approvvigionamento
13. tecnico superiore sistema informativo aziendale

b) ICT

1. tecnico superiore per la comunicazione e il multimedia
2. tecnico superiore per le applicazioni informatiche
3. tecnico superiore per le telecomunicazioni
4. tecnico superiore per lo sviluppo software
5. tecnico superiore per i sistemi e le tecnologie informatiche

c) Edilizia

1. tecnico superiore conduzione cantiere
2. tecnico superiore per il rilievo architettonico, la restituzione e la rappresentazione grafica
3. tecnico superiore per rilievi e strumentazioni di telerilevamento (g.p.s. – g.i.s.)

COMMERCIO E TURISMO, TRASPORTI

a) Trasporti

1. tecnico superiore della logistica integrata
2. tecnico superiore dei trasporti e dell'intermodalità
3. tecnico superiore per le infrastrutture logistiche
4. tecnico superiore per la mobilità e il trasporto pubblico locale

b) Turismo

1. tecnico superiore per l'assistenza alla direzione di agenzie di viaggio e tour operator
2. tecnico superiore per l'organizzazione e il marketing del turismo integrato
3. tecnico superiore per la ristorazione e la valorizzazione dei prodotti territoriali e delle produzioni tipiche
4. tecnico superiore per l'assistenza alla direzione di strutture ricettive

SERVIZI PUBBLICI E SERVIZI PRIVATI DI INTERESSE SOCIALE

1. tecnico superiore per i sistemi di raccolta e smaltimento dei rifiuti
2. tecnico superiore per i sistemi idrici
3. tecnico superiore per il monitoraggio e la gestione del territorio e dell'ambiente

SERVIZI ASSICURATIVI E FINANZIARI

1. tecnico superiore per le operazioni di sportello nel settore dei servizi finanziari
2. tecnico superiore per la gestione del portafoglio nel settore dei servizi finanziari
3. tecnico superiore per le operazioni di base nel settore dei servizi finanziari
4. tecnico superiore per la promozione finanziaria

5. tecnico superiore per il marketing nel settore dei servizi finanziari
6. tecnico superiore per le attività di call centre nei settori dei servizi finanziari ed assicurativi
7. tecnico superiore per la gestione dei sinistri nel settore dei servizi assicurativi
8. tecnico superiore per la vigilanza e l'assistenza nel settore dei servizi assicurativi
9. tecnico superiore per le attività organizzative e commerciali nel settore dei servizi assicurativi

According to the agreement of 25 November 2004, the Regions and the autonomous provinces of Trento and Bolzano can promote pilot projects referred to professional figures not defined at regional level but that corresponding to documented requirements of their territorial labour markets.

## 5.12. ORGANISATION OF SCHOOL TIME

### 5.12.1. Organisation of the School Year

Educational activities (courses, *scrutini*, exams) take place between the 1st of September and the 15th of June with the possibility of completing the *esami di stato conclusivi del primo ciclo* in June and the upper secondary school leaving examinations in July. General indications are not provided for training courses.

The total number of hours in *scuola secondaria di primo grado* is established on an annual basis to allow their subdivision during the school year, according to school autonomy. The compulsory annual number of hours is 891, subdivided into 33 teaching weeks. This number of hours include the Regions share (still to be defined), the schools share, at present equal to the 15%, and the weekly religion hour destined to students who chose catholic religion as a facultative subject. The facultative number of annual hours is 198 (an average of 6 weekly hours), at the families' choice. The facultative activities and teachings selected at the moment of enrolment become compulsory and have equal dignity within the *piani di studio personalizzati*. The above mentioned number of hours doesn't include the time destined to meals and after meals, which can reach maximum 231 annual hours.

### 5.12.2. Weekly and Daily Timetable

The compulsory annual hours of *scuola secondaria di I grado* are 891, subdivided in 33 teaching weeks (see [5.12.1.]); they correspond, on average, to 27 weekly hours for all classes. Further 231 hours correspond to 6 weekly facultative hours (198 per year) and 7 weekly hours for meals and after meals, for a total amount of 231 annual hours. Therefore, the total school time can reach, also according to Legislative Decree 59/2004, 40 weekly hours, like the *tempo prolungato* of the old system.

Timetables of upper secondary schools vary a lot depending on the number of subjects included in the study courses of the various institutes and the teaching hours devoted to each of these subjects. School hours range between 27 or 28 hours per week in

institutes of the *ordine classico e scientifico* and 38 hours in *istituti tecnici* and *istituti professionali*.

Classes begin between 8 and 8.30 a.m. and finish between 1 and 2.30 p.m. However, in some *istituti tecnici* or *professionali*, students return to school in the afternoon some days in the week.

Particularly in *Istituti tecnici* and in *istituti professionali* canteen services are provided by municipal and provincial administrations.

Vocational education and *Istruzione e Formazione Tecnica Superiore – IFTS* courses are organised in different ways according to their characteristics.

### 5.13. CURRICULUM, SUBJECTS AND NUMBER OF HOURS

#### 5.13.1. Lower secondary education

According to article 14 of Legislative Decree 59/2004, the implementation of the new organisation of the *scuola secondaria di primo grado* takes place gradually, starting from school year 2004-2005 and from the first class of the first two-year period. Full implementation of the reform will take place starting from school year 2006-2007; at the same time, the teaching programmes approved with Ministerial Decree of 9 February 1979, will gradually stop being in force. While waiting for the complete implementation of the reform, the teaching staff organisation is confirmed according to timetable references and criteria established by DPR 782/1982. However, the teaching staff interested in obtaining a decrease in their working time, will be destined to carry out facultative activities.

Article 14 of Legislative Decree 59/2004 foresees to adopt the *Indicazioni nazionali* of the *piani di studio personalizzati* in the transient phase, while waiting for the definitive pedagogical, teaching and organisational structure which will be regulated by the government.

They indicate what follows for the *scuola secondaria di primo grado*:

- general objectives of the educational process: a school for integral education of the individual; a school that places young people in the world, a school for guidance; a school for identity, motivation and significance; a school to prevent uneasiness and make up for disadvantages; a school for educational relationships.
- *Obiettivi specifici di apprendimento*, according to subjects on the one hand, and to “educations” on the other, all converging into “civil coexistence” education. The subjects concerned are the following: religion (facultative subject, see [1.4.]), Italian, English, a 2<sup>nd</sup> European language, history, geography, mathematics, science, technology, ICT, music, art and design, motory and sport activities. For each subject and each internal subdivision of the *scuola secondaria di primo grado* (first two-year period and third class) there is an indication of knowledge and skills that will be transformed into personal competencies of each pupil with the help of the school. Table C indicates also the *obiettivi specifici di*

- apprendimento* of civil coexistence education (citizenship education, traffic education, environment education, health education, food and affectivity education) which is not a separate subject, but is composed of teaching units and activities carried out with the collaboration of the class teachers.
- formative objectives and the *piani di studio personalizzati*. The “core” of the educational process lays within the task of schools and teachers who plan learning units marked out by formative objectives adequate and relevant for each single pupil, including disabled pupils. These learning units aim at transforming the abilities of each pupil into real and documented experiences.
  - *Portfolio delle competenze*: the *Indicazioni nazionali* outline its structure, functions and drawing up. A part of the *portfolio* is dedicated to assessment and another to guidance; it contains notes of teachers, parents and, if required, preadolescents; it is made up of an accurate selection of relevant materials produced by pupils, individually or in a group, school tests, comments of teachers and the family on the pupil’s learning methods, indications on the personal attitudes and interests of the pupil coming out from methodical observations as well as from meetings of teachers, parents and pupils and from questionnaires or tests. In order to avoid the risk of considering the portfolio a folder for unorganised materials each school should individuate selection criteria in accordance with the principle of autonomous research and development and of the educational collaboration with the families. The portfolio of the *scuola secondaria di primo grado* is linked up to the *portfolio* of children of primary school and will last until pupils enter the *secondo ciclo*. It gains an added value in the last year of *scuola secondaria di primo grado*, when parents have to chose the formative path for their children. The portfolio becomes a proper documentation for the *docente tutor* who should read once again the “story” of the pupil from childhood to preadolescence also in order to make a reasoned balance, together with the family and the pupil him/herself, of his/her outcomes in view of his/her future study choices for the accomplishment of the *diritto-dovere* to education and training for at least 12 years. The *docente tutor* should express his/her guidance advice in the name of the school. The portfolio should be drawn up and updated by the *docente coordinatore-tutor*, in collaboration with all teachers, upon opinion of the pupil and his/her parents.
  - restraints and resources. The *scuola secondaria di primo grado* contributes to carry out the educational, cultural and professional *portfolio* at the end of the *primo ciclo di istruzione* (Annex D to Legislative Decree 59/2004; see ahead) and collects the *piani di studio personalizzati*, aimed at realising the *obiettivi specifici di apprendimento*, within the *Piano dell’Offerta Formativa (POF)* of each school. The *POF* should take into consideration the following elements which are, at the same time, restraints and resources for each school planning: the *organico di istituto* (see [5.10.1.]); the lessons timetable (see [5.12.2.]); the annual compulsory total amount of hours, (see table below); ensuring the exploitation of artistic and musical talents through a network of facultative laboratories which can be

organised also by the Conservatori di Musica, music and dance *licei* (“licei musicali”), upper secondary schools (also accredited non state schools), which institutes them autonomously; individuating, for each group of pupils, a teacher with *docente tutor’s* functions who keeps regular relations with the families and the territory, advises pupils and families on the choice of facultative activities, co-ordinates the pedagogical team and draws up the *portfolio delle competenze*.

Annual compulsory amount of hours

Subjects	Annual number of hours per pupil		
	Minimum number	Average amount	Maximum number
Italian History Geography	307	313 (203) (60) (50)	319
Mathematics Science and Technology	239	245 (127) (118)*	251
English 2 <sup>nd</sup> Foreign Language	114	120 (54) (66)	126
Art and Design	54	60	66
Music	54	60	66
Motory sciences and Sport	54	60	66
Religion	33	33	33
		891	

\* 33 hours out of this amount are dedicated to Technology.

Annex D to Legislative Decree 59/2004 outlines the *Profilo educativo culturale e professionale* of the pupil at the end of the *primo ciclo di istruzione*. The *Pecup* represents what a pupil aged 14 should know and should be able to do as a human being and a citizenship at the end of the *primo ciclo*. The objective has been reached if subject and interdisciplinary knowledge and operational skills respectively learned and put into practice in the formal system (school), non formal system (other formative institutions) and informal system (social life) have become personal competencies of each pupil.

Annex D specifies in the details the *Pecup* internal subdivisions.

### 5.13.2. General upper secondary education

#### *Licei classici*

Teaching programmes were approved in 1945 and updated, as for Greek, with Presidential Decree of 25 September 1967, no. 1030; as for Latin, with Presidential Decree of 20 March 1967 no. 223 and 31 March 1980, no. 316; as for history, with Presidential Decree of 6 November 1960, no. 1457; as for physics, with Presidential Decree of the 1<sup>st</sup> of October 1982, no. 908.

The subjects, except for religion or alternative activities (optional subjects), are Italian, Latin, Greek, foreign language (only in the first two years), history and philosophy, natural sciences, chemistry and geography, mathematics and physics, history of art, physical education.

The weekly timetable foresees 27 teaching hours in the first two years, 28 hours in the third and fourth years, 29 hours in the fifth year.

#### *Licei scientifici*

Teaching programmes were approved in 1945 and updated, as for Latin, with Presidential Decree of 20 March 1967 no. 223, as for history, with Presidential Decree of 6 November 1960, no. 1457; as for physical education, with Presidential Decree of the 1<sup>st</sup> of October 1982, no. 908. This subject, except for religion or alternative activities (optional subjects), are Italian, Latin, foreign language, history and philosophy, natural sciences, chemistry and geography, mathematics and physics, history of art, physical education.

The weekly timetable foresees 25 hours in the first year, 27 hours in the second year, 28 hours in the third year, 29 hours in the fourth year and 30 hours in the fifth year.

#### *Licei artistici*

Teaching programmes were approved with Royal Decree of 19 June 1924, no. 1239; however, according to Ministerial circular of 20 January 1970, *Consigli dei docenti* were authorised to introduce adequate adjustments to them. Teaching programmes of history approved with Presidential Decree of 6 November 1960, and physical education, approved with Presidential Decree of the 1<sup>st</sup> of October 1982, no. 908, apply also to *licei artistici*.

Teaching subjects, except for religion or alternative activities (optional subjects), are Italian literature and history, history of art, mathematics and physics, natural sciences, chemistry and geography, physical education, drawn figure and modelling figure, geometrical drawing, perspective, anatomy.

The weekly timetable foresees 39 hours the first year and 40 hours the second year; 43 hours the third year and 44 hours the fourth year for sections specialising in figurative arts and stage-designing; 41 hours the third and fourth years for sections specialising in architecture.

It is worth it to remind that schools have used experimentation not only to introduce new branches of study [5.11.2.] but also to introduce other subjects (ICT, history of art in the first two years, and foreign language in the three-year period of the *liceo classico*, etc.) or to modify the teaching hours of some subjects.

### 5.13.3. Vocational upper secondary education

#### *Istituti tecnici*

Technical education underwent the most relevant transformations through experimentations elaborated by the Ministry; as a consequence, the original teaching programs, subjects and timetables established through Presidential Decree of 30 September 1961 no. 1222, were not implemented for a long time. They were replaced by programs, subjects and timetables foreseen by experimental projects which affect by now all technical education specialisations. We give here below only some general indications:

- teaching programs are established by the decrees that authorised experimental projects and are based on strengthening the study of humanities, scientific and technical subjects to the detriment of practical exercises. Programs of the two-year period are the same and change in the three-year period according to the different specialisations;
- subjects of the two-year period, except from religion or alternative subject (optional subject), are Italian, history, foreign language, mathematics, physics, natural sciences, chemistry and geography, and some specialisation subjects (for example, technical drawing in the Industrial technical institute) and practical exercises. As for the three-year period, the subjects typical of the branch of study will be added to the subjects of the two-year period;
- weekly timetable foresees 32-36 hours, according to the different classes and branches of study.

#### *Istituti professionali*

Whereas technical education was updated mainly through experimentation, vocational education was reformed in 1992 as follows:

The courses leading to qualifications have been considerably reduced, based on the assumption that if initial training is not too specialised, the student's personality can become more flexible and he/she can be better introduced into the working world or be re-trained.

The new system introduced the concept of basic training in the first three years, also as a guidance period helping to pass on to other courses or schools. Professional specialist options are still found in the fourth and fifth year.

Subjects are divided into:

- an *area comune*: Italian, History, Foreign Language, Law and Economics, Mathematics and Computer Science, Earth Science and Biology, Physical Education, Religion (upon request), for a total of 22 hours per week in the first and second year, 12-15 hours per week in the third year;
- an *area di indirizzo*: technological and vocational subjects for 14 hours per week in the first and second class, 21-24 hours per week in the third class;
- an *area di approfondimento*: 4 hours per week in each class.

Curricula outline standards and contents for the *area comune* and the *area di indirizzo*, while teachers have the broadest planning powers, since teaching must be focused on

the goals of the institutes. The latter depend on the vocational training sector, as well as on local reality and on the evolving cultural, economic and productive traditions.

The *area di approfondimento* is entrusted to the autonomous planning of each school in order to reach the general goals established. All students must attend compulsory courses, but the class groups can be divided based on specific training targets. The lessons can fall within the curriculum or else be grouped into one or more modules correctly organised in the yearly school planning. The *Consigli di classe* must specify the contents within the framework of the school plans. The *Collegi dei docenti*, when identifying educational activities of the in-depth learning area *area di approfondimento*, must consider the specific conditions of the district, in order to stress the particular requirements of each of the two-year cycles.

Relevant innovations concerning curricula are expected following the reform of upper secondary school; however, school autonomy already assures to schools the possibility to adopt all the measures aimed at implementing organisation, teaching as well as research and experimentation autonomy foreseen by the *Piano dell'Offerta Formativa (POF)*.

After the three-year period, Law of 27 October 1969, no. 754, instituted two-year courses in the vocational institutes to allow students who have obtained a qualification to gain a cultural and operational education at upper secondary level. Teaching programs were approved in 1970 according to these aims; they privilege culture instead of operational education.

#### *Istituti d'arte*

Specific teaching programs have not been established at national level. They are elaborated at school level.

Subjects: except from religion or alternative activities (optional subject), general culture subjects (Italian, history, mathematics, physics, natural sciences, chemistry and geography, history of art) are generally common to all types of institutes; technical subjects and laboratory activities change according to the different specialisations and have to be added to the general culture subjects.

Weekly timetable foresees generally 36 hours. Law of 27 October 1969, no. 754, established two-year courses to allow students to obtain a cultural and artistic education at upper secondary school level after having obtained the qualification.

### **5.13.4. Post-secondary non tertiary education**

#### Vocational training courses

It is impossible to provide a general picture of the curricula and specific subjects taught in the various courses, as the organisation is decentralised and there are no general analyses of this type. The number of hours cannot be indicated either, even on the average, given the lack of homogeneity of the course schedules.

#### Istruzione e Formazione Tecnica Superiore (IFTS)

The duration of the courses can vary from minimum 2 semesters to maximum 4 semesters, anyway not less than 1200 and not more than 2400 hours. The curricula of the courses refer to transversal and technical-vocational basic skills. Workload for

employed people can be distributed in longer times. Each semester is subdivided in hours destined to theoretical, practical and workshop activity. As for their organisation, the courses destined to employed adults take into consideration their work commitments. Enterprise stages and training apprenticeships are compulsory for not less than 30% of the total number of hours.

The document annexed to the agreement of 5 November 2004, providing the guidelines for the 2004-2006 planning of the *IFTS* courses and of the measures for training system integration, deals also with minimum national standards of the competencies required for admission and for the outcomes assessment, according to regulations adopted through Interministerial Decree no. 436 of 31 October 2000, and the conclusion of the *Conferenza Unificata Stato Regioni*.

#### **5.14. TEACHING METHODS AND MATERIALS**

##### **5.14.1. Lower secondary education**

The *obiettivi specifici di apprendimento* aim at indicating clearly in the details the basic performance levels that public schools should ensure to the citizens to keep the unity of the national education system and to prevent breaking up and polarization; furthermore, it aims, above all, at allowing pupils to mature in all the dimensions outlined in the *Profilo educativo culturale e professionale* foreseen at the end of the *primo ciclo*. Teachers and the single schools, on the basis of their history and the reality of the territory, are responsible to mediate, interpret, organise and distribute the *obiettivi specifici di apprendimento* within the formative objectives, in the contents, methods, learning units assessment, taking into consideration, on the one hand, the general abilities of each pupil and, on the other hand, the teaching practices more suitable to transform these abilities into personal competencies. However, at the same time, each school and its teachers are responsible to account for their choices and to inform pupils, their families and the territory about them.

##### **5.14.2. General upper secondary education**

Methodological indications are very scarce at this teaching level. Ministerial instructions issued every year mention interdisciplinary approach and common planning within the *Collegi dei docenti* and *Consigli di classe*, especially when proposing particular educational programmes, such as health and environmental safeguard issues.

##### **5.14.3. Vocational upper secondary education**

Experimentation projects promoted by the Ministry, that involve almost all *istituti tecnici*, provide many general indications on methods and specific indications on subjects.

The most interesting innovations are to be found in the *Istituti professionali*. The curricula envisage two main goals: ensuring a more marked cultural component and

tailoring courses to adjust more effectively to the outside. In order to attain these objectives educational activities shall be highly flexible.

Curricula are based on training modules aimed at:

- capitalising on the student's efforts in learning a broad range of subjects, in order to prevent him/her from having a one-sided approach to problems and limited methods to tackle them;
- highlighting the essential core of every single subject, together with key issues and rational keys of access to any further development of studies;
- adjusting contents and methods to the objectives to be attained, to specific vocational training sections, and the economic and social needs of the district.

In this framework the in-depth learning area (*area di indirizzo*) curricula aim at the following:

- give priority to common points in terms of contents and goals of different disciplines in the curriculum, in order to promote a systematic vocational culture;
- are carried out using the method that is most suitable for attaining a multipurpose vocational training, useful in case of further specialisation;
- are supported by a practical activity helping develop an experience that will contribute to fostering students' understanding of the production processes that characterise their sections.

#### **5.14.4. Post-secondary non tertiary education**

##### Vocational training courses

Courses consist of a series of practical and theoretical activities that can also include phases or periods of on-the-job training.

They can be made up of one or more cycles and have a varying duration. The cycle is a training period with a modular structure; it is aimed at a users' group defined according to a vocational branch and according to the level of theoretical-practical knowledge. Specific methods indications are, generally, provided by the projects that institute the courses.

##### Istruzione e Formazione Tecnica Superiore (IFTS)

Up to 2002-2003, courses could be organised through *moduli* and *Unità formative capitalizzabili*. Teaching foresaw a balance among classroom activities, laboratories, exercises, including training/work periods and working activities. Furthermore, interactive teaching methods and technologies were used.

Starting from academic year 2002-2003, teaching must be organised only through *Unità formative capitalizzabili*, re-organised as follows:

- a capitalizable part, described through the *Unità formative capitalizzabili* model, on which is based the certification of skills referred to minimum standards established at national level. Minimum standards relate to basic, cross-curricular and technical-vocational skills;

- a formative part, described through the formative unit model and connected to the *Unità formative capitalizzabili* or their elements, which defines instruments, teaching methods, contents, times and places to acquire, to achieve the skills foreseen by the *Unità formative capitalizzabili*.

Formative units foresee basic, crosscurricular and technical-professional skills. Basis skills are the minimum knowledge (and the ability to use them) to access the labour market and any further training paths. Technical-vocational skills are knowledge and techniques related to operational activities required by working processes of the different professional areas. Cross-curricular skills (communication, relationships, problem solving, etc.) apply to all work situations and allow to transform knowledge into an efficient working behaviour in a specific context.

## 5.15. PUPIL ASSESSMENT

### 5.15.1. Lower secondary education

Assessment in the *scuola secondaria di primo grado* are dealt with in Legislative Decree no. 59 of 19 February 2004, that establishes the following principles:

- a minimum attendance to make the school year valid. This restraint foresees at least three quarters of the annual timetable of the compulsory and optional educational and teaching activities. Therefore, as for compulsory school time, pupils should attend school for at least three quarters of 891 hours, equal to not less than 669 hours in a year. Pupils who request an annual facultative school timetable of 198 hours, equal to an annual total school time of 1,089 hours, should attend school for not less than 816 annual hours, except meals. However, in exceptional cases, schools can autonomously establish well-founded exceptions.
- recurrent and annual assessment of pupils' learning and behaviour as well as skills certification falls within the responsibility of teachers in charge of educational and teaching activities foreseen by the *piani di studio personalizzati*. On the basis of the outcomes of the recurrent assessment, schools should arrange the educational and teaching interventions to foster catching up and learning development.
- in addition to the recurrent and annual assessment of pupils, it is foreseen also the biennial assessment for the promotion to the third class. The teachers of the various subjects should assess the achievement of all the formative objectives of the biennium as well the pupils' behaviour. Non admission to the following class is possible only in well-founded cases.
- the third year of the *scuola secondaria di primo grado* ends with a state exam which entitles to access to the *secondo ciclo*. All candidates who possess the requirements are admitted to this exam.
- the *esame di idoneità* permits admission to the second and third grade for candidates coming from private education who have reached respectively 11 and 12 by 30 April of the current school year and who have attained admission

to the first class of the *scuola secondaria di primo grado*; this is valid also for candidates who have attained this admission one or two years before.

Furthermore, according to Delegated Decree 59/2004, , the *Servizio nazionale di valutazione del sistema di istruzione e formazione* (see [9.5.1.]) should carry out, the beginning of the biennium, external evaluation on the system structure as well as on the pupils' knowledge and skills indicated in the *obiettivi specifici di apprendimento* starting from the end of primary school. As mentioned at paragraph [4.12.], schools are provided with a series of indications, through Ministerial circular, on pupils' evaluation ad skills certification either in primary school or in the *scuola secondaria di I grado*. Indications for the *scuola secondaria di primo grado* follow faithfully those for primary school, with the necessary adjustments also according to the gradual coming into force of the reform, limited to the first class in school year 2004-2005.

Adjustments concern what follows:

- as far as the regulation framework is concerned: gradual abolition of article 117 of Consolidated Act no. 297/1994 that regulates the evaluation of pupils of the *scuola media* and that foresees the personal assessment paper and the final assessment certification;
- as far as the evaluation objectives and contents and the skills certification are concerned: please, refer to Annex B of the circular;
- as far as the instruments for assessment are concerned: the national models of the pupils' personal evaluation paper and of the final assessment certificate used so far are still valid in a transient phase for the second and third grades;
- as far as *scrutini* and exams are concerned: non admission to the final scrutiny can be adopted by majority (unanimous agreement is required in primary school) upon verification of the number of absences from school for the validity of the current school year; however, in exceptional cases, teachers can make an exception to the absences limit.

### **5.15.2. General upper secondary education**

Student assessment takes place either every three months, rarely, or, more frequently, every four months in accordance with the resolutions adopted by the *Collegio dei docenti* of the school, based on the results attained by pupils in oral examinations and written or practical exercises performed in class or in the laboratory. Assessment of progress is expressed using a decimal scoring system: a positive mark is from 6 to 10, a negative one from 0 to 5.

Assessment is not of course simply a mathematical operation. It is rather based on the work performed by teachers in the (*Collegio dei docenti*) and *Consigli di classe*, in order to define and carry out the educational planning. The latter also requires checking the results obtained.

### **5.15.3. Vocational upper secondary education**

See the previous paragraph.

#### 5.15.4. Post-secondary non tertiary education

##### Vocational training courses

Courses of vocational training conclude with final examinations to ascertain the level of skill attained. These examinations can be either written or oral/practical, as the examining commission decides. The condition for obtaining the certificate is attendance of the course for at least 2/3 of the total hours.

##### Istruzione e Formazione Tecnica Superiore (IFTS)

Provision of 2 March 2000 establishes criteria and procedures for final assessment.

*IFTS* assessment tests are structured as follows:

a) an interview on what follows:

- a dossier on the student's personal path, prepared by the course teachers, concerning the documentation of the various phases of the course, assessment of the stage and of the cultural knowledge and vocational skills obtained by the students;
- an individual paper, prepared by the student, providing a presentation of the work carried out during the course and a comment of the student. The student should also add to his dossier materials produced during the course and a documentation on the knowledge and skills he achieved.

The dossier and the individual paper should be delivered to the examination board in time, at least five days before the preliminary session;

b) a simulation test to verify that the student has acquired the knowledge and skills required by the *IFTS* path.

Provision of the documents is a condition to be admitted to the assessment tests. Final assessment tests are prepared by the examination board and must be consistent with the project defined by the technical-scientific committee.

Final assessment is expressed in hundredths by the examination board as synthesis of the assessment expressed by the single members of the board. It is structured as follows: 70% is allotted to the interview and the analysis of the above mentioned documents and 30% to the simulation test. It is required to attain 60 marks out of 100 marks in the two tests (at least 42 in the first one and 18 in the second one) to consider that the skills related to the *IFTS* path have been achieved.

The final certificate is issued only in case of positive result of the tests. Assessment is mentioned on the final certificate only if the maximum marks have been achieved. In this case, it is expressed the evaluation "with honours". Students who don't get through the tests obtain an intermediate statement ("dichiarazione intermedia") for the path they have followed, according to the form decided by the National committee for FIS planning; the statement indicates the skills acquired in order to facilitate the recognition of *crediti formativi*.

The course permits to obtain credits (intermediate and final credits) that can be used at national and international level.

The National Institute of Documentation for Innovation and Educational Research (INDIRE) has developed the *IFTS* database in order to document the development of

practices and knowledge of the *IFTS* system. Documents information and the *IFTS* database are available on the web site [www.indire.it/ifts](http://www.indire.it/ifts), in agreement with and on behalf of the Regions, the National committee, Working groups and committees of the sector. Such documentation offers a continuous updating to users. Information steadily provided to the database allow to enrich and update the documentation services of the system and enhance national planning, regional planning and the actual improvement of *IFTS* educational paths. The agreement of 25 November 2004 foresees that the Regions and the autonomous provinces of Trento and Bolzano transfer their regional planning to INDIRE starting from 2004-2005 phase.

A monitoring and evaluation system is started at national level with the aim at surveying at assessing specific aspects of *IFTS* course. The fundamental aim of the system is an analysis of the results and of aspects which enabled the achievement of such results with a particular attention to the local context. At national level, monitoring and evaluation guidelines are outlined by the National committee for *IFTS*. Organisation and procedures of the monitoring and evaluation plan are established in such a way to carry out an integrated action between national and regional levels.

Basically, two types of evaluation are foreseen for *IFTS* courses: internal and external evaluation.

Internal evaluation concerns either the teaching aspects, or the overall verification of the project. It is subdivided into three phases:

'ex ante', 'in itinere' and 'ex post'. 'Ex ante' evaluation aims at the verification of assumptions for the development of the educational path (professional specialisations, formative requirements, available resources) through an analysis of the starting contents and involved resources. During the 'in itinere' phase, it takes place the monitoring of activities related to projects management to individuate problems which came to light and, if necessary to start support interventions.

'Ex post' evaluation aims at the verification of the achieved results as for employment success, obtained training and its spendability in the work context or in other formative paths.

External evaluation aims at verifying consistency of the single phases towards the overall project and of the formative path towards the general project structure. External evaluation permits to implement the two following actions at the same time:

- monitoring of the experimentation in order to individuate strong and weak points in time, and plan support interventions;
- verification of experimentation results, in order to weigh in the balance and, if necessary, to promote such experience in other contexts.

## **5.16. PROGRESSION OF PUPILS**

### **5.16.1. Lower secondary education**

Please, refer to paragraph [5.15.1.].

### 5.16.2. General upper secondary education

To be promoted to higher classes students must obtain an assessment of at least 6 out of ten in each subject. Marks are proposed by teachers of each subject to the *Consiglio di classe* that is made up - for assessment purposes - of teachers alone and is chaired by the *dirigente scolastico*, or his/her representative. They are discussed and approved by the majority of teachers. If no majority is reached, the vote of the Headmaster prevails.

Until school year 1993/94 students who obtained marks of less than six for one or more subjects had to sit "repeat" examinations in September. Starting with the school year 1994-1995, "repeat examinations" have been abolished. In fact, the abolition of the repeat examinations, introduced by a legislative decree, converted from the Parliament after lively and long discussions, without a contemporary reform of the upper secondary education, has created many problems. The abolition of these examinations should cause much more rejections or generalised promotions. The Ministry has stated that promotion to the next year can be obtained if failing is not serious and doesn't represent a lack in the students' global education. Students should be offered the opportunity to recover their *debito formativo* the following year with the aid of the school which is obliged to organise catching up and support activities, to which students must participate. The student can even change his course of study and transfer to a different kind of school, after passing an *esame integrativo* which grants admission to the corresponding class. Equivalence is evaluated taking into account the number of years that have elapsed since the student obtained the secondary school leaving certificate *diploma di licenza media* and how long it would have taken him/her to reach the class he/she wants to be admitted to. The *esame integrativo* is based on all or part of the subjects not included in the curriculum.

As far as the change of study branches is concerned, Ministerial Decree no. 323 of 9 August 1999, provides that schools offer integrative educational activities starting from the first or second year. Support activities are planned with the collaboration of teachers of the course of studies chosen and carried out within the course of studies attended by the student. In particular, "junction modules" concerning disciplines not included in the curriculum of the attended study course, have to be planned in collaboration. When a student wants to change his course of studies, the *Consiglio di classe* establishes which subjects must be attended and assessed in the final *scrutinio*, which subjects must not to be assessed in the final *scrutinio*, which will be the "junction modules" of the disciplines of the future course of study and that will be assessed in the final *scrutinio* by the teachers of these modules. At the end a certificate is issued, attesting the achievement of knowledge, skills and abilities required to change course of study.

### 5.16.3. Vocational upper secondary education

See the previous paragraph.

#### 5.16.4. Post-secondary non tertiary education

##### Vocational training courses

Since these are courses of vocational training, there are no restrictive requirements of attendance of more advanced courses, nor are there conditions of compulsory promotion.

##### Istruzione e Formazione Tecnica Superiore (IFTS)

The recognition of formative credits is foreseen in *IFTS* paths. Formative credits are assigned to training segments (teaching modules, *Unità formative capitalizzabili*) or personal experiences (work, apprenticeship) that can be recognised in a certain training path.

The recognition of formative credits can take place at the two following stages of the training path:

- at initial training, through verification of the skills acquired through previous training or work experiences;
- at the conclusion of the formative path, fostering the possibility to use the acquired skills in a further education, training or working path.

#### 5.17. CERTIFICATION

Please, refer to the following paragraphs.

##### 5.17.1. Lower secondary education

The *primo ciclo di istruzione* has its own structure compared with the *secondo ciclo*, and ends with a state exam (*esame di stato conclusivo del primo ciclo di istruzione*). The skills achieved by pupils during and at the end of the school cycle should be assessed through this exam that should foresee some tests decided by the examination board and other tests provided and managed by the INVALSI (see [9.5.1.]) on the subjects of the last school year and on the basis of the *obiettivi specifici di apprendimento*. Due to the gradual implementation of the reform of the *scuola secondaria di primo grado*, the state exam will be carried out for the first time according to new regulations in school year 2006-2007.

In the meantime, old regulations apply to pupils attending the 2<sup>nd</sup> and 3<sup>rd</sup> grades of *scuola media*. In these cases all tests are organised by the examination board.

The *esame di licenza media* includes three written tests: Italian, mathematics and a foreign language, and an interdisciplinary interview on all the subjects studied. The results of the *esame di licenza media* are reported on the lower secondary school leaving certificate *diploma di licenza media*; the relevant form is printed and distributed by the Ministry to each school.

The certificate contains a classification ranging from "excellent", to "very good", "good" and "fair". Upon request, families can obtain the analytical evaluation awarded by the examination committee. If the results are not good, the pupil may be defined "non licenziato", meaning that he/she has not passed the examination.

After completing compulsory education and passing the *esame di licenza media*, young people, who want to continue their studies in the education system, may enter upper secondary education courses lasting five, four or three years. See [5.5.2.] and [5.5.3.]. Otherwise, they will be able to accomplish compulsory training within the regional system for vocational training or apprenticeship [5.18.], as specified in the details at the following paragraph.

### **5.17.2. General upper secondary education**

At the end of the upper secondary school, students take the examination for the upper secondary school leaving examination (State examination). The law no. 425 of 10 December 1997 approves some new regulations which have completely modified the procedures of the examinations laid down by the law of 1969. The name of the examination is no more "di maturità" but (State examination. It must analyse and check the training of each student with reference to the general and specific objectives of each branch of studies and takes place in only one session.

All students of state schools *scuole paritarie* and *scuole legalmente riconosciute* who have completed the last year of course can take the examination. On particular conditions are admitted external candidates older than 19 years.

The examination comprises three written tests and one oral test. The first written test is intended to discover the mastery of the Italian language and consists in a written essay chosen by the candidate among several proposals including the usual proposals, established every year by the Ministry of Education; the second relates to the content of a subject that characterises the study course; in the third interdisciplinary test, the student must treat in a few words some subjects, answer to some singular or multiple questions, resolve problems, practical or professional cases and develop projects. This test is structured to assess the knowledge of foreign languages.

The first and second written tests are chosen by the Ministry of Education, while the third is prepared by the examination board according to the guidelines of the Ministry about the formal characteristic of the examination. Instead, Law 53/2003 establishes that the examinations should consist in texts organised by the examination board and on texts prepared and managed by the INVALSI [9.5.1.].

The oral test covers subjects connected to programs and didactic activities of last year of course.

The final assessment of the 'State examination' is the result of:

- a) until 45 marks for written tests (until 15 marks for each test);
- b) until 35 marks for the oral test;
- c) until 20 marks for the general state of study assigned during the final meeting to assign marks of each of the last three years of the upper secondary school *credito scolastico*.

These marks are assigned by the *Consigli di classe*, while the examination board assigns the marks of written and oral tests. The students pass the examination if they obtain at least 60/100, with 10 and 22 marks respectively in each of the three written tests and in the oral test.

In accordance with the modification of article 22 of Law no. 448 of 28 December 2001, the examination board in state schools and in *scuole paritarie* is composed of the class teachers of the examination subjects, whereas in the *scuole legalmente riconosciute* it is made up of the same number of internal and external members. In all these types of schools, the president of each examination board is appointed by the head of the *Ufficio Scolastico Regionale*; he is selected among the managing and teaching staff of a different upper secondary school.

The regulations of the new State examination (Presidential Decree of 23 July 1998, no. 323) foresee the recognition of *crediti formativi*, that correspond to any duly documented qualified experience that developed skills in keeping with to the type of course to which the state exam is referred. Experiences that can correspond to *crediti formativi* take place out of the school, in social environments that can foster the personal development, the human, civil and cultural growth like those relating to cultural, artistic and recreational activities, professional training, work, solidarity, co-operation, sport. The Ministry individuates through a decree the types of experiences that correspond to *crediti formativi*. *Crediti formativi* are not calculated for the final mark. Diploma and certificate are released after having passed the exam. The certificate indicates the branch and duration of the studies, the subjects and the related total number of teaching hours, the marks obtained in the written and oral tests, the documented school and *crediti formativi*. Diploma and certificate are issued in four European languages in order to make them readable throughout Europe.

Students who, at the end of upper secondary school don't want or cannot enter the labour market can enrol in:

- university higher education [6.5.2.];
- non university higher education [6.5.1.];
- *Istruzione e Formazione Tecnica Superiore – IFTS* courses [5.5.4.] (enrolment is allowed also to students admitted to the fifth year);
- second level vocational training courses [5.5.4.]

The law has introduced a National Institute for the Evaluation of the Educational System [9.5.1.]. It must monitor, check and evaluate the new organisation of the State examination *esame di Stato* and represent a permanent support for the examination boards concerning the preparation of the third written test.

### **5.17.3. Vocational upper secondary education**

See previous paragraph.

### **5.17.4. Post-secondary non tertiary education**

#### Vocational training courses

Students adequate considered are awarded a certificate, on the basis of which the unemployment offices assign the qualifications valid for particular positions and hiring by the companies.

The courses are structured in such a way as to have a certain number of hours for practical on-the-job training. Often this practice facilitates the insertion of the students in the same jobs where they carried out this practical activity.

Given the varied types of courses, there are no standardised procedures as regards the training/employment relationship.

#### Istruzione e Formazione Tecnica Superiore (IFTS)

Article 5 of the regulations establishes, besides minimum standards (see [5.4.4.]), the minimum result foreseen at accomplishment of the *IFTS* formative path as well as the criteria for the equivalence of paths and qualifications. At the end of the educational paths of *Istruzione e Formazione Tecnica Superiore (IFTS)*, certifications valid at national level are issued (*Certificato di specializzazione tecnica superiore*). Final certifications on the national territory for the 37 professional figures established at national level. To this aim, final assessment of the acquired skills is carried out by examination boards composed of representatives of school, university vocational training and experts from the labour market. Certification is drawn up in such a way to facilitate acknowledgement and equivalence of the various formative paths and qualifications, with a particular reference to vocational qualifications issued by the Regions according to Law no. 845 of 21 December 1978 and attested by them on the basis of the form indicated through decree of the Minister of Labour and Social Security of 26 March 1996. From the technical point of view, the certificate attests the acquired skills; they are subdivided into basic, cross-curricular and technical-professional skills. Furthermore, it presents the following information: the professional figure at national level; the regional professional profile; the characteristics of the formative units composing the path; the characteristics of the stage carried out, the final assessment criteria; the formative credits obtained.

Students who chose a personalised path, or stop their training in advance, can obtain the so called "Path declaration", upon internal verification of the project committee; this declaration indicates the skills acquired according to the formative segments actually attended (formative units), in order to facilitate the passage and recognition of the skills in further education and training paths.

Acknowledgement of *crediti formativi* certified at the end of *IFTS* paths as *crediti formativi universitari* for the three-year degree is foreseen by those universities that plan and offer the various paths.

#### **5.18. EDUCATIONAL/VOCATIONAL GUIDANCE, EDUCATION/EMPLOYMENT LINKS**

The Ministry keeps on paying high attention to school guidance, also through directives addressed to peripheral bodies and schools in order to point out the necessity to reinforce guidance actions within the *Piano dell'Offerta Formativa (POF)* in the view of continuing to study and to enter the labour market. This interest has been recently confirmed with the institution of the National Committee for guidance chaired by the Ministry of education or by a delegate of the ministry with study, analysis, planning and technical-scientific counselling tasks. A decree of 9 September 2004 foresees the inclusion within the Committee of representatives of the Ministries of

Education, of Labour and Social policy, of Italian Manufacturer Association (“Confederazione generale dell’industria italiana – Confindustria”), of the chamber of commerce, of the communes and provinces association, of the regions, publishers, universities as well as INVALSI and INDIRE. The committee should promote the comparison among school actors, local authorities and the university for the definition of guidance lines, the decision of work methods and to carry out operational/experimentation initiatives and pilot projects.

Law 53/2003 for the reform of the education and training system stresses the central position of students and considers guidance as the main strategy to offer growth opportunities, therefore the Ministry has started the National Plan for Guidance for school year 2004-2005, according to development lines established by the above mentioned committee also for the training of guidance staff at regional level. Furthermore, the Ministry has fostered the spreading in the schools of information on the National Day of “Orientagiovani”, organised by Confindustria.

#### **5.18.1. Lower secondary education**

Guidance falls within the fundamental tasks of the *scuola secondaria di primo grado*. Law 53/2003 establishes that this school level is subdivided into a two-year period and a third year which concludes the educational path and ensures guidance and connection with the *secondo ciclo*. Legislative Decree 59/2004 reaffirms that the *scuola secondaria di primo grado* should help students to orientate themselves towards their future education and training choice; furthermore, it underlines the guidance character of the school that lies in particular within the subjects, the interdisciplinary and crosscurricular activities and that the study and activities carried out by the students can become more effective through the facultative paths. Particularly relevant is the *docente tutor*, who keeps regular contacts with the family and the territory, carries out guidance functions when pupils have to choose optional activities and fills out the portfolio; this latter function constitutes an added value in the last year of *scuola secondaria di primo grado* (see [5.13.1.]).

Law 53/2003 assures the right to education and training to all students for at least 12 years or until attainment of a, at the age of 18; it establishes, furthermore, that this right is implemented within the education system and within the vocational education and training system (see [2.5.]). Thus, compulsory education is redefined and extended according to article 34 of the Italian Constitution, as well as compulsory training introduced with Law no. 144 of 17 May 1999. The *diritto-dovere* to education and training is regulated by implementation decrees of Law 53/2003; according to article 4 of one of these decrees students who have reached 15 years of age can attend the courses of the *secondo ciclo* in an alternating training. In the meanwhile, DPR no. 257 of 12 July 2000 for the implementation of the mentioned article 68 provides for schools fulfilments, procedures for the completion of compulsory education, implementation times, passages among different systems (vocational training, apprenticeship, upper secondary education courses), integrated processes.

Student, who have accomplished compulsory education, can choose between 3 paths:

- To continue their studies within the education system, attending an upper secondary school (see [5.5.2.] e [5.5.3.]).
- To attend, if they are 15 years old or more, a vocational training course under the responsibility of the Regions to acquire skills useful to enter the labour market. These courses are free of charge and last 1,2 or even three years. In fact, agreements among the Ministry of Education, of Labour, Regions and Local autonomies (see [7.3.]) foresee formative paths lasting three years; these paths differ from one another according to the territory; nevertheless, they are spendable all over the region because they meet the minimum formative standards. Students who obtain the qualification can access formative paths of *istruzione e formazione tecnica superiore IFTS* (see [15.7.5.]), upon verification of attainment of some basic skills
- To begin the apprenticeship path, if they are older than 15, until accomplishment of 18 years of age or until attainment of a vocational qualification. Legislative Decree 276/2003 for the reform of the labour market regulated apprenticeship all over again and foresees the following three hypothesis:
  - apprenticeship for accomplishment of the *diritto-dovere* to education and training according to Law 53/2003, aimed at attaining a qualification and fulfilling compulsory training through alternating training;
  - professionalising apprenticeship, not aimed at attaining a qualification, but at increasing the technical abilities of the students in order to make them qualified worker;
  - apprenticeship for the attainment of a diploma or for high training paths, aimed at attaining an upper secondary school title, a degree or a *specializzazione tecnica superiore (IFTS)*.

Two models for the credits certification, valid at national level, aimed at fostering the connection between formative systems, through credits acknowledgement and exploitation of experiences made by students, have been approved with Ministerial Decree of 3 December 2004, in accordance with DPR no. 257 of 12 July 2000, upon opinion of the *Conferenza Unificata* which includes state, Regions and local authorities in a meeting of 28 October 2004. These two certification models allow for passing from the vocational training and apprenticeship system to the grades of the institutes of the *istruzione secondaria di secondo grado*, with the exception of 4<sup>th</sup> and 5<sup>th</sup> grades of the *istituti professionali* and *istituti d'arte* (A model), and for admission to the qualification exam at the *istituti professionali* or to the final examination at the *istituti d'arte*.

### **5.18.2. General upper secondary education**

Many guidance activities - mainly based on information - are carried out in the last two years of upper secondary education.

There are various kind of possible initiatives, depending on the orientation of the course where they are planned, on the socio-economic and cultural environment in

which the school operates, on the funds and the facilities available, coming not only from the Ministry of Education, but also from companies, industrial associations, artisans, professionals, local banks, etc.

Starting from the school year 1998-99, the pre-enrolment in universities has been introduced and schools must organize activities, such as guided visits of the university or close study of teaching subjects, to verify the choice of the faculty.

Guidance activities are carried on in various ways, depending on the school and which vary every year, because of the lack of a person responsible for this charge.

Vocational schools have introduced specific guidance provisions in the curriculum and in the educational programmes, especially inside what is called *area di approfondimento* ([5.13.2.]). The same provisions will be extended to all the types of institution of upper secondary education as soon as the law on school autonomy comes into force, on the 1st of September 2000.

### **5.18.3. Vocational upper secondary education**

See previous paragraph.

### **5.18.4. Post-secondary non tertiary education**

#### Vocational training courses

Guidance activity is carried out both at the level of *scuola secondaria di primo grado* and *scuola secondaria di secondo grado*, as well as a provision of information and counselling from public and private bodies.

#### Istruzione e Formazione Tecnica Superiore (IFTS)

Many support activities can be offered to those who follow an *IFTS* path: information (through advertising, information desks, etc.), paths' guidance services, actions to make work timetable flexible, initiatives in favour of users with particular needs, personal counselling, activities for employment and for the support to establish an enterprise (for example, through the organisation of meetings with companies of the area in question), connection to databases.

## **5.19. PRIVATE SECTOR**

As for the private sector, refer to paragraph [3.14.].

Non state secondary schools are divided in the following

- a) *scuole paritarie* are schools that requested and obtained equality according to the conditions foreseen by Law no. 62 of 10 March 2000. Therefore, they became part of the national education system. The legal treatment of state schools applies also to *scuole paritarie*; therefore they can become examination centres for aptitude tests (with the limit to accept a number of external candidates in accordance with the premises capacity); external candidates who have sat for aptitude tests are no longer required to attend for one year the school where they sat for the examination. The profile of the government commissioner in charge of the and *scrutini* examinations has been eliminated; boards for upper

secondary leaving examinations can be set up only with sections of *scuole paritarie*, etc. The great majority of legally recognised schools *scuole legalmente riconosciute* obtained equality, as explained at next paragraph.

- b) Merely private schools are schools that didn't request or didn't obtain either equality nor legal recognition (see below). School of this kind that adopt curricula or teaching contents similar to those adopted in state schools can also take the proper denomination (for example, *Liceo classico*, *Istituto tecnico*, etc.) but the qualification issued has not legal value.
- c) *Scuole legalmente riconosciute* and *scuole pareggiate* (only temporarily) are schools that didn't request or didn't obtain the transformation of the legal recognition or from *scuole pareggiate* into *scuole paritarie*. They keep on being regulated according to Consolidation Act of laws on education of 16 April 1994, no. 297, while awaiting the verification foreseen by Law no. 62 of 10 March 2000. Legal recognition is granted on the following conditions:
  - One year actual operation
  - That the school complies with all requirements relating to hygiene and building standards; that furnishing, scientific and teaching materials, laboratories, gymnasium equipment, etc., are adequate and in keeping with the type of school;
  - That teaching is provided in the school and that the exercises laid down for corresponding state schools are carried out;
  - That pupils have all the legal qualifications necessary for the classes they attend;
  - That the members of the teaching staff possess the required professional certificate *abilitazione all'insegnamento*. Use can be made of graduate teachers or state schools teachers (for no more than 6 weekly hours) only when no qualified teachers are available and on permit of the state school *dirigente scolastico*.

Equality is granted on the above mentioned and on the following additional conditions:

- That schools are administered by public bodies and by those ecclesiastical bodies set out in article 7 of the Agreement with the Vatican as modified by Law no. 121 of March 5, 1985;
- The number of cattedre and the educational criteria that they are based on are equivalent to those of the corresponding state schools;
- Members of the teaching staff are appointed following a regular public competition or are appointed from among teachers who won a competition for state schools of a similar level;
- Permanent staff must receive an initial salary which must not be below that of state school teachers.

Both *scuole legalmente riconosciute* and *scuole pareggiate* issue qualifications with the same legal value as those issued by state schools or *scuole paritarie*.

## 5.20. ORGANISATIONAL VARIATIONS AND ALTERNATIVE STRUCTURES

State schools do not have alternative structures. The “Nunziatella” “Morosini” and military *licei*, respectively in Naples and Venice, can be considered as a variation of the structure. The European School of Varese was set up in 1967 in the framework of the implementation of Luxembourg Protocol of 13.4.62. It is open to the children of the European Union's staff, as well as to young people coming from other countries. It includes primary education and the first and second cycle of the secondary school, as follows: a 5 year-primary school, a 3-year guidance corresponding to *scuola media*, a 4-years specialisation for 5 sections: Latin-Greek, Latin-modern languages, Latin-mathematics-science, modern languages-mathematics-science, economic and social sciences.

At the end of the course, students receive the European upper secondary school leaving certificate. It is valid in all European Union member-states. In Italy it corresponds to a Diploma di superamento dell'esame di Stato *Liceo classico* or *Liceo scientifico*. Since 1993-1994, a project of European *Liceo classico* has been experimented in some national boarding schools *Convitti nazionali* and *Educandati femminili dello Stato*. It aims at favouring an European awareness.

## 5.21. STATISTICAL DATA

Table 1 - School units, classes, students and teachers in state *scuola secondaria di primo grado*.

Year	Schools	Sections	Pupils	Pupils of the 1 <sup>st</sup> year	Teachers with/without tenure
2003-2004	7,025	80,875	1,708,599	576,202	175,111

Table 2 - School units, classes, students and teachers in private *scuola secondaria di primo grado*

Year	Schools	Sections	Pupils	Pupils of the 1 <sup>st</sup> year	Teachers
2003-2004	(1)	4,564	94,357	(1)	(1)

Table 3 - Student-teacher with or without tenure and student-class ratio in state *scuola secondaria di primo grado*

Year	Pupils/Teachers	Pupils/class
2003-2004	9,8	21,1

Table 4 - School attendance rate at state and private *scuola secondaria di primo grado*

Year	School attendance rate
2003-2004	105,5

The figure exceeds 100 because of delays, advances, and repeated years.

Table 5 - Rate of enrolment to upper secondary school: 94

Table 6 - School Units, Classes, Students and Teachers in state *scuola secondaria di secondo grado*

Year	Schools	Sections	Pupils	Pupils of the 1 <sup>st</sup> year	Teachers with and without tenure
2003-2004	4,934	113,70	2,465,416	614,210	230,437

Table 7 - School Units, Classes, Students and Teachers in Private *scuola secondaria di secondo grado*

Year	Schools	Sections	Pupils	Teachers
2003-2004	(1)	(1)	222,527	(1)

(1) Data not available

Table 8 – Pupils/Teacher with or without Tenure and Pupils/Class Ratio in State *scuola secondaria di secondo grado*

Year	Pupils/ teacher	Pupils/class
2003-2004	10,7	21,7

Table 9 - Schools attendance rate at State and Private *scuola secondaria di secondo grado*

Year	School Attendance rate
2003-2004	94,0

Table 10 - Number of holders of Licenza in State Schools - School Year 2003-2004

Upper secondary school(s)	98,6%
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Table 11 - Students' enrolment rate in Upper Secondary Schools by Type of School year 2003-2004

Type of school	Pupils
<i>Licei classici</i>	9,6
<i>Licei scientifici</i>	20,7
<i>Istituti magistrali</i>	7,7
<i>Istituti professionali</i>	21,4
<i>Istituti tecnici</i>	37,7
<i>Istituti d'arte e licei artistici</i>	3,9

Table 12 – Rate of enrolment in the university 2003-2004: 75,9

Sources: CENSIS: 38° rapporto sulla situazione sociale del paese 2004, pp 141 and 157

The Statistical service of the Ministry of education published data of a sample survey on school dropout (see *Informascuola*, no. 24 of 16-31 December 2004). It refers to students from *scuola secondaria di primo* and *secondo grado* (with exclusion of the fifth year) who have not been evaluated due to their high number of absences.

School years	<i>Scuola secondaria di primo grado</i> per 100 enrolled students	<i>Scuola secondaria di secondo grado</i> per 100 enrolled students
1999-2000	0,6	1,8
2000-2001	0,5	1,8
2001-2002	0,5	1,7
2002-2003	0,5	1,8
2003-2004	0,4	2,1





## CHAPTER 6

### HIGHER EDUCATION

The third level higher education system is mainly sub-divided in university education and non university higher education, plus third level corresponding to the *dottorato di ricerca*.

Non-university higher education is so defined because its organisation is similar to university education, is offered by various types of institutions of higher education, each of which has its own particular structure regulations and organisation.

At the moment, university education is organised in a first cycle corresponding to the *diploma di laurea* (3 years), a second cycle corresponding to the *diploma di laurea specialistica* (2 years) and a third cycle corresponding to the *dottorato di ricerca*; admission requires a *laurea specialistica* or a qualification obtained abroad and recognised adequate by the University in question, in the respect of international agreements.

Furthermore, universities can institute and regulate the following courses:

- Master courses, after attainment of the *laurea (L)* or *laurea specialistica (LS)*. At the completion of these courses the *master universitario* titles of first and second level are issued. 60 credits in addition to those obtained with the *laurea (L)* or *laurea specialistica (LS)* are required to obtain the *master universitario*.
- Specialisation courses; admission to them requires a *laurea*. Specialisation courses which require a *laurea specialistica* for admission. At the end of these courses a *diploma di specializzazione* is released.
- Finishing courses lasting not more than one year, and following agreements with the state, local authorities and public and private bodies, to meet the cultural requirements of in-depth knowledge, updating or professional requalification and long-life learning.

Anyone in possession of a university level diploma can register for these courses. At the conclusion of the finishing courses, the students who, in the opinion of the course council, have fulfilled the requirements are issued an attendance certificate that is not applicable to the exercise of offices and professions or in the sphere of scientific research.

## 6.1. HISTORICAL OVERVIEW

The various types of education on the third level (post-secondary courses, non university higher education or university education) have a highly differentiated historical dynamic and legislative framework.

As regards non-university higher education, every type of institution has its own "history" that in general goes back to the first twenty years of the century. For example, as long ago as 1912 there was higher education in the field of the visual arts, offered by the "Institutes of Fine Arts" and in the "theoretical-practical establishments of fine arts".

For a long time, this branch of education (*Accademie, Conservatori di musica*, etc.) has been in between secondary and university education. Together with the university system also this educational sector has been re-ordered with Law of 21 December 1999, no. 508 which instituted High Level Art and Music Education – (*Alta Formazione Artistica e Musicale – AFAM*) [6.3.]. Non university higher education includes also all institutes listed at paragraph [6.5.1.]. Many are the educational options offered to students who want to choose post-secondary study courses instead of university. It is worth it to note how the need for a common European space to make European school policies closer to each other is becoming slowly more and more relevant starting from higher education. The European ministries of education ho met in 1999 in Bologna, committed themselves to institute an European space for higher education within 2010. This space is outlined as follows:

- a qualification system easily readable and comparable, based on three cycles: a first cycle lasting minimum three years and second one leading to a *dottorato* or a *master universitario*;
- a transfer system of academic credits;
- fostering of mobility, European co-operation for quality, European dimension of higher education;
- to make European higher education more attractive for students and university people throughout the world.

The gradual process that should lead to the creation of a European space of higher education within year 2010 is called "Bologna process". Law 148/2002, which refers to this process, ratified the agreement signed on the 11<sup>th</sup> of April in Lisbon on the recognition of study titles at university level in the countries of the European union. In order to foster mobility and facilitate academic exchange programmes for students, article 2 assigned to Universities and AFAM [6.5.1.] institutes the responsibility for recognition of study stages abroad and foreign study titles for admittance to higher education, for the studies prosecution and the attainment of Italian study titles.

As regards higher education in universities, the origins of some of the most ancient Italian universities goes back to the days of the communes, when various categories of citizens organised themselves into corporations or "universitates", on the basis of their economic or professional activity: the first universities arose, in fact, as corporations of scholars, "universitates doctorum", and this is how the University of Bologna started, for example. Other universities were founded by popes or emperors in the various cities.

The universities, even when they arose spontaneously as free institutions, progressively fell under the control of the State and almost all eventually became state institutions. This happened with the Casati Law of 1859 that incorporated the universities into the state-managed organisation; they thus became institutes of state administration.

The nationalisation of Universities established by Casati Law was in force substantially until the Gentile reform (1923) which, being conceived in order to reform the whole school system, involved also the University. The laws of 1923 give to Universities a certain autonomy concerning the administrative management, the teaching and the research and gave them the juridical personality.

The Gentile Reform recognised a scientific character to university studies and regulated them; nevertheless, the reform maintained university autonomy and the students liberty of study. With the reform it has also been instituted the *esame di Stato per l'abilitazione alla professione*, due to the fact that *lauree* were considered only academic qualifications.

According to the definition of the Consolidated Act of Laws on higher education (Royal Decree no. 1592 of 1933), the university is the seat where higher education is offered. Its aim is "promoting scientific progress and providing for scientific culture necessary to practise professions and exercise offices".

With the Constitution of 1948 starts an exploitation process of autonomy also for higher education. According to article 33, high level culture institutions, universities and academies have the right to self-regulation within the limits established through the State legislation. This process led to the greatest exploitation of university autonomy through the laws mentioned in the following paragraph [6.3.].

## 6.2. ONGOING DEBATES

The following two points are now under debated: the structure of university courses and the legal status of teachers. As for the first point, the "three + two" system introduced with the reform of 1999 should be replaced with a system providing for a first common year followed by the possibility to choose between two paths: a two-year professionally-oriented course and a two-year course leading to *laurea specialistica*. As for the second point under debate, the teachers recruitment system should be changed: fixed-term appointment should be foreseen both for teachers and researchers in the initial phase, and teaching hours should be increased.

## 6.3. SPECIFIC LEGISLATIVE BACKGROUND

The Constitution of the Republic of Italy in 1947 established the principle that "art and science are free and the teaching of them is free"; in defence of academic liberty, the Constitution also declares that "the institutions of high culture, universities and academies, have the right to organise themselves autonomously as they see fit, within the limits established by the law of the country" (art. 33).

The legislation at the base of higher education is differentiated according to two different types of education:

- a) Non university higher education has not a unitary legislative framework, except for the institutes of High Level Art and Music Education (AFAM) [6.5.1.]. The other institutes [6.5.1.] are regulated by specific laws and statutes foreseen by their respective institutive decrees. AFAM is regulated by Law of 21 December 1999, no. 508, which foresaw further implementation regulations. The first one, approved with Presidential Decree of 28 February, no. 132, concerns statute autonomy and governing bodies of art and music institutes, whereas the decree on teaching re-organisation has not yet been issued. In the meanwhile, the Ministry authorised *Accademie di belle arti* and *Conservatori di musica*, *Accademia nazionale di danza* and *Accademia nazionale di arte drammatica* to start experimentation courses whose study title have been recognised through decrees of 8 October 2003.
- b) Higher education in universities has, instead, a legislative framework of its own starting, characterised by an intense process to affirm the largest autonomy according to the principles established by the Constitution. The main stages of this process were:
  - Law no. 168 of 9 May 1989 which instituted the Ministry of the University and Scientific and Technological Research (MURST) to enlarge organisational, didactic and financial autonomy of Universities;
  - Law no. 341 of 19 November 1990 which reformed University teaching structure (which introduced, among the University titles, the *diploma universitario*);
  - Law no. 390 of 2 December 1991 which regulated systematically the delicate subject of the right to university studies; rules related to the planning of the University system, which foresee the decongestion of the overcrowded universities to increasing teaching quality and consequently improve the didactic service offered to students;
  - Law no. 210 of 3 July 1998, which decentralises the recruitment of university teachers with tenure to each individual university [8.2.5.2.];
  - Law no. 127 of 15 May 1997, that ascribes to the Ministry the power to regulate through one or more decrees, issued at the end of a complex procedure which foresees the acquisition of advice from technical bodies representing the university sector (like CUN, CRUI and CNSU, see [2.6.1.2.], and political bodies (like the competent parliamentary committees), the new organisation of titles and of the related university teaching structure;
  - Regulation 3 November 1999, no. 509 on university autonomy, issued in application of Law 127/1997, which establishes the provisions concerning general criteria of the university study system, determines the types of qualification issued by the university, ascribes to the universities the responsibility to issue the didactical organisation of its study courses, in order to implement the full educational autonomy in the respect of the

procedures foreseen by the law and by the statutes of the universities. The above mentioned regulations implement article 33 of the Italian Constitution for what concerns the right of the universities to determine their autonomous teaching structures within the limits established by the State laws.

- statutory rules no. 117 of 23 March 2000 of Law 210/1998.

Therefore, the university education system is undergoing a deep change. The reform is fully implemented in almost all universities, therefore the old system will coexist with the new system for a few years, until the old system will be completely phased out.

*Dottorato di ricerca* (third cycle of higher education) is regulated by article 4 of Law of 3 July 1998, no. 210, as for recruitment criteria, by Law Decree no. 224 of 30 April 1999 as for requirements for institution, by Ministerial Decree of 23 March 2000, no. 117, for execution of Law 210/1998.

Regulations of 3 November 1999, no. 509, provided for the deactivation of *Scuole di specializzazione* (releasing higher education titles which entitled to practise specific professions). Some schools are still active according to specific law rules or directives of the European Union, due to the fact that specialised training is already assured through *laurea specialistica* courses, *dottorato di ricerca* or *master universitario* of first and second level.

## 6.4. GENERAL OBJECTIVE

### 6.4.1. Non-University Tertiary Education

Given the high number of specialisations in these institutions, the objectives of each institution are the achievement of professional specialisation in each sector.

### 6.4.2. University Tertiary Education

The reform foresees the following formative objectives:

- The degree *laurea (L)* course is designed to provide students with a high level of understanding of methods, cultural and scientific aspects of their field, as well as specific professional understanding.
- The purpose of the *laurea specialistica (LS)* course is to provide students with advanced competence for highly qualified activities in specific sectors.
- The *Master universitario* aims at ensuring scientific specialisation and high permanent and recurrent training.

### 6.4.3. Postgraduate level

The *dottorato di ricerca* must supply the skills required to pursue high quality research activities in universities, public and private bodies.

## 6.5. TYPES OF INSTITUTIONS

### 6.5.1. Non-university Tertiary Education

Institutes that provide high level art and music education (Alta Formazione Artistica e Musicale – AFAM) are the following:

- *Accademia di belle arti;*
- *Istituto superiore per le industrie artistiche;*
- *"Silvio D'Amico" Accademia nazionale di arte drammatica;*
- *Conservatori di musica, Accademia nazionale di danza and "pareggiati" music Institutes have been transformed into Higher Institutes of Music and Art of Dancing (Istituti superiori di studi musicali e coreutici)*

The High Level Art and Music Education system, to which article 33 of the Italian Constitution acknowledges the right to lay down independently their own regulations like all highly cultural institutions, is undergoing a wide reform, started with Law no. 508 of 21 December 1999, which presents the following characteristics:

- Music Schools *Conservatori di musica*, National Academy of the Dance *Accademia nazionale di danza* and "pareggiati" Music Institutes have been transformed into Higher Institutes of Music and Art of Dancing (Istituti superiori di studi musicali e coreutici);
- The Ministry of Education University and Research is responsible for planning, guidance and co-ordination of the institutions, in observance of their autonomy principles;
- Educational institutions are primary centres for high level training, specialisation and research in the arts and music branch and carry out related activities of production. They have juridical personality as well as statute, teaching, scientific, administrative, financial and accounting autonomy, also departing from the rules of the accounting organisation of the state and public bodies, however in observance of the relative principles.
- Institutions start training courses, for which is required to be in possession of an upper secondary education certificate, as well as improvement and specialisation courses. The institutions issue specific academic qualifications of first and second level, as well as qualifications of improvement, specialisation and research training in the arts and music field.
- Equivalence between the new titles in the arts and music studies and university titles will be declared exclusively for the admission to public competitions and for the access to the public employment requiring such titles.
- The National Council for High Level Art and Music Education (Consiglio Nazionale per l'Alta Formazione Artistica e Musicale – CNAM), with its seat at the Ministry of Education, expresses its opinions on the drafts on the regulations for the law implementation, the institutes' teaching regulations, the recruitment of teaching staff and planning of the educational offer in the art, music and dance sectors.

- Subsequent regulations, which are still being elaborated, will regulate the following aspects:
  - a) requirements of teaching, scientific and artistic qualification of institutions and teachers;
  - b) suitability requirements of the seats;
  - c) staff recruitment procedures;
  - d) general criteria for the adoption of autonomy statutes and implementation of the statutory autonomy;
  - e) procedures and times of planning, equalising and development of the teaching offer of the sector;
  - f) general criteria for instituting and starting courses, for teaching rules and planning of admittance;
  - g) evaluation of the institutions activities.

Presidential Decree of 28 February 2003, no. 132, approved the first implementation regulations providing rules for statute autonomy and governing bodies (president, director, board of directors, academic council, board of auditors, evaluation group, students' council).

Institutes that provide High Level Art and Music Education are the following:

- *Accademia di belle arti*: its courses last 4 years; admission is free for students who have concluded the *Liceo artistico* and *Istituto d'arte*, whereas for the other students an entrance examination is required. According to Reform Law no. 508 of 1999, the study plan will be structured in 3+2 years. According to this law, the diploma obtained after three years of study is equivalent to a first level degree (*laurea L*) and allows to apply for second level degrees at those universities and academies which offer these types of courses. In accordance with article 6 of Law decree approved by the Council of Ministers on the 20<sup>th</sup> of September 2002, the 4 years foreseen by the old regulation are equivalent to a first level degree. At present, there are 20 State Academies and 27 legally recognised academies;
- *Istituto Superiore per le Industrie Artistiche (ISIA)*: they are state institutes offering a specific training in the design field (graphic design). There are 4 *Istituti Superiori per le Industrie Artistiche* in Italy: in Faenza (specialised in ceramic design); in Rome and Florence (specialised in industrial design); in Urbino (specialised in graphic design). Admission can be obtained after attainment of the *diploma di istruzione secondaria superiore* and after having got through an entrance examination. Courses last 4 years, attendance is compulsory and teaching is organised at the university. According to Law 508/99 the *Istituti superiori per le industrie artistiche* have become part of the Ministry of Education, University and Research. On the basis of the university reform, it is foreseen that regulations undergo some changes above all concerning study plans.
- "Silvio D'Amico" *Accademia nazionale di arte drammatica*: its seat is in Rome; it offers training courses for actors and directors to Italian and foreign citizens

between 18 and 25 years of age. The course last three years and admission can be gained after attainment of the *diploma di istruzione secondaria superiore*;

- *Conservatori di musica* (57) and "pareggiati" (21): the duration of the main courses can vary from 5 to 10 years according to the chosen instrument. Admission is based on an pass examination and age limits according to the chosen path;
- *Accademia nazionale di danza*: its seat is in Rome; the three-year introductory dance course requires the possession of the *diploma di istruzione secondaria superiore* while the three-year specialisation course requires the diploma of the 8<sup>th</sup> year of the ordinary course. It also foresees the provision of a propaedeutic course and an ordinary course (lasting 8 years) for children over 8 years of age.

Other non-university higher education institutes:

- Santa Cecilia National Academy, with seat in Rome, offers specialisation courses in music studies lasting no longer than 3 years and free courses, seminars and masterclasses taking place in certain periods of the academic year. Students who are in possession of a *Conservatorio di musica* diploma or an equivalent qualification can be admitted to the courses of the Santa Cecilia National Academy;
- National School of Cinema (former Experimental Centre for Cinematography), has its seat in Rome; it offers three-year courses providing a specific training in one of the following sectors: Production, Acting, Direction, Script, Furnishing and "costume", Photography, Cutting and Editing, Sound Technique. Each course can accept 6 students, except from Acting course which can accept 12 students (6 females and 6 males);
- The *Istituto centrale del restauro* has its seat in Rome; it provides four-year courses in the following teaching areas: murals, paintings on canvas, fabrics, leather, paper and polychrome wood-carvings; metals, ceramics, glass, enamels, goldsmithry, ivory, bone, amber and excavation objects; mosaics, natural and artificial stone-materials, stuccoes; fossil manufactures. The number of available places is established annually in the admission announcement; attendance is compulsory;
- School of Restoration of the Mosaic is managed by the Environment and Architectural Goods Service of Ravenna in collaboration with *Istituto centrale del restauro* of Rome; it offers four-year courses providing restoration teaching in the following areas: wall-mosaics, floor-mosaics, natural and artificial stone-materials, plasters, stuccoes. The number of available places is of 9 units every year, of which six for Italian citizens and 3 for foreigners; attendance is compulsory;
- The *Opificio delle pietre dure* has its seat in Florence. Its four-year courses are structured in a triennium destined to fundamental teachings and one year of specialisation. The number of available places is set annually within announcement of the competitive exam according to the Institute's availability;

- *Scuola di archivistica, paleografia e diplomatica*) are instituted within some State Archives and cannot exceed the number of 17 schools all over Italy. Courses last two years, the number of available places depends on the various seats; admission requires getting through a Latin language test;
- *Scuole Superiori per Mediatori Linguistici* (SSML) [6.17.] are private higher schools for interpreters and translators (*scuole superiori per interpreti e traduttori – SSIT*); they offered three-year courses legally recognised according to Law no. 697 of 11-10-1986. SSIT which change their own teaching orders in accordance with regulations provided by Ministerial Decree (MIUR) no. 38 of 10-01-2002 are called SSML; these schools issue qualifications destined to the linguistic mediation sector. Such titles are attained at accomplishment of three-year higher education courses, corresponding to 180 *crediti formativi universitari*; such courses aim at providing students with a valid cultural and linguistic basis at higher level, at least in two languages besides Italian, as well as a strong basis in the cultures of the chose languages; furthermore, these school provide to develop specific linguistic-technical skills, both oral and written, adequate to the typical professions of the linguistic mediation area;
- Admission requires the possession of a *upper secondary school leaving certificate* or another title attained abroad acknowledged by the school bodies responsible for teaching. Furthermore, teaching regulation requires an adequate initial linguistic training; in fact, it sets the necessary knowledge for admission and determines the verification terms. The perfect knowledge of the candidates' mother language should be tested;
- Teaching is assigned to university professors and researchers or experts with an adequate translation and interpreting qualification as well as a documented professional experience obtained carrying out activities related to the subjects in question. Teachers' academic and professional curriculum should attest their qualification;
- The rules in force on study right in the university sector under responsibility of the Regions apply also to students enrolled in these schools;
- SSML diplomas are equivalent to *laurea (L)* degree certificates issued by universities at the end of *laurea (L)* degree courses pertaining to class no. 3 (Class of University degrees in Linguistic mediation sciences). They permit admission to *laurea specialistica (LS)* courses of classes 39/S (Conference interpreting) and 104/S (Literary translation and Technical-scientific translation);
- Military Academy: Accademia Aeronautica di Pozzuoli, Accademia della Guardia di Finanza, Accademia militare navale di Livorno, Accademia militare dell'esercito di Modena: they are all destined to those who want to start a military career or to prolong the national service as cadet officer or lieutenant. Admission is based on a competitive exam announced by the relevant Ministries and psycho-physical aptitude tests. Starting from year 2000 also women can enrol in military academies. The courses duration last 2 (cadet

officer) or 5 years (lieutenant). All military academies allow to follow a degree course in various sectors;

- Higher Institutes of Religious Sciences (Istituti superiori di scienze religiose): they are essential for catholic religion teaching, which can be carried out also by lay teachers, in every type of Italian schools at all educational levels. Admission is free and the duration of courses vary according to which study title the student wants to obtain (3 years for a diploma in Religious sciences and 4 years for Faculty of arts for intending teachers in Religious sciences);
- "Alfonso Gallo" Central Institute for the Pathology of Books: it is a body of the Ministry of cultural goods and activities, with its seat in Rome; it deals with research aimed at the safeguard and restoration of books. It organises short stages for professionals offering also a specialised training course;
- Foundation for the Preservation and Restoration of Books: it has its seat in Spoleto; with the support of the European Social Fund, it organises a three-year course aimed to obtain the "restorer- keeper of library and documentary goods" vocational qualification.

### **6.5.2. University Tertiary Education**

University higher education is provided in the 77 university institutes, sub-divided as follows:

- 51 state universities located throughout the national territory;
- 3 state polytechnic institutes;
- 12 free universities;
- 6 university institutes, 4 of which are state institutes (Istituto universitario navale di Napoli – Naval university institute of Naples; Istituto universitario orientale di Napoli – Oriental university institute of Naples; Istituto universitario di Scienze motorie di Roma – University institute of motory sciences of Rome; Istituto universitario di architettura di Venezia – University Institute of architecture of Venice) and 2 are free university institutes ("C. Cattaneo" of Castellanza and University institute "Suor Orsola Benincasa" of Naples).
- 2 Universities for foreigners: Perugia and Pisa;
- 3 higher schools (scuola Normale Superiore di Pisa), Scuola di studi superiori universitari e di perfezionamento "S. Anna" of Pisa – School of higher university and specialisation studies "S. Anna" of Pisa; Scuola internazionale superiore di studi avanzati SISSA di Trieste – Higher international school for advanced studies SISSA of Trieste).

The teaching reform of university courses foreseen by regulation no. 509 of 1999 has been carried out in the academic year 2001/02. The reform has been implemented in the first year of the new university courses. Therefore, in the Italian universities there are courses based on the old regulation, which are destined to disappear, and courses based on the new regulation.

The following chapters will provide a detailed description of the new and a summary description of the parts still in force of the old system, which is being phased out.

According to law no. 341 of 1990 (old regulation) the levels of courses provided in Italian universities was as follows:

- First level courses: courses that lead to the university diploma *diploma universitario* and *scuole dirette a fini speciali*; to be admitted one must hold the upper secondary education leaving certificate
- Second level courses: courses that lead to the degree *diploma di laurea*; to be admitted one must hold the upper secondary education leaving certificate;
- Third level courses: courses that lead to a *diploma di specializzazione* and to the *dottorato di ricerca*; to be admitted one must hold the degree *diploma di laurea*.

Regulation no. 509 of 3 November 1999 has laid down the general criteria for the new structure of university teaching systems. On the basis of these criteria and of autonomy, universities can plan their study courses.

The first objective of the reform is the implementation of teaching autonomy.

This means that the didactic regulation of the university study courses can be laid down in the teaching regulations of each faculty. The didactic organisation establishes name and training objectives of the study course, the general framework of formative activities that must be included in the curriculum, credits allotted to each formative activity and the structure of the final test for the attainment of the qualification.

At ministerial level (Ministerial Decree of 4 August 2000; Ministerial Decree of 28 November 2000; Ministerial Decree of 2 April 2001; Ministerial Decree of 12 April 2001) it has been established a classification of study courses of the same level, named in different ways by the various universities but with the same qualifying formative objectives and the subsequent essential formative activities.

Study courses of the same level, named in different ways by the various universities but with the same qualifying formative objectives and the subsequent essential formative activities, will correspond to fields of studies established.

At national level, decrees lay down qualifying educational objectives and the subsequent essential teachings for each field of study of the courses. The teachings are grouped as follows:

- teachings in one or more study areas related to basic education;
- teachings in one or more areas typical of the field of study;
- teachings in one or more study areas similar or supplementary to the study areas typical of the field of studies,;
- teachings chosen by students;
- teachings aimed at the final examination to obtain the academic qualification and at the evaluation of the knowledge of the foreign language;
- further teachings aimed at improving linguistic knowledge, as well skills relating to informatics and telematics, relational skills and any other skill useful to get into the labour market among which, in particular, training and guidance apprenticeships.

Ministerial decrees establish the minimum number of credits destined to the various teachings and areas of study through teaching regulations, provided that the total amount of reserved credits don't exceed 66%.

The second objective of the reform is to converge the Italian higher education system towards the European model laid down in the European agreements of Sorbonne and Bologna.

The reform provides for a new definition of the academic qualifications:

- *Laurea (L)* (title of I cycle), obtained after a three-years study course;
- *Laurea specialistica (LS)* (title of II cycle), obtained after a two-year study course to which only who is in possession of a *laurea (L)* can be admitted;
- university master degree, obtained after one-year study course. There are two categories of master courses: courses for people in possession of a *laurea (L)* and courses for people in possession of a *laurea specialistica (LS)*;
- specialisation diploma. There specialisation courses for people in possession of the *laurea* and specialisation course for people in possession of a *laurea specialistica (LS)*;
- *dottorato di ricerca* (title of III cycle), reorganised with regulation no. 224 of 30-4-1999.

However, the health area presents an exception in comparison with the above mentioned degrees' system *laurea (L)* and *laurea specialistica (LS)*; in fact, the degree courses of medicine, veterinary medicine and dentistry consist still in one only cycle (6 or 5 years) because this types of education is subject to European rules.

The third objective of the reform is a deep revision of the university teaching system which will now focus on the students' requirements. The revision will be based on the concept of the "credits". The introduction of the C.F.U. *credito formativo universitario* fills in the gap between legal and real duration of the courses and limits the high rate of university study dropout.

The characteristics of the C.F.U. are the following:

- the *crediti formativi universitari (CFU)* represent the quantity of learning work, including study at individual level, required to the students with an adequate initial training for the teachings foreseen by the regulations of the study courses. A credit corresponds to 25 working hours of a student;
- the average quantity of learning work carried out by a student who studies full-time at the University corresponds conventionally to 60 credits.
- the total or partial acknowledgement of the credits obtained by a student who wants to continue his/her studies is responsibility of the educational institution that takes in the student;
- teaching regulations of each university can provide for a recurrent verification of credits and indicate the minimum number of credits to be achieved within a pre-arranged period of time.
- on the basis of criteria fixed beforehand, universities can recognise as *crediti formativi universitari (CFU)* professional abilities and skills certified in

conformity with regulations in force on this subject, as well as other abilities and skills gained through educational activities of post-secondary level planned and carried out in collaboration with the University.

In view of the growing mobility of university students, mainly within the European countries, and of the problems relating to the recognition of university qualifications, criteria of correspondence between the *crediti formativi universitari* (CFU) and the European credit transfer System (ECTS) are required. According to ECTS, 60 credits correspond to one year of study (in terms of workload); 30 credits correspond to one semester and 20 credits to a trimester. A specific conversion table has been developed to facilitate the conversion between the national credit system and ECTS.

The fourth objective of the reform is to increase the level of flexibility of the system; this implies above all a strong simplification of the procedures required to modify the university system to a great extent; furthermore, it implies that, without any bureaucratic restraint, universities can easily adapt the organisation of their study courses to the social demand for education and to the innovations of the productive sector; in the end, it implies a self-evaluation system of the quality of the university formative activities through precise criteria and methodologies laid down in the teaching regulations. Regulation no. 509 of 3 November 1999 also established, through specific provisional rules, the transient phase from the old to the new regulation. These rules provide that universities ensure the completion of the existing study courses or that students are given the opportunity to opt for the new courses and that the studies carried out by the students are acknowledged through the credit system.

### **6.5.3. Postgraduate level**

The courses to attain the *dottorato di ricerca* are regulated by each single university which defines the number, the entrance requirements, the formative objectives, the length and the programme of study.

The courses can be organised on the basis of an agreement between universities and public and private bodies with high cultural and scientific qualification.

Each university establishes the procedure of awarding and the amount.

The *dottorato di ricerca*, even after the reform, is still regulated by the previous provisions [6.3.]. It aims at offering the necessary skills to carry out highly qualified research activities at the University, in public institutions and in the private sector.

## **6.6. ADMISSION REQUIREMENTS**

Admission criteria are indicated at paragraphs [6.6.1.], [6.6.2.] and [6.6.3.]. Exceptions are not possible. In the last few years, distance learning courses (via networks) are being developed. They allow students who work or reside far from the courses' seat to study without attending the courses. However, admission requirements are the same also in these cases.

### 6.6.1. Non-university Tertiary Education

Admission to High Level Art and Music education institutes and the other non-university higher education institutes can be gained after the attainment of the upper secondary school leaving examination and an entrance examination, as the number of the available places is limited and is set annually. In some cases, possession of certain requisites of previous education and training can exonerate the student from taking the entrance examination.

### 6.6.2. University Tertiary Education

The new Law no. 264 approved on the 2nd of August 1999 provides for the reorganisation of the whole subject concerning admission to university education. This new law lays down the general criteria and indicates the study courses to which admittance is limited at national level or on request of each university. Admission to university courses in the faculties of medicine and surgery, veterinary science, architecture, diploma courses for which there is a prescribed element of practical training and to specialisation courses is consequently restricted.

To enrol in degree courses *laurea (L)* courses, students must be in possession of a *diploma di superamento dell'esame di Stato* at upper secondary level or of another qualification obtained abroad and officially recognised. Until recently enrolment could be attained just with the possession of a upper secondary school leaving certificate, except for university courses for which there was a prescribed limited intake; now the Regulations no. 509 establishes that each university must define, in its regulations, the knowledge required for the admittance and lay down the tests' procedures. Tests can be carried out on completion of propaedeutic training activities in collaboration, at the same time, with institutes of upper secondary education. A not positive tests' result doesn't preclude the enrolment, but teaching regulations will have to specify additional specific training requirements to be fulfilled within the first year of the course. Furthermore, Ministerial Decree no. 245 of 1997 establishes that students attending the final year of upper secondary schools should submit a pre-enrolment application form to the university (as for school year 2003-2004 it should be submitted between the 3<sup>rd</sup> of February and the 4<sup>th</sup> of March 2003) in order to allow the various universities to plan and improve their organisational and teaching offer and, at the same time, to permit to inform the students about the teaching offer of the various universities following the university reform.

To enrol in *laurea specialistica (LS)* courses, students must be in possession of a *laurea (L)* or of another qualification obtained abroad and officially recognised by the Italian educational system.

To be admitted to *laurea specialistica (LS)* courses for which the limited intake foreseen by the current regulations concerning admission to university courses is not required, students must be in possession of a certain curriculum and a suitable individual preparation tested by the universities.

The recognition of credits obtained in the previous cycle will be a total recognition (180 *crediti formativi universitari*) if the *laurea specialistica (LS)* course is fully coherent with

the three-year course; otherwise, will be enrolled in the *laurea specialistica (LS)* course with *debito formativo*.

To be admitted to a *master universitario di I livello* and to a first level specialisation course, one must have obtained a *laurea (L)*; while, to be admitted to a *master universitario di II livello* or to a second level specialisation course, students must be in possession of a *laurea specialistica (LS)*.

### **6.6.3. Post-graduate level**

The admittance to *dottorato* courses takes place through competition according to the regulations of each university.

According to the Regulation no. 509 of 3 November 1999, admittance to the competition requires the possession of the *laurea specialistica (LS)* or of a foreign qualification recognised as mentioned at paragraph [6.6.2.].

## **6.7. REGISTRATION AND/OR TUITION FEES**

### **6.7.1. Non-university Tertiary Education**

Enrolment and attendance are not free of charge. The amount of fees and contributions required by the majority of institutes is generally established by their respective boards of directors, due to their financial autonomy. This amount changes from one institute to the other and from one year to the other; for this reason it is not possible to provide even an approximate amount. However, contribution in favour of students' organisations or medical services are not foreseen.

### **6.7.2. University Tertiary Education**

As for university education the situation is similar, however it is important to take into consideration what follows:

- a minimum fee for enrolment is foreseen by law; it changes slightly every year. In academic year 2002-2003 it was 164,15 €;
- a ministerial decree of 1997 established a maximum ceiling for the students' contribution to cover costs and services. This ceiling cannot exceed 20% of the state financing, however, only a few universities (Milano Bicocca, Politecnico di Milano, Bergamo, Bologna, Istituto di Architettura di Venezia) have taken advantage of this opportunity. Most universities stay below this ceiling and some of them (Catanzaro, Cagliari, Palermo, Calabria) much below (6-7%).

The average fees a student has to pay is 851 € per year; there can be a relevant difference in this amount from one university to the other: the so called "free" universities are the most expensive: Furthermore, scientific faculties are more expensive than classical faculties.

However, the trend is a gradual increase; in fact, fees have become the double in the last ten years.

Admission to *master universitari* and specialisation courses requires the payment of fee whose amount is established by each single university.

Source: *Comitato Nazionale per la Valutazione del Sistema Universitario anno 2000 – mensile CAMPUS*.

### **6.7.3. Postgraduate level**

Usually students do not have to pay any fee to be admitted to the *dottorato di ricerca*. On the contrary, they receive a monthly benefit by the university. However, universities can announce *dottorati* that don't foresee any scholarship. In this case, the students of *dottorato* courses have to pay annual enrolment fees, established by each single university.

## **6.8. FINANCIAL SUPPORT FOR STUDENTS**

### **6.8.1. Non-university tertiary Education**

Refer to paragraph [6.8.2.].

### **6.8.2. University Tertiary Education**

The main legislative source for the regulation of support and services destined to students is the Law no. 390 of 2 December 1991 establishing as follows:

- the State is responsible for the policy, co-ordination and planning of interventions concerning the right to University studies. Every three years a Decree of the Prime Minister indicates the criteria to evaluate the students' study results and financial conditions, the selection procedures to benefit from the services destined to praiseworthy and less prosperous students as well as the gradual re-qualification of the financial resources. Presidential Decree of 9 April 2001 indicated criteria for allocating services not destined to all students (grants, loans, accommodations and contributions for international mobility) for three years starting from academic year 2001-2002; study courses for which benefits are granted; selection procedures; criteria to determine financial and merit conditions and fees and contribution exemption; interventions in favour of non European foreign students, disable students and students enrolled in High Level Art, Music and Dance Education institutes.
- the Regions are responsible for implementing interventions established by art. 117 of the Italian Constitution and of the Decree of the President of the Italian Republic no. 616 of 1997: general services (canteen, transports, accommodations, etc.); grant; health service; loans; etc. These measures are implemented by a specific body with management and administration autonomy in every single University. The Law no. 549 of 1995 introduced the regional tax for the right to University studies in order to provide grants and loans;
- Universities are responsible for the organisation of their own services, including guidance and tutoring. They run libraries, laboratories, language courses,

distance learning courses, courses for working students, students part-time jobs, university guidance, etc. The Universities can totally or partially exempt students from fees payment according to their study results and income. Furthermore, the Universities provide grants to attend post-graduate courses, specialisation courses and grants for *dottorato di ricerca* (in this case the source of financial support is not necessarily the University).

In order to grant scholarships to all eligible students, a national "supplementary fund" has been set up starting from 1997. This fund's resources must be allotted to the Regions.

The Law no. 390 of 1991 provides the same services and supports both to Italian as well as to foreign, stateless and political refugee students. These regulations have been reconfirmed by Law no. 40 of 1998.

### **6.8.3. Postgraduate level**

Financial aids are not foreseen. The financial conditions of students are taken into consideration just when the *dottorato* is assigned and the related scholarship is allotted.

## **6.9. ORGANISATION OF THE ACADEMIC YEAR**

According to university autonomy, teaching regulations of each university and of the study courses regulate the organisation of teaching activities. These regulations should be approved by the Ministry according to article 11 of Law 341/1990. They regulate the procedure for the carrying out of the examinations, students' evaluation, objectives, times and procedures adopted by the teaching structures to plan, co-ordinate and verify the results of the formative activities, provisions on compulsory attendance, etc. generally, academic year starts on the 1<sup>st</sup> of November and finishes on the 31<sup>st</sup> of October of the following year; however, each single university establishes the academic year organisation.

## **6.10. BRANCHES OF STUDY, SPECIALISATION**

### **6.10.1. Non-university Tertiary Education**

Non-university higher education institutes offer a vocational *specializzazione* in very different areas, ranging from restoration, cinematography, regulation for the arrangement and keeping of archives, interpreters and translators training, to training of army officers and public safety force.

The institutes with special curriculum offer a highly qualified professional specialisation: in the field of art, with specialisations in painting, sculpture, decoration and scenography; in the field of the dramatic arts with courses for actors and directors present in the *Accademia nazionale di arte drammatica*; in the field of the dance, with the specialisations of dancer, choreographer and teacher; in the field of music, at the music schools *Conservatori di musica*, now Higher Institutes for Music and Dance.

### 6.10.2. University Tertiary Education

Universities release the following titles:

- I cycle: *laurea (L)* course; it lasts normally three years (equivalent to 180 credits);
- II cycle:
  - *laurea specialistica (LS)* course; it lasts two more years (equivalent to 120 credits) - a limited of *laurea specialistica (LS)* courses, regulated according to EU directives (medicine, veterinary medicine, dentistry, pharmacy, architecture) last five years (medicine lasts 6 years); to be admitted one must hold the upper secondary education leaving certificate and have passed the admittance examination.
  - *Master universitario di I livello* (1 year equivalent to 60 credits);
  - *diploma di specializzazione* of 1<sup>st</sup> level: they can be instituted in accordance with specific Italian laws or EU directives. To be admitted one must hold a *laurea (L)* and pass a competitive examination. To obtain the *diploma di specializzazione* it is required to have obtained between 300 and 360 credits including those obtained with the *laurea (L)* and considered valid; it lasts between 2 and 3 years.
- III Cycle:
  - *Master universitario di II livello* (1 year equivalent to 60 credits);
  - *diploma di specializzazione* of 2<sup>nd</sup> level: they can be instituted in accordance with specific Italian laws or EU directives. To be admitted one must hold a *laurea specialistica (LS)* and pass a competitive examination. To obtain the *diploma di specializzazione* it is required to have obtained between 300 and 360 credits including those obtained with the degree and considered valid; it lasts generally 1 year;
  - *Dottorato di ricerca* course: the course lasts 3 years and to be admitted one must hold a *laurea specialistica (LS)*.

In view of the reform, two Ministerial Decree (4 August 2000 and 28 November 2000) have established, at national level and for all the universities, the number of the classes of *laurea (L)* (42) and the number of the classes of *laurea specialistica (LS)* (104). One class groups together some degree courses that universities will decide to start according to various factors, such as their academic history or tradition, the labour market requirements and international competition; as far as degrees are concerned, the decree doesn't specify the essential training activities or the objectives to be reached for each degree course. Actually, the decree specify them for the classes, that is for groupings which should grant the following formative activities: essential teachings (specific teachings for each course); similar or integrative teachings, chosen by students; teachings aimed at the final examination and at the knowledge of a foreign language; teachings aimed at further language and informatics knowledge and guidance apprenticeships. According to university autonomy, each university establishes its courses organisation in the respect of the qualifying formative objectives of the courses. Each study course can provide various branches of study with specific curricula.

### **6.10.3. Postgraduate level**

The *dottorato* courses, within the wide field of scientific research, are set up through the University regulations provided by law 210/98.

## **6.11. CURRICULUM**

The level of university and non university education, and even more the level of the third cycle education, is characterised by freedom and autonomy at a great extent which affects the teaching programmes, the institution and the organisation of the study courses.

Much attention is now paid to the teaching of a foreign language, above all at the university.

There are no courses, or not in a relevant number, where the course' subjects are taught in a language different from the teaching language.

All higher education institutes refer to the Ministry of education, University and Research (MIUR) except for *Accademie militari, dottorato*, Higher Institutes of Religious Sciences, Central Institute for the Pathology of Books.

### **6.11.1. Non-university Tertiary Education**

The difference of the various types of institutes doesn't permit a minimum common branch of study. Furthermore, their teaching autonomy is quite wide, even though it is not as wide as universities' autonomy.

The courses can vary in length, for example, from the 3 years of the *Accademia nazionale di arte drammatica* to the 8 years of attendance required at the *Accademia nazionale di danza*.

The curricula are directed towards the specialisations offered by the institutions, while leaving ample room for general culture and, sometimes, a range of elective subjects that can be included in the individual curricula.

The number of disciplines varies according to the type of specialisation.

### **6.11.2. University Tertiary Education**

In the recent times, universities have always enjoyed a very wide autonomy concerning research and teaching activities, but also to chose the contents and structures of teaching programmes. Both the old and the new university system, have been characterise by this principle.

This is one reason why it is impossible to provide a general outline of programmes and subjects for each course, because they can be highly different depending on the various areas and the position that the academic authorities in the individual universities take as regards the organisation of the various courses.

As mentioned in paragraph [6.3.], Regulations of 3 November 1999 sets the general criteria to outline university studies and qualifications. The regulations transfer the responsibility to establish the teaching regulations of the study courses to the single universities, in the respect of the provisions and subsequent ministerial decrees of

application. Teaching regulations are the body of rules that regulate the curricula of the study course while the curriculum is the whole of the training activities (teaching courses, seminars, practical work and laboratory, didactical activities in small groups, tutoring, guidance, apprenticeship, projects, thesis, individual study activities and self-learning) provided to obtain the qualification.

Each university lays down the teaching organisation and structure of the its study courses in the teaching regulations issued with decree of rector and approved by the ministry.

The teaching regulations of each university determine what follows:

- a) the name and training objective of its study courses, the general framework of the training activities that must be included in the curricula, credits assigned to the various training activities, the outline of the final examination for the academic qualification. The final examination to achieve the *laurea specialistica (LS)* must include the presentation of a thesis elaborated by the student under the supervision of a tutor.
- b) organisational aspects of the teaching activities common to the various study courses, in particular objectives, times and ways that must be adopted by the responsible teaching units to determine their planning and co-ordination activities as well as the evaluation of the results of the training activities; procedures to assign the annual teaching tasks to teachers and researchers; procedures to carry out examinations, including the final examination; methods of evaluation for the students' progress which must be expressed through votes in 30ths for examinations and in 110ths for the final test, with the possibility of awarding the *summa cum laude*; evaluation of the students' initial training and organisation of training activities propaedeutical to the assessment of the initial training; evaluation of the quality of the activities carried out.

Teaching regulations of study courses, deliberated by the responsible teaching unit and approved according to the procedures foreseen in the University statutes, establish the list of teachings; specific training objectives and credits; curricula offered to students and rules for the presentation of the individual study plans; provisions concerning any compulsory attendance.

As far as the teaching of foreign languages is concerned, regulations of 3 November 1999 prescribe the knowledge of a language of the European Union to obtain the *laurea (L)*. Many universities have their own language centres where they organise language courses for Italian and foreign students and above all offer a wide range of audio-visual and didactic language teaching material. Furthermore, the students can participate in international university exchange programmes and student exchange programmes with the universities in EEC countries and other countries around the world. A few universities offer courses in minority languages.

### **6.11.3. Postgraduate level**

Study programs, subjects and number of hours are also regulated according to what established by each University regulations. (see [6.3.]).

## **6.12. TEACHING METHODS**

Teachers are free to choose their teaching methods, They can be given just some not mandatory indications. The use of new technologies is more and more widespread, as well as seminars, working groups and interdisciplinarity. Teachers are also free to choose the teaching materials through their collegiate body. The use of the teaching materials is free of charge both for teachers and students.

### **6.12.1. Non-university Tertiary Education**

In these institutions, in general, traditional lectures alternate, in ways and by schedules decided by the individual school, with practical exercises and laboratory work that are undoubtedly the peculiarity of these institutions.

In schools with special organisation, lessons may be individual, group and cumulative.

### **6.12.2. University Tertiary Education**

According to the reform which came into force in the academic year 2001-2002, the teaching regulations of the single universities lay down the methods to carry out the teaching activities, in the respect of teaching freedom as well as rights and duties of teachers and students.

### **6.12.3. Postgraduate Level**

The main method is implicit in the purpose of the *dottorato*, that is meant to perfect the methods of scientific research.

## **6.13. STUDENT ASSESSMENT**

### **6.13.1. Non-university Tertiary Education**

Each institution establishes the criteria for assessment of the students, that is achieved through continuous assessment as well as by examination at the end of the courses, depending on the specific orientation of the institutions. The central role of assessment is always that of the teachers who, in some of these institutions, also have a special role.

### **6.13.2. University Tertiary Education**

Procedures and methods for students' assessment are laid down in the teaching regulations of each University with the requirement to express grades calculated on a scale of 0 - 30 for the examinations and on a scale of 0 - 110, with the possibility of awarding 'summa cum laude', for the degree examination.

With the introduction of the *crediti formativi universitari*, students must obtain 180 credits including those relating to the knowledge of a language of the European Union prescribed to achieve the *laurea (L)* and dispute a written report on the activities carried out during the internship and/or laboratory work in front of the examination committee, according to the university charter. To obtain a *laurea specialistica (LS)*,

students must obtain further 120 *crediti formativi universitari*, corresponding to a total number of 300 credits obtainable in the five-year course, and dispute a written text in front of the examination committee, as foreseen by the university charter.

The traditional *laurea* thesis, foreseen by the old system, and the *laurea* exam in front of an examination board made up of 11 members, don't exist anymore.

### **6.13.3. Postgraduate level**

The evaluation system are indicated by the regulations of each university.

Generally, at the end of the three year, students present their *dottorato* thesis which is assessed by a teachers' assembly composed of experts for the subject concerned.

## **6.14. PROGRESSION OF STUDENTS**

### **6.14.1. Non-university Tertiary Education**

Each institution autonomously defines permanence times (generally no more than two years) and criteria for promotion from one class to the next. In general, this is decided by the teachers of each subject in the curriculum. For example, at the Academy of Fine Arts *Accademia di belle arti*, the student has to pass an examination for promotion to the next year.

It is not possible to change from one study programme to another without starting the new programme from the beginning.

### **6.14.2. University Tertiary Education**

There are no time limits to obtain a degree (*laurea*). As a consequence, the number of students who don't graduate within the foreseen number of years is very high and is one of the reasons why two *laurea* levels have been introduced. In academic year 2001-2002, students in order with the their study courses where 960,000 against a total number of 1,658,000 students enrolled. According to the national Committee for the evaluation of the University System, the Italian average university-student obtain a degree at 27 years of age and she/he accomplishes her/his studies in 8 years.

The teaching regulations of each University lay down procedures and criteria to be followed when students ask to switch from one degree course to another within the same university, or to the same or a different degree course of another university, in order to recognise wholly or in part their acquired *crediti formativi*. Regulations can provide for a monitoring of the acquired credits in order to check if the students' knowledge is not obsolete.

Teaching regulations of each university must also provide for the organisation of a service with the task of co-ordinating guidance activities to be carried out in collaboration with institutions of upper secondary education, as well as a tutoring service for students in every study course.

### **6.14.3. Postgraduate level**

Each University establishes its own way to promote students to the next year on the basis of its regulations.

## **6.15. CERTIFICATION**

### **6.15.1. Non-university Tertiary Education**

At the end of each course, the institutions issue a diploma for the specific profession taught. If the institution has more than one level of coursework, higher diplomas can be obtained as for the *Accademia nazionale di danza*. In general, these diplomas are recognised by the state, as provided in the organisation of each type of institution.

### **6.15.2. University Tertiary Education**

The Chancellor of the University, in his capacity as legal representative of the university, is the authority responsible for issuing diplomas. The diploma is a certificate of academic, but not professional, qualification. It gives the student access, however, to the *esame di stato per l'abilitazione alla professione*, that are state examinations that must be passed in order to register in the national roster of professionals in a given field.

Teaching regulations of each university establish the conditions under which universities issue a certificate, in addition to any qualification diploma, and in conformity with the certificate of the other European countries, that carries the main information concerning the specific curriculum chosen by the student to obtain the qualification.

### **6.15.3. Postgraduate level**

At the end of the courses, the title of "dottore di ricerca" is conferred. People with research doctorates *dottorato di ricerca* qualifications can be admitted to public competitions for non-University research activities on the basis of Decrees of the Prime Minister.

## **6.16. EDUCATIONAL/VOCATIONAL GUIDANCE, EDUCATION/EMPLOYMENT LINKS**

### **6.16.1. Non-university Tertiary Education**

It is not possible to provide a single description of the procedures that each school applies to facilitate the access of its students to the employment market, also because these are not institutionalised in most cases and depend on the type of profession taught in each institute.

### 6.16.2. University Tertiary Education

Guidance in higher education is actually based on 4 fundamental phases:

- In the first phase guidance activities are carried out at the level of upper secondary education leading to the so called pre-enrolment ("preiscrizione") in the University, not compulsory (generally fixed for the 20th of November).
- In the second phase, when students enrol and begin to attend University, the contribution of teachers, tutors and older colleagues of the different faculties is fundamental.
- In the third phase educational support is provided to progress in the selected branch of study, as well as in case of change of faculty and training stages.
- In the fourth phase vocational guidance is provided to know which are the possible future work opportunities.

Many initiatives have been taken inside and outside the University to make occupational outlets easier; the Universities promote the formation of consortiums and agreements with enterprises which provide grants, stages and apprenticeships, etc. Ministerial Decree 509/1999 provided for the inclusion of guidance within formative activities that should be foreseen by the teaching regulations of the universities.

The stage or apprenticeship can be carried out during or after the university studies, combined with the *esame di Stato per l'abilitazione alla professione* according to the Law concerning the admittance to regulated professions (professional bodies and rolls). An apprenticeship or stage can be foreseen in the teaching regulations of a study course (leading to *diploma universitario*, *diploma di laurea*, or at post-degree level), can be carried out through international projects like "Leonardo da Vinci" of the European Union, or offered to students and teachers by an enterprise, with or without a previous agreement between the company and the university, with or without any academic acknowledgement.

Law no. 196 of 24 June 1997, "Regulations on the topic of employment promotion", establishes the general criteria to carry out apprenticeships and stages through its article 18 "Training and guidance apprenticeships". In particular, this law lays down what follows: stages must be carried out within training and guidance projects, and according to agreements between the involved subjects (universities, associations of employers and employees, public bodies, etc.); the participants to the apprenticeship must be insured (civil liability and occupational accident); a tutor who has responsibility for didactics and organisation of the activities must be foreseen; it must be possible to consider the activities carried out as *crediti formativi*.

Associations of private enterprises and universities draw up framework agreements to regulate uniformly the stage offer of the various enterprises. Sometimes also local authorities, public bodies and professional associations agree to the framework agreements. Many universities have instituted an office dealing with stages for the management of these opportunities and to inform students about apprenticeships provided by the university courses, stages offered through agreements between university and enterprise associations and stage offered by individual companies;

companies can offer their stage opportunities directly to students or to university teachers who chose the candidates among their students.

Beside the offices for the stage management there are also student associations in many universities dealing with the stage offer. They are mainly international associations which group together students from certain study areas (economics, engineering, law, medicine, etc.) and act through a network of local seats. Many graduates' associations aim also at establishing a connection between university and enterprises and at facilitating the transition from the university to the labour market also through the stages' promotion.

The new organisation of academic titles introduced according to the reform of 1999 and the introduction of the three-year *diploma di laurea* and of the *laurea specialistica (LS)* have caused a reorganisation of the freelance professions and of the requirements for the admission to the State examination (Presidential Decree 328/2001). Up to now, the professions concerned are thirteen: agronomists and forestry graduates, agrotechnicians, architects, social assistants, actuaries, biologists, chemists, geologists, surveyors, engineers, agriculturalists, industrial experts, psychologists. Registers, managed by Associations (*Ordini*) and Councils (*Collegi*), are divided into two sections, according to the level of ability and competence gained at the university: section A can be accessed, after passing the State examination, with a *laurea specialistica (LS)* qualification; section B can be accessed, after passing the State examination, with a degree. Separate sectors can be created within the sections of the registers; these sectors are related to specific educational paths corresponding to highly specific professional activities.

The qualifying State examination is made up of two general written tests, a practical test and an oral test. A compulsory apprenticeship period can also be foreseen.

University titles obtained at the end of the study courses of the same level and belonging to the same class, have the same legal value as far as the admission to State examinations is concerned, and irrespective of the specific content of the formative credits.

### **6.16.3. Postgraduate level**

Also for the *dottorato di ricerca*, the procedures illustrated in paragraph [6.12.2. ] have to be applied exclusively to the didactic activities and methods of the particular *dottorato di ricerca* courses.

## **6.17. PRIVATE EDUCATION**

There are three kinds of institutions at this level of education:

- a) institutes which release diplomas of non university higher level for highly specialised professions in the arts sector. These institutes are set up and run by public administrations or by bodies having legal status. If they comply with the programmes and contents of comparable State schools, or if their educational offer is of public interest, the certificates granted by them are legally recognised. These institutions are supervised by the Ministry of University and Scientific

and Technological Research. Other institutions which do not fulfil the above-mentioned requirements are allowed to carry out their activity provided that they comply with the hygiene, morality and public order standards. The certificates that they issue cannot have the value of legal qualifications;

- b) institutes for linguistic mediators training. The Higher schools for interpreters and translators (Law no. 697 of 11.10.1986) are now called *Scuole Superiori per Mediatori Linguistici* (SSML) according to Ministerial decree (MIUR) no. 38 of 10.01.2002. At the end of their three-year courses, these schools issue qualifications equivalent in every respect to *diplomi di laurea* issued by the universities at the end of the courses of class no. 3 (Classe delle Lauree in Scienze della mediazione linguistica).
- c) universities and other higher education institutions. As far as the latter kind of institution is concerned, Law no. 243 of 1991 acknowledges the fact that private universities, legally recognised, set up by private individuals who have provided them with the necessary financial means for their operation and by local bodies, associations or foundations who provide these institutes with the necessary resources, have existed in Italy for a long time. Law of 29 July 1991, no. 243, establishes that non state universities operate according to article 33 of the Italian Constitutions, as well as the relevant legislation on university; they can obtain financial contributions from the state according to the number of students enrolled, study courses activated, the number of teaching and technical-administrative staff and financial conditions, with specific reference to incomes gained through fees and students' contributions.

The institution of new universities and legally recognised non-state institutes of university education, as well as the authorisation to award qualifications with legal value must be foreseen in the framework of university development planning and procedures by Decree of the Minister who approves at the same time statute and teaching regulations of each university (Presidential Decree no. 25 of 27 January 1998).

State universities have been granted a high level of autonomy as far as elections procedures, composition and responsibilities of the various university bodies are concerned; however, regulation autonomy granted to non state universities, whose Statutes generally foresee the same bodies as state universities (Rector, *direttore amministrativo*, *Senato Accademico*, etc.), is even wider.

#### **6.18. ORGANISATIONAL VARIATIONS, ALTERNATIVE STRUCTURES**

For some university courses distance learning has been provided. The universities can provide this type of didactic organisation, also in the form of a consortium with several universities or with the support of other public and private bodies.

Teaching regulations of each university and of the study courses lay down the organisation of possible training activities for students who don't attend full-time and the typology of courses, including distance learning provisions, examinations and other monitoring forms of the students' performances.

## 6.19. STATISTICAL DATA

Table 1 - Enrolled students at the University academic year 2002/03 (data refer to students enrolled in the new system, see 6.5.2.).

	<i>Laurea (L)</i>	<i>Laurea (LS)</i>	Total amount
Regular students	766,019	70,031	836,050
Students of the 1 <sup>st</sup> year	352,081	27,244	379,325
Student fuori corso	63,542	6,892	70,434
Total amount	1,181,642	104,167	1,285,809

Source: Rapporto Censis 2003, p. 140.

Table 2 – Students who obtained a degree/diploma, accademic year 2002-03.

	Old system	New system		Total amount
		<i>Laurea (L)</i>	<i>Laurea (LS)</i>	
Degree	164,500	20,169	968	185,637
Diploma	12,682	-	-	12,682
Total amount	177,182	20,169	968	198,319

Source: Rapporto CENSIS 2003, p. 140

Table 3 - University teachers – academic year 2002-2003

<i>Professori ordinari</i>	18,131
<i>Professori associati</i>	17,492
Researchers	19,493
Total amount	55,116

Source: Comitato di Valutazione delle Università

Table 4 - Students' population of High Level Art and Music Education (AFAM), Academic year 2002-2003

	Institutional courses	Experimental and post-diploma courses	Total amount	Foreign students %	Women %	Pupils/teachers ratio
Enrolled students	55,343	6531	61,874	7,5	55,2	7,1
Students who obtained a diploma	6007	1245	7252			

Source. Rapporto CENSIS 2003, p. 104

## CHAPTER 7

### CONTINUING EDUCATION AND TRAINING FOR YOUNG SCHOOL LEAVERS AND ADULTS

#### 7.1. HISTORICAL BACKGROUND

Civil, social and economic development as well as technology progress required the promotion of permanent education and training which became more and more relevant in the framework of the economic development policy fostering the highest exploitation of human resources.

As for young people, the strongest effort was aimed for many years at fighting school dropout. Such phenomenon, that has almost completely disappeared in compulsory school age, still affects post-compulsory school age. In order to combat drop out, first Law of 17 May 1999, no. 94, and then Law no. 53 of 2003 (see [5.18.1.]), introduced compulsory training up to 18 years of age. As already explained at paragraph [2.5.], young people must complete compulsory training within general [5.3.2.] or vocational upper secondary education system [5.3.3.], through apprenticeship [5.18.], or within the basic *sistema di istruzione e formazione professionale* (also called "of 1<sup>st</sup> level") that will be dealt with in this chapter.

As far as adult education is concerned, its primary aim was to fight the heavy question of complete illiteracy. This kind of illiteracy has certainly decreased, but another is persistent, in the same way worrying and widespread, which we may define as functional and which includes everyone who - having or not a certificate of compulsory school - is not able to understand a simple text related to everyday life.

The qualitative change in literacy brought to develop new instruments, different from those used in the past, when the main problem was to teach adults to read, to write and to count.

Old popular schools for illiterates were founded in 1947 and abolished in 1982. Now we have *corsi di alfabetizzazione* (for the achievement of the primary school certificate) and *corsi per lavoratori* (for the achievement of *scuola media* certificate), at the beginning directed to those who were already employed and whose labour contracts provided for paid permissions of 150 hours in the year for attendance. In the last years, the amount of workers attendance decreased remarkably, while courses are attended by a higher number of unemployed, housewives, young people over 15 years old and, recently,

Third World immigrants too. The original users changed as well as the requirements of the social tissue. These changes addressed school policies at community level not only in Italy, towards a general system of lifelong learning which includes not only school education and vocational training but also permanent training for workers and citizens.

However, administrative innovations were introduced starting from Ministerial Order no. 455 of 29 July 1997, which instituted *Centri Territoriali Permanenti – CTP* offering education and training for adults, and the agreement State-Regions-Local governments of 2 March 2000 with the consequent Directive no. 22 issued on the 6<sup>th</sup> of February 2001 which modified and integrated provisions contained in the previous Order no. 455 on this subject.

Law 53/2003 indicates the promotion of permanent education among the principles and criteria that will be at the basis of implementation decrees; therefore, this subject will have a legislative regulation.

On 28<sup>th</sup> October 2004, on the occasion of the *Conferenza Unificata Stato-Regioni*, an agreement has been signed on the certification of competences and recognition of credits.

## 7.2. ONGOING DEBATES

Permanent education is one of the main principles at the basis of delegated decrees foreseen by Law of 28 March 2003, no. 53 for the reform of the education and training system. It is likely that the debate on this subject will arise again as soon as these decrees' projects will be submitted to the parliamentary committees and *Conferenza Unificata*, which includes State, Regions, local governments, in order to obtain their opinions.

## 7.3. SPECIFIC LEGISLATION

Vocational courses (1<sup>st</sup> level), destined to young people from 15 to 18 years of age, falls within responsibility of the regions (article 117 of the Italian Constitution) and are regulated by their respective legislations.

It is important to point out that, as already mentioned, all subjects will be completely revised under the broader new structure of the education and vocational education and training systems, as introduced both by the reform of the Title V of the Constitution, and by the reform law no. 53 of 2003 and by the decrees that will be issued for its implementation. In the meantime, useful indications can be taken by the agreement signed between the State and the Regions on 15<sup>th</sup> January 2004 on vocational training. Following the agreement signed by the *Conferenza Unificata Stato-Regioni* on 19<sup>th</sup> June 2003 for creating an experimental formative offer of vocational education and training, the aim of this agreement has been the definition of basic training standards starting from basic skills, to allow the recognition at national level of credits, certifications and titles for assuring the transition from vocational to general pathways.

The *Centri Territoriali Permanenti – CTP*, destined to young people from 15 years of age and adults, are under the responsibility of the State and are regulated by Ministerial Order no. 455 of 29 July 1977, the agreement state-regions-local governments of 2 March 2000 and through Ministerial directive no. 22 of 6 February 2001.

#### 7.4. GENERAL OBJECTIVES

Vocational courses (1<sup>st</sup> level) aim at the learning of specific professional theoretical and practical skills, also through exercises and stages in enterprise. They last two years and are subdivided into cycles that can be certified. They are made up of reception, guidance and tutoring modules and offer the possibility to attend a third year at the end of which it is released a specialisation certificate. The structure of these courses will be modified according to Law 53/2003.

The general objectives of the *Centri Territoriali Permanenti – CTP* are a higher level of education, through higher cultural education and the related communication abilities; it will give the possibility to increase the abilities related to language, communication and culture and will help to develop the attitudes for a full participation in the social life.

These objectives are reached through differentiated organisations and programs according to the types of users and their requirements, taking into consideration their literacy level, employment or unemployment state, geographical provenience.

#### 7.5. TYPES OF INSTITUTIONS

The types of Vocational courses (1<sup>st</sup> level) are not previously determined.

Directive no. 22 of 6<sup>th</sup> February 2001 states the following types of intervention (see [7.10.] for a detailed description):

- a) literacy adult education courses that end up with the issue of a certificate that allows to enrol in *scuola secondaria di primo grado*;
- b) *scuola secondaria di primo grado* for adults (150 hours);
- c) adult education courses in upper secondary schools;
- d) courses of functional alphabetisation;
- e) integrated paths (education and training) state and regional responsibilities;
- f) pilot projects to integrate training systems.

According to the following Directive of 16<sup>th</sup> of January 2004, the Administration is committed with boosting the cultural development of adult population in the education system and favouring social integration of particular groups, in collaboration with *sistema di istruzione e formazione professionale*, voluntary public and private organizations.

These activities are carried out by the *Centri Territoriali Permanenti* which provide for reception, listening, guidance as well as for primary functional and post literacy programs, for language learning as well as for recovery and development of cultural and relational skills necessary for a full participation in the social life.

The *Centri territoriali*, instituted on the 29th of July 1997 and confirmed by the directive of 6 February 2001, carry out activities to achieve the objectives stated in the just mentioned directive in accordance with the local planning of the training offer and by means of the resources identified on the basis of an agreement between the director of the *Ufficio Scolastico Regionale* and the Regions or local authorities, as well as by means of the resources available in the area under their responsibility.

Professional resources for adult education are stated in accordance with contractual union agreements concerning personnel, in order to create a group of teachers with organisational, relational and pedagogical skills in the specific sector. According to the directive, teachers function is defined within the labour national contract, in particular concerning the flexible organisation of the annual timetable.

The *Centri territoriali* take on the role as service centres of the educational and training system for adults, these centres are supposed to organise the integrated training offer, through agreements among schools of different education level. As a general rule, they operate at district level and have the task of co-ordinating the educational and training offers planned in their area. The centres have their pedagogical and administrative reference point in a school (either primary or *scuola secondaria di primo grado*) chosen amongst those in whose catchment area activities of adult education are planned. The *dirigente scolastico* of the chosen school has the function of centre co-ordinator.

The centres, through the work of the co-ordinators, keep up relations with public and private bodies involved in education and training. It must be remembered that the first interlocutors for the organisation of adult education courses were the trade unions; at present the changes that have occurred in the type of users have extended the number of interlocutors to include local government bodies, associations, recreational clubs for workers (case del popolo), parish churches, etc.

The participation, of those involved takes on various forms, some traditional (right of assembly, participation in the meeting of the *Consiglio di circolo* or *Consiglio di istituto*) or new forms such as the negotiation of the educational path.

#### **7.6. GEOGRAPHICAL ACCESSIBILITY**

Vocational courses (1<sup>st</sup> level) are instituted by the Regions (or, under delegated power, by the Provinces) where there are duly equipped training centres.

The *Centri Territoriali Permanenti – CTP* are all over the country. They operate in all Regions and Provinces; they are located at the district level so that they can also meet the requirements of peripheral areas.

The disposition of the *Centri territoriali* is responsibility of the Regions, in agreement with local authorities and the director of the *Ufficio Scolastico Regionale*. The director of the *Ufficio Scolastico Regionale* adopts these provisions concerning the reorganisation and foundation of new centres, always in agreement with Regions and local authorities. They are financed by State and local authorities.

In school year 2002/03, 546 *Centri territoriali* have been working and it is expected this number remaining almost the same also for school year 2003/04.

### 7.7. ADMISSION REQUIREMENTS

All adults (over the age of 15) who do not hold a compulsory school certificate as well as adults who, although in possession of a compulsory school leaving certificate, intend to go back to education and training can participate to the activities of the *Centri territoriali*. Only adults in possession of a diploma of *scuola secondaria di primo grado* can be admitted to vocational evening classes.

### 7.8. REGISTRATION AND/OR TUITION FEES

No payment of fees is required for enrolment and attendance in vocational courses (1<sup>st</sup> level) or *Centri Territoriali Permanenti*, except for adult courses in upper secondary education institutes where it is foreseen a fees payment equal to that foreseen for diurnal courses.

### 7.9. FINANCIAL SUPPORT FOR LEARNERS

The courses are basically free of charge; as a consequence, financial aids are not provided. Labour contracts of some workers' categories (like metalworkers, for example) foresee paid permission to allow them to attend the courses in order to obtain the lower secondary school certificate or, more rarely, the upper secondary school certificate.

### 7.10. MAIN AREAS OF SPECIALISATION

Vocational courses (1<sup>st</sup> level) cover almost all the sectors of the economy system.

As mentioned at paragraph [7.5.], directive of 6 February 2001 establishes the following types of interventions:

- cultural *corsi di alfabetizzazione*, to obtain the certificate that allows to enrol in *scuola secondaria di primo grado*;
- courses to obtain the certificate of *istruzione secondaria di primo grado*;
- upper secondary education courses (in the evening) for working students.

Since 1964 there has been a provisions for instituting in upper secondary schools evening classes for working people or those who are temporarily unemployed. To start with the provision was limited only to technical schools as it was the type of education most in demand; later, the offer was extended to other types of school.

The major problems concerning this type of evening classes for student workers lays in the difficulty of fitting the time for lessons in a daily time-table compatible with student's work commitments, nonetheless ensuring the full validity of the curricula. For many workers who attend technical education courses akin to their work activity, it is possible to limit the time devoted to practical work; the teaching hour is shortened to fifty minutes; oral tests in class of individual students are avoided in order to devote time to assessment activities involving the whole class, taking into account their greater sense of responsibility.

At the end of these courses, that can, if necessary, be completed in 6 years rather than the 5 years as prescribed for school-age pupils, students take the upper secondary school leaving examinations according to the regulations in effect; the diploma they receive has the same validity as that given to students who complete the normal courses and can grant admission to courses of higher education.

Directive no. 22 of 6 February 2001, in addition to the above mentioned courses, provides also for what follows:

- courses of functional alphabetisation (short and modular courses, linguistic and social integration courses);
- integrated paths (education and training) provided for weak population and weak labour market. They allow to obtain a degree and the certification of credits that can be used for vocational training or a vocational qualification as well as the certification of credits that can be spent in the education system;
- pilot projects to integrate training system, to promote a new integrated system of lifelong learning for adult as stated in the agreement of 2 March 2000.

Statistical data at paragraph [7.15.] show that the increase in the formative offer correspond mainly to an increase in the offer of short modular courses which last approximately 30-50 hours and which aim at providing basic skills (information technology, linguistic, and multimedial skills). Starting from school year 2000-2001, a new type of courses has been added to the two already existing types of courses (education and primary literacy courses and short courses): it is specifically destined to foreign users with linguistic and social integration needs.

#### **7.11. TEACHING METHODS**

An authority responsible to chose particular teaching methods does not exist even in the education and training sector. Obviously, the study schedule and programming have to be very flexible and individualised, supported by the use of techniques that are capable of stimulating interest and participation, with a constant interlinking of theory and practise. The use of laboratories and multimedia technologies is of primary importance.

The *Collegi dei docenti* of the schools hosting *Centri Territoriali Permanenti – CTP* are responsible for the organisation of the activities carried out by these latter, to decide on the subject of planning, to define the organisation structure, drafting the calendar (at least 200 days of teaching must be guaranteed) and the educational offer on the basis of individual paths which are then structured according to levels, interests, laboratory activities, etc.

In the reception phase, teachers acquire information so as to bring out resources, needs, expectations, of each individual enrolled and on the basis of the collected elements, the teaching body chaired by the co-ordinator, carries out a negotiation with each person enrolled to arrive at a specific education and training path, setting objectives, methodologies and a time scale, as well as ways of adaptation, continuous assessment

and evaluation. The outcome of this process is the educational agreement which must be made explicit and formal for all those who intend attain a primary school or lower secondary school certificate.

#### **7.12. TRAINERS**

Any specific compulsory curriculum studiorum is not required and there isn't any register recognised at national level.

Teachers of the *Centri Territoriali Permanenti – CTP* should belong to the permanent teaching staff of the corresponding state schools or to the *sistema di istruzione e formazione professionale* as for the integrated education-training paths. Particular qualifications or experiences are not required but are taken into consideration as preferential titles.

Interventions provided by in the directive of 6 February 2001 are supported by training projects for school staff in accordance with the trade national collective agreements and within the limit of the resources foreseen by the balance of the Ministry; priority of the interventions is a combined training with the workers of the other training systems. The director of the *Ufficio Scolastico Regionale* stipulates agreements with other institutional subjects involved, to promote acquisition of particular professional skills referring to reception, training contract (see [7.11.]), tutorial assistance, modular teaching methods, integrated planning and skills concerning functional alphabetisation. The IRRE (see [9.6.]) participate in the promotion and organisation of these projects.

#### **7.13. LEARNER ASSESSMENT/ PROGRESSION**

Except for the courses of study that issue a study title (*diploma di istruzione secondaria di primo grado*) for which binding rules regulate the examination tests and the composition of the examination boards, as well as evening classes of upper secondary schools which are regulated by the same rules of diurnal classes, all other courses can be freely organised as for times, ways and students' evaluation criteria; They are decided by teachers within the law framework (minimum number of teaching days and hours, etc.).

As compulsory level is concerned, there is no assessment of the behaviour, neither during the course nor at the final exam. What is assessed is the actual cultural level students had at the beginning of the course and the level achieved.

#### **7.14. CERTIFICATION**

At the end of the vocational courses (1<sup>st</sup> level) a qualification certificate is released.

At the end of the educational activities offered by *Centri territoriali* the following certificate may be awarded.

- a) *attestato di alfabetizzazione primaria;*
- b) *diploma di istruzione secondaria di primo grado;*

- c) as far as integrated paths are concerned (education and training): degree and certification of credits that can be spent on vocational training or vocational qualification and certification of credits that can be spent on the education system;

Concerning certification of evening courses of upper secondary education the same regulations as for day courses apply.

#### **7.15. EDUCATION/EMPLOYMENT LINKS**

The system described up to now deals with adult education aimed at a permanent training for the acquisition of basic, general and professional skills offered by the “formal” sector, above all by the *Centri Territoriali Permanenti – CTP* dependent on the Ministry of Education, University and Research and regulated by order 455/97.

Together with this system, there is the permanent vocational training (Law 236/93) that includes all the learning activities subsequent to initial training, destined to adult employed or unemployed workers for their professional re-qualification and updating. They are dependant on the Ministry of labour and social policy (Ministero del Lavoro e delle Politiche Sociali – MPS). Some of these activities are those proposed by enterprises to adequate and increase the professional skills also as far as technological innovations and organisation of the production process are concerned.

The recent Law of 14 February 2003, no. 30 on the relation between training and employment, introduces innovations on the connection between employment supply and demand, through the reform of services for employment (Servizi per l’impiego – SPI) and apprenticeship contracts, as well as through new types of labour contracts (job on call, etc.). The new regulations provide for a subdivision of apprenticeship as follows:

apprenticeship for the accomplishment of the education and vocational training right-duty for students between 15 and 28 years of age;

professionalising apprenticeship for students between 18 and 29 years of age.

Guidance activities are carried out, besides schools, also by Provinces, Services for the employment (Servizi Per l’Impiego – SPI) that avail themselves of operational structures at local level (Centri Per l’Impiego – CPI – Centres for Employment), also by the Centres for work guidance (Centri di Orientamento al Lavoro – COL) of the Communes.

#### **7.16. PRIVATE EDUCATION**

Permanent training activities can be carried out also by private organisations. Enterprises, for example, plan training activities for their employees. Initiatives can be started also by training bodies, professional class associations, professional associations, etc. Furthermore, as for non formal offer, it’s worth it to mention popular universities, universities for the third age, recreational-cultural and voluntary associations, libraries, museums, theatres. Some of these initiatives can be financed on

the whole or partially, by public bodies. Support criteria and monitoring procedures vary from one body to the other.

#### 7.17. STATISTICAL DATA

The following data are the only available; updated statistical data are not available due to the numerous and different subjects/structures offering permanent training every year. A recent CENSIS survey individuated more than 5000 structures operating within formal institutional and non formal offer, which is carried outside the main educational and training structures. These latter are organisations with deeply different origins and aims: *Centri Territoriali Permanenti – CTP* for adult education; vocational training centres, cultural associations, voluntary associations operating in the social sector, universities for the third age and popular universities, municipal libraries and park bodies.

Table no.1 - Adult Education: Number of Courses and Participants.

Types of courses	no. of courses	no. of enrolments
Education courses	3006	64,684
Short and modular courses	10,844	280,860
Linguistic and social integration courses	1960	38,246
Total number	15,810	383,790
Foreigners		70,208

*Centri territoriali permanenti – CTP: 546*

Source: CENSIS, 36° *Rapporto sulla situazione sociale nel paese, 2002.*







## CHAPTER 8

### TEACHERS AND EDUCATORS

Teachers of state schools can be distinguished as follows:

- teachers of *scuola dell'infanzia*;
- teachers of the *primo ciclo di istruzione*: primary schools;
- teachers of the *primo ciclo di istruzione: scuola secondaria di primo grado*;
- teachers of the *secondo ciclo dell'istruzione: sistema dei licei e sistema di istruzione e formazione professionale*;
- teachers of university higher education;
- teachers of non university higher education;
- teachers of catholic religion in *scuole dell'infanzia*, primary and secondary schools.

#### 8.1. INITIAL TEACHER TRAINING

Law of 28 March 2003/53 for the reform of the education system introduced deep changes to initial training for teachers of *scuole dell'infanzia*, of *I ciclo* and *II ciclo*. Article 5 provides that initial training is carried out through *laurea specialistica* courses. University courses are specialised according to the different school sectors; all these courses offer an equal level of training. Training courses for teachers of secondary education will offer also in-depth knowledge of the subjects they will teach at school. All initial teacher training courses will foresee teaching activities related to school integration of disabled pupils.

Admittance to courses will be determined as usual according to the foreseen actual intake of any school within the various Regions.

Requirements for admittance to *laurea specialistica* courses for teachers are a minimum curriculum vitae/studiorum and that the level of personal preparation of the candidates is verified by the universities. Admittance planning, candidates' selection and their minimum training are essential elements of a system aimed at optimising formative resources and interventions.

In order to qualify the new basic training system, stages abroad are foreseen by law; furthermore, according to law, for those who have obtained a *laurea specialistica* (whose final exam qualifies to teach one or more subjects), access to permanent teaching staff of schools is subject to specific apprenticeship activities carried out at schools, upon stipulation of specific work-training contracts. The new system will become operational as soon as implementation decrees will be issued. On the 25<sup>th</sup> of February 2005, the Council of Ministers approved in first reading the "Draft legislative decree for the definition of general rules on teacher training aimed at access to teaching".

In the meantime, initial teacher training is still offered by universities; teachers of *scuole dell'infanzia* and primary schools have to attend the *laurea* course in primary education sciences, while teachers of secondary schools, after having obtained a *laurea*, have to attend a specific *scuola di specializzazione (SSIS)* with a limited intake. Teachers who want to specialise also in support to disabled pupils, receive an additional training provided within the ordinary initial teacher training. The *laurea* in primary education sciences and the *diploma di specializzazione* qualify to teach and are requirements to take part to competitive examinations for the teaching places *cattedre di insegnamento* for *scuole dell'infanzia*, primary schools and secondary schools.

Is not foreseen an initial training of teachers of higher education in universities.

Initial teacher training has not yet been foreseen for teachers of non university higher education; however, the already mentioned Law 53/2003 establishes that implementation decrees will provide rules on initial training carried out in High Level Art, Music and Dance Education institutes [6.5.1.].

As for teachers of catholic religion, Law of 18 July 2003, no. 186 has foreseen their appointment to permanent staff upon passing a competitive examination based also on qualifications. Two separate competitions based on exams and qualifications have been announced by the Ministry of Education in February 2004 to cover the available posts: one for *scuola dell'infanzia* and primary school, the other for *scuola secondaria di primo grado* and *secondo grado*, reserved to the teachers of this subject with five years of service and with the above mentioned qualifications. The examination programme includes the knowledge of school system and legislation and the knowledge of the didactical organisation related to the age range of the pupils attending the relevant school level.

### **8.1.1. Historical overview**

Until a few years ago, Italy has been the only European country without a specific basic teacher training system.

Except for the particular case of *istituti magistrali* and *scuole magistrali* that offered teacher training for teachers of pre-primary and primary levels, there was not a system in Italy specifically destined to teacher training. Furthermore, teacher training was offered only at the level of secondary education; as a consequence, primary teachers were not required to complete their initial training at university level.

As for teaching in secondary schools, there were no specific institutes destined to teacher training. Students had to obtain a *laurea* in the subjects they intended to teach

and then they provided on their own for their training. This latter was recognised through the qualification to teach obtained through the competitive examinations announced for recruitment.

In the 90ies a new teacher training at university level has been organised; university had to define new specific study programs for this purpose.

Degree courses in primary education sciences have been foreseen for teachers destined to *scuola dell'infanzia* and primary schools; the two-year *scuola di specializzazione* has been foreseen for teachers with a degree for teaching in secondary schools.

The following paragraphs describe the present situation that will be provisional until implementation decrees of Law 53/2003 are issued. These decrees will regulate the transition phase from the old to the new system.

#### **8.1.1.1. Pre-primary and primary education**

To teach in *scuola dell'infanzia* it was required the *scuola magistrale* diploma (three-year duration) and to teach in primary schools it was required the *istituto magistrale* diploma (four-year duration). Such diplomas, which could be obtained after the *esame di licenza media*, had qualifying value and were required for the admission to the competitive examinations for teaching places (*cattedre*). According to Delegated Decree no. 417 of 31 May 1974, in the framework of unitary regulation of the employer-employee relationships of school staff of all school types, it was required a university degree for all teachers; however, the means to implement such rules (*laurea* in primary education sciences and *scuola di specializzazione* for teaching in secondary schools) [8.1.1.2.] were provided only in 1990, within the reform of university teaching orders foreseen by Law no. 341 of 19 November 1990.

#### **8.1.1.2. Secondary education**

The *laurea* has always been required to teach in both lower and upper secondary schools (at least for the great majority of subjects). According to 1990 legislation and related implementation decrees of 1997, secondary school teacher training takes place at the *scuole di specializzazione (SSIS)*. They have been started in 1999/2000 and will be operating until implementation decrees of Law 53/ 2003 come into force.

#### **8.1.2. Ongoing debates**

The necessity of an initial training at university level obtains a general consent, whereas the debates is focused above all on the replacement of the four-year degree course in education sciences and *scuola di specializzazione (SSIS)* with *laurea specialistica* courses. In this context, it is worthwhile to mention the recent draft decree of 25 January 2005 [8.1.] which is being approved.

### 8.1.3. Specific legislative framework

#### 8.1.3.1. Teachers at pre-primary and primary level

Law no. 341 of 19 November 1990 providing for the reform of university teaching orders foresees that these teachers attend a four-year *laurea* course in primary education sciences, subdivided into a common two-year period and two subsequent branches of study, one for *scuola dell'infanzia* and one for primary school (see [8.1.4.1.]).

#### 8.1.3.2. Secondary education

To teach in secondary schools the initial teacher training is still in the universities. The *abilitazione* can be obtained in the two-year *scuole di specializzazione (SSIS)* foreseen by Law no. 341 of 1990 and is a title required to be admitted to the competitive examination for the *cattedre di insegnamento*. The school is composed of branches which include several classes.

### 8.1.4. Institutions, Level and Models of Training

#### 8.1.4.1. Pre-primary and primary education

There are no specific centres dedicated to the initial training of teachers, but this is implemented in the universities.

The *laurea* course in primary education sciences has a four-year duration. Entrance requires a *diploma di istruzione secondaria superiore* obtained after five-years secondary school.

The training model for pre-primary and primary teachers is the simultaneous training; in fact, the *laurea* course is sub-divided into a common two-year period and two branches of studies, one for *scuola dell'infanzia* and the other for primary school; apprenticeship starts from the first year. At the end of the second academic year, students must chose their branch of study. The *diploma di laurea* obtained is required for admission to competitive examinations for teaching places destined to *scuola dell'infanzia* and primary school.

The *laurea* course refers generally to the Faculty of education sciences: the faculty facilities are available for the course and generally professors and researchers from all universities involved in the development of the skills required for this degree are also available. University can start its degree course also within an interuniversity co-ordination defining the required procedures and the responsible scientific, teaching and administrative bodies.

Teaching regulation is based on the following criteria:

- a) minimum 20% of total credits achieved in the primary school branch and minimum 25% of credits achieved in *scuola dell'infanzia* branch refer to teaching activities of area no. 1 (teacher function training [8.1.6.]);
- b) minimum 35% of total credits achieved in the primary school branch and minimum 25% of credits achieved in *scuola dell'infanzia* branch relate to teaching activities of area no. 2 (primary teaching contents [8.1.6.]);

- c) minimum 5% of total credits is reserved to teachings chosen by the student, also offered by other university courses. Individual options are also granted within the areas referred to at points a) and b);
- d) each student's study programme includes one teaching activity at least for each field referred to areas 1 and 2. The above mentioned study programme, if referred to primary school branch, foresees also the attainment of a higher number of *crediti formativi* concerned with area 2, duly selected according to the partially diverse skills of primary school teachers.

Specific additional teaching activities are also foreseen. They last 400 hours at least and concern school integration of disabled pupils; they allow to acquire those fundamental formative contents that, provided through the *diploma di laurea*, are required for admission to competitive examinations for support teaching. At least 100 hours of apprenticeship are reserved to the support sector.

#### 8.1.4.2. Secondary education

Initial training of secondary school teachers follows the consecutive model as it requires the attainment of a post-university *diploma di specializzazione* obtained at the SSIS. The specialisation school SSIS for teaching in secondary schools has a duration of 2 years. Titles required to be admitted to specialisation schools, with reference to the branches offered by the school, are the following:

- a) *lauree* which permit admission to one of the teaching qualification *abilitazione all'insegnamento* classes;
- b) as for the corresponding classes, diplomas obtained at *Accademie di belle arti*, *Istituti Superiori per le Industrie Artistiche (ISIA)*, *Conservatori di musica* and "pareggiati" Music Institutes;
- c) university titles obtained in a European country which are an entrance requirements, in the respective countries, for teacher training activities in the corresponding subject areas.

Final examination to obtain the *diploma di specializzazione* is the equivalent of the state examination and of the *abilitazione all'insegnamento* for the classes corresponding to the subject areas of the *laurea* diplomas of the students. The SSIS is a teaching structure of the university, with the contribution of faculties and *dipartimenti*. The university, taking also into account interdisciplinary structures aimed at didactic research, assures management support as well as logistic, financial and personnel resources required with the collaboration of the faculties concerned.

The SSIS foresees more specialisations, each of which includes more *abilitazione* classes and is regulated according to each university's teaching regulations. The *abilitazione* classes of each specialisation are established through decrees of the Ministry of Education University and Research. Each School offers at least two branches.

Teaching regulations of the SSIS are defined according to the following criteria:

- a) minimum 20% of total credits achieved relates to teaching activities which are common to the different branches and offered in proportion to the number of students of area 1 (teacher function training [8.1.6.]);

- b) minimum 20% of total credits achieved relates to teaching activities of area 2 (formative contents of the specialisations [8.1.6.] );
- c) as for teachings indicated at points a) and b), the university offer should be wider than the compulsory teachings providing also optional teachings for the students.

The School council approves the students' individual programmes of studies. Such programmes:

- a) evaluate the formative pathway followed at the university acknowledging *crediti formativi* of maximum two semesters; within this fixed limit, one credit may be ascribed to replace part of the compulsory apprenticeship, to the maximum extent of half compulsory apprenticeship;
- b) define the integrated curriculum, which can be extended of one or two semesters if a student wants to obtain more *abilitazione* at the same time;
- c) foresee a further training in the relevant faculties, in addition to the School activities, if the student's curriculum is poor in subjects relevant for the *abilitazione* and participation in the courses concerned;
- d) regulate the apprenticeship in different types of schools.

Study programmes referred to one semester can be approved in favour of teachers who intend to obtain a further *abilitazione* or already possess the degree required for the *abilitazione* and the degree in primary education sciences.

Additional specific teaching activities are provided for at least 400 hours concerning school integration of disabled pupils in order to offer those *crediti formativi* which make the *diploma di specializzazione* a qualification providing the *abilitazione* to carry out support teaching activities. Minimum 100 hours are aimed at obtaining experiences in the support sector.

### **8.1.5. Admission Requirements**

#### **8.1.5.1. Pre-primary and primary education**

The *diploma di superamento dell'esame di Stato* is required to enrol in the *laurea* courses (including the degree courses in primary education sciences). Admission to degree courses requires to stand for an examination due to the limited number of places planned at national level according to the requirements for teaching staff in the schools. As for school year 2003-2004, Ministerial Decree of 7 May 2003 fixes 6236 places for EC and non-EC students residing in Italy as well as 119 places for non-EC students residing abroad; furthermore, the mentioned decree provided for the distribution of such places among the universities offering the above mentioned degree course.

The *laurea* is required to be admitted to the competitive examinations for the teaching places in nursery and primary schools. The four-year *laurea* course, which requires for

admission a *diploma di superamento dell'esame di Stato* obtained after five years of studies, is subdivided in a common two-year study course and in two branches of study, one for *scuola dell'infanzia* and one for primary school.

Apprenticeship and specific additional teaching activities for the integration of disabled pupils are also foreseen; they can be a title for the admission to the examination for places destined to support teaching.

#### **8.1.5.2. Secondary education**

To enrol in the *SSIS* for teaching in secondary schools a (*diploma di laurea*) is required. The number of available places is fixed beforehand. Admittance is allowed to those who have an adequate position in the classification list.

According to Ministerial Decree of 24 May 2003, the examination consists in a written test, prepared by each single university (solution of 50 multiple-choice test), integrated with a second test (an oral or a written test aimed at verifying the candidate's attitude towards the subjects of the *scuola di specializzazione*). The number of available posts is established at regional level according to teaching staff requirements of the schools. As for school year 2003-2004, Ministerial Decree of 17 April 2003 provided for 11,669 available posts subdivided among the *SSIS*. Additional 4,126 posts are foreseen only for 2003-2004 school year, for the *abilitazione* aimed at supporting pupils with special educational needs.

#### **8.1.6. Curriculum, Special Skills, Specialisation**

A subjects' distinction is foreseen only in the *scuola di specializzazione*; it corresponds to the subjects of the curricula of the study courses of the educational level. Teachers trained for teaching at a certain educational level are not qualified to teach at a different level. In this case, they need a further specific qualification.

Study system of the *laurea* course in primary education science and *scuola di specializzazione* are established by universities through teaching regulations according to criteria decided with Ministerial Decree of 26 May 1998. Such Decree establishes the formative objective of the *laurea* and *scuola di specializzazione* courses; furthermore, it establishes qualifying minimum contents, teaching activities as well as attainment verification and assessment procedures.

The following list of attitudes and skills characterising the teaching profession is a formative objective of the degree course:

- a) to have an adequate knowledge of one's subject areas with reference to historical and epistemological aspects;
- b) to listen, observe, understand students during their formative activities, becoming aware also collectively of their formative and psycho-social requirements in order to promote the building up of students' personal identity, both for females and males, together with self-guidance;
- c) to work in close collaboration with colleagues, families, school authorities, formative, productive and representative agencies of the territory;

- d) to set one's subject competencies in the various educational contexts with an open mind towards critics and cultural interaction;
- e) to keep developing and deepening one's subject-related knowledge and skills in the various educational contexts;
- f) to make teaching activities meaningful, systematic and complex through a flexible curricular planning which includes decisions on objectives, knowledge areas, teaching methods;
- g) to make students participate in a specific domain of knowledge and experience, adequately with their school progression, specificity of contents, contents-methods interrelation, as well as with other formative areas;
- h) to organise time, space, materials (also multimedial materials), teaching technologies to make school a learning place for everybody;
- i) to manage communication with students and their interaction as essential means to build up attitudes, skills, experiences, knowledge, to increase the pleasure of learning and expressing themselves and the confidence to be able to acquire new knowledge;
- j) to promote school innovation also in collaboration with other schools and the labour market;
- k) to verify and assess teaching-learning activities and the overall school activity, also through the most advanced didactics;
- l) to carry out one's social role in the framework of school autonomy, being conscious of teachers' rights and duties and the related organisational problems, paying attention to the civic and cultural (Italian and European) reality, to the required interethnic opening as well as to the specific problems of teaching to students of non Italian culture, language and nationality.

As for the *laurea* course in education science, the teaching regulation of each university establishes the qualifying minimum contents required to achieve the formative objective, teaching activities and related formative credits for the following areas and the related scientific subject-related sectors:

- Area 1: teacher function training It includes teaching activities aimed at acquiring the required attitudes and skills in the pedagogical, teaching-methodological, psychological, social-anthropological, hygienic-medical and fields as well as skills related to school integration for disabled students.
- Area 2: primary teaching contents it refers to curricula and teaching orientations of primary school and *scuola dell'infanzia*; furthermore, it includes teaching activities aimed at acquiring attitudes and skills related to subject foundations and operative abilities in the following fields: languages and literature; mathematics and informatics; physical, natural and environmental sciences; music and sound communication; motory sciences; modern languages; historical-geographical-social field; drawing and other figurative arts.

- Area 3: laboratory which includes analysis, planning and simulation of teaching activities.
- Area 4: apprenticeship, which includes experiences carried out in schools to integrate theoretical skills with operative skills.

As far as the *scuola di specializzazione* is concerned, the teaching order of each university sets the minimum qualifying contents required to achieve the established formative objective, teaching activities and credits related to the following areas as well as scientific subject-related sectors:

- Area 1: teacher function training. It includes teaching activities aimed at acquiring the necessary attitudes and skills in education sciences and in other cross- aspects of the teacher function.
- Area 2: formative contents of the specialisation. It includes teaching activities aimed at acquiring attitudes and skills on teaching methods related to the various subjects, with a particular attention to the logic, origin, historical development, epistemological implications, practical meaning and social function of the various types of knowledge.
- Area 3: laboratory, which includes analysis, planning and simulation of teaching activities, with specific reference to the formative contents of the specialisations.
- Area 4: apprenticeship, which includes experiences carried out in schools to integrate theoretical skills with operative skills. Such schools make a “host teacher” available for every single apprentice; a “supervising teacher” who links up schools with *SSIS* is also foreseen. This teacher is partially exempted from teaching duties.

Teaching activities include laboratory and apprenticeship. Not less than 10% of the *crediti formativi* related to the *laurea* course and not less than 20% of credits related to school are destined to laboratory activities. Not less than 20% of the *crediti formativi* related to the *laurea* course and not less than 25% of credits related to school are destined to apprenticeship activities.

Teaching activities planned for every semester include totally between 250 and 300 hours. Teaching regulations of each university provide what follows:

1. to regulate teaching activities deciding which subjects to offer, their possible modular organisation, starting laboratory activity, apprenticeship and others;
2. to define credits according to the teaching load, including personal study, all activities, for a total amount of 30 credits each semester;
3. to determine possible shortenings of the *laurea* course and *scuola di specializzazione* duration according to the acknowledgement of other credits;
4. to define students’ accomplishments on the basis of the overall teaching commitment of the semester according to implementation provisions of the Decree of the Minister of University and Scientific and Technological Research no. 245 of 21 July 1997 on full time and part-time attendance;

5. to request to integrate the report mentioned at sub-section 8 with a specific thesis work; in such case, during the final semester, teaching activities cannot exceed 100 hours.

Final assessment tests foreseen in the teaching regulations refer to more teaching activities and are fixed in no more than 3 tests each semester. The responsible teaching structures regulate organisation and procedures of the tests as well as intermediate verifications during the above mentioned activities. A specific test to check the knowledge of a foreign language is also foreseen.

The exam to obtain the *diploma di laurea* and *diploma di specializzazione* includes the discussion of a written report on the activities carried out during the apprenticeship and laboratory; the examination board is composed of university teachers and teachers of the schools concerned who collaborated to the *laurea* course or school activities.

### **8.1.7. Evaluation, Certificates**

Evaluation criteria, phases and methods are established by each single university within its teaching order. Final qualifications are generally two: a diploma indicating the type of *laurea* or specialisation with the final mark and the certificate containing also a list of the examinations passed and the related marks.

#### **8.1.7.1. Pre-primary and primary level**

At the end of the *laurea* courses students take an examination in accordance with the respective teaching regulations.

The *diploma di laurea* in primary education sciences has qualifying value and is required for the admission to the competitive examinations for teaching places (*cattedre*) in pre-primary and primary school level.

#### **8.1.7.2. Secondary education**

At the end of the *SSIS* students take an examination in accordance with the respective teaching regulations.

The *diploma di specializzazione* for teaching at secondary level have qualifying value.

### **8.1.8. Alternative Training Pathways**

There are no alternative training pathways for pre-primary, primary and secondary school teachers.

## **8.2. CONDITIONS OF SERVICE OF TEACHERS**

Teachers of State schools have rights and duties guaranteed by laws and labour contracts. They have didactic autonomy and the right to free cultural expression, in the respect of the principles of the Constitution, aimed at fostering the development of pupils' personality.

Information that follow refer only to State school teachers. Conditions of service foreseen by labour contracts stipulated with school managers refer to teachers of non State schools, either concerning their juridical status or remuneration.

The conditions of service of teachers of *scuola dell'infanzia*, primary and secondary school are more or less the same, above all under the point of view of the regulations ( Consolidation Act of 16 April 1994, no. 297, and collective labour contracts).

The conditions of service of university teachers are regulated only by law.

The categories of teachers of university education are as follows:

1. professors with tenure: divided into *professori di prima fascia* or *professori ordinari* and *professori di seconda fascia* or *professori associati*. The two levels have a functional distinction with equal assurance of didactic freedom and freedom to perform research. Both teach;
2. research professors: their task is to contribute to the development of research and to perform integrating didactic tasks in official courses of instruction;
3. contract professors: MURST Regulation no. 212/98 states that Universities, in order to face particular teaching necessities or for integrative teaching activities, can stipulate temporary private law contracts (for 1 year, renewable for not more than 6 years), within the limits of the budget funds, with scholars and experts, selected by specific procedures;
4. native language collaborators and linguistic experts: for learning languages necessities Universities can hire native language collaborators and linguistic experts with a *laurea* or another appropriate foreigner university title, with a private law contract;
5. exchange lecturers: in accordance with bilateral co-operation agreements, Universities - by previous ministerial authorisation - can confer special assignments of lecturer in foreigner language and literature to foreigner citizens.

As the categories with tenure among university teachers are the *professori ordinari* and *professori associati* and research professors, the information on the conditions of service in the paragraphs that follow refers to these categories.

## **8.2.1. Historical Overview**

### **8.2.1.1. Pre-primary, primary and secondary education**

Teachers have always had the juridical status of government employees. At the primary school level teachers took on this qualification when the primary school passed from local to state management (schools of small Communes in 1911, schools of big Communes in 1933). Any redefinition of the work conditions of public employees has always determined some alterations in the juridical status of teachers as well. However, at the present time, school employees are a separate reality with their specific bargaining. At the beginning of the 90ies, contracts based on general employment legislation were introduced in the public sectors, similarly to the private sectors. The reform concerned also school employees; as a consequence, the collective

national labour contract of school staff is defined autonomously and under general employment legislation with the only tie to respect the financial limits established by the State budget as far as remuneration is concerned.

The collective national labour contract has value for all concerned provided that it has been signed by trade unions representing half of the school staff (such representativeness is based on rules which take into account the number of members and the electoral choices expressed by teachers). Following the introduction of the contracts based on general employment legislation, specific labour relations have been foreseen in all sectors of public employment with the aim of defining supplementary and decentralised contracts. It applies also to schools, where such labour relations have been introduced on the basis of school autonomy and decentralisation process: it foresees the election, in each school, of the employees' bargaining unit (Rappresentanza Sindacale unitaria – RSU) responsible for the supplementary bargaining at the school level with the *dirigente scolastico*, the legal representative of the school. This reform on labour relations permitted to establish, in a decentralised seat and on certain subjects indicated in the collective national labour contract, criteria and procedures concerning, for example, working time, supplementary remuneration related to projects and additional performance of teachers.

#### **8.2.1.2. Tertiary education**

The Consolidation Act no. 1592 of 1933 divided the teaching personnel at universities into professors with tenure and contract professors and required competitive examinations, open to all, for access to tenured posts. The professors were assimilated to civilian employees of the state administration.

The law of 1958 defined their juridical and economic status.

#### **8.2.2. Ongoing debates**

The debate on school sector in 2004 focused mainly on the effects of the reform of *I ciclo di istruzione*, implemented by Decree Law no. 59 of 19-02-2004 on teaching staff, in particular as far as the institution of the *docente tutor* is concerned. This latter coordinates teaching activities, cares for relations with parents and the territory, provides guidance and tutoring to pupils and keeps the documentation of the educational path of each student. As for university sector, the debate is being developed on the proposals to modify the system of teachers recruitment (return to the regional concourse) and the legal status of teachers.

#### **8.2.3. Specific legislative framework**

##### **8.2.3.1. Pre-primary, primary and secondary education**

The juridical status of teaching personnel has its legislative source in the Consolidation Act no. 297 of April 16, 1994 and in the national collective contract for the school. The contract on the 24<sup>th</sup> of July 2003 for the normative two-year period from the 1<sup>st</sup> of January 2002 to the 31<sup>st</sup> of December 2005 and for the first financial two-year period from the 1<sup>st</sup> of January 2002 to the 31<sup>st</sup> of December 2003. The integrative collective

bargaining takes place not only at national level, but also at provincial and school level, this latter since the 1<sup>st</sup> of September 2000, when school autonomy came into force.

In application of the provisions of Legislative Decree no. 29 of 3 February 1993 and subsequent integrations and modifications, the working relationship of teaching personnel is regulated by individual contracts that can be permanent contracts (for personnel with tenure) and fixed-term contracts (for personnel without tenure).

It is of fundamental importance for its innovative value to point out that, following the reform of public employment introduced with legislative decree no. 29, 3 February 1993, hiring is no longer done through unilateral acts of the Administration (appointment) but takes on the form of a contract between the teacher and the Administration.

As a consequence, jurisdiction for the resolution of any controversies that may arise no longer belongs to the Regional Administrative Tribunal but to the Labour Magistrate.

The conditions of service of teaching personnel are defined by the already mentioned Consolidation Act and labour contracts.

According to granting of school autonomy and the reform of the Ministry of Education [2.6.1.], administrative provisions concerning teaching staff (and also non teaching staff) are now responsibility of the schools or of the *Uffici Scolastici Regionali*; these latter can, on their turn, delegate the *Centri Servizi Amministrativi*, which are, as already explained, an internal sub-division of the School Regional Offices.

#### **8.2.3.2. Tertiary education**

The basic regulations that define the roles and conditions of service are contained in the Presidential Decree no. 382 of 1980, which reformed teaching personnel at universities.

Method of access by competition for university teaching places were defined by Law of 3 July 1998, no. 210 (see [8.2.5.2.] ) and the relating statutory rules.

The Ministry for Education, Universities and Research proposes modifications to the legislation regarding the conditions of service of university teaching personnel, after consulting the National University Council (Consiglio Universitario Nazionale - C.U.N.).

#### **8.2.4. Planning Policy**

It is difficult to have a real planning policy established. Only recently, the university reform has foreseen, for admittance to *laurea* courses for teaching at primary level and to *SSIS* for teaching at secondary level, a limited intake according to the posts that will become available as a consequence of retirements and demographic trend of the students' population.

## 8.2.5. Entry to the Profession

### 8.2.5.1. Pre-primary, primary and secondary education

There are only two types of employment contracts: permanent and fixed-term contracts.

Selection of permanent teaching staff is done through competitive examinations and on the basis of their qualifications, or even only on the basis of these latter.

To be admitted to competitions based on exams and qualifications for *scuole dell'infanzia* and primary schools one must hold the *laurea* in primary education sciences and for secondary schools one must hold the diploma of the *SSIS* (see [8.1.4.1.] and [8.1.4.2.]). Those who get through the competitive examination don't obtain automatically appointment to a teaching position but are included in the permanent list of candidates. Inclusion in the list requires having got through a competitive examination based also on the candidate's qualifications and having worked as a teacher with a fixed-term contract [8.2.6.1.].

After appointment to a permanent teaching position, teachers must go through a trial period during which they are required to participate in training activities and attend 40 hours training outside the ordinary teaching and updating time. The training course lasts one school year. According to article 67 of the new national labour contract signed on the 24<sup>th</sup> of July 2003, the training year can be developed on the basis of specific projects started with the collaboration of school networks. These projects should offer particular opportunities to improve technological skills and knowledge of foreign languages.

The *dirigente scolastico* appoints one or more "tutors" for these new permanent teachers, upon recommendation of the *Collegio dei docenti*, who have to take into consideration, in their selection of suitable personnel, their objective competence in the field of methods and didactics, their capacity for interpersonal relationships and their willingness to carry out training experiences among their peers. The activities of the tutors are co-ordinated by the *dirigente scolastico* and assisted by the technical inspectors. Generally speaking, each tutor should assist a single new teacher.

They are also expected to attend seminars and updating courses.

The content of these training sessions deals mainly with the following professional aspects: methods and didactic competence; psycho-pedagogical knowledge; skill at relationships and in communication; juridical and administrative knowledge, with particular regard to participation in *organi collegiali* of the school.

Other lateral subjects must also be dealt with, such as counselling, integration of students with problems or disabled, health education, etc. Since school year 2002-2003, it has been organised a blended 40-hour teacher training for new entrants (25 hours online and 15 hours seminars).

At the end of the academic year, the teacher on trial has to write up a report on the activities, training and teaching experience carried out, and must discuss it with the *Comitato per la valutazione degli insegnanti*, in order to obtain confirmation of the

position. No certification is issued in case of a positive outcome of this assessment, although it determines that the teacher is hired on a permanent basis contract.

Recruitment of teachers for temporary positions that become available for a single year is done by *Dirigenti scolastici* on the basis of lists of candidates in possession of the prescribed qualifications. The lists are updated every three years.

The stipulation of fixed-term contracts, even for very short terms, is based on specific regulations which bind the schools to make use of the specific candidates lists of temporary teachers for the replacement of absent teachers. Despite the school autonomy regime, which has been in force since year 2000, schools can recruit teachers who are included in the mentioned lists in the respect of the list's order: according to the law, fixed-term teaching positions can also be defined by the School administration; however, it has not yet occurred. However, Legislative Decree 59/2004 provides that primary schools and *scuole secondarie di primo grado* can, within the limits of their available funds, draw up work agreements with experts to carry out optional teaching and activities that require a specific professionalism.

#### **8.2.5.2. Tertiary education**

On the basis of the Presidential Decree no.117 of 23 march 2000, in accordance with Law no. 210 of 1998 which has foreseen decentralised recruitment procedures, announcements of competitive exams for posts of *professore ordinario*, *professore associato* and researcher are published by the university rectors.

The competition consists of an evaluation of degrees and publications. For associates, the competition consists of an evaluation of their degrees and for researchers of two written examinations and an oral test. The examination board who evaluates *professori ordinari* and *professori associati* is made up of five members, one is internal the other four must be external to the University that has announced the competition and must be elected by the national scientific community.

The examination board who evaluates the researchers is made up of three elective members, one internal and two external members.

Competition procedures must be concluded within 6 months indicating a winner for the researcher post and two eligible candidates (three in the transitory phase) for the posts of *professori ordinari* and *professori associati*. The faculty of the University that has announced the competition can appoint one of them to the permanent post but can also decide not to appoint anybody. In this case the faculty can appoint eligible candidates who have passed competition examinations of other universities to the permanent post or announce a new competition. The University must decide within 60 days, otherwise will not be able to appoint anybody for two years.

An extraordinary proceeding to appoint someone without competition examination is foreseen by article 17 of Law 127/1997 which permit to the universities, in accordance with criteria established with Ministerial Decree, to appoint directly Italian or foreign eminent scholars.

## 8.2.6. Professional Status

### 8.2.6.1. Pre-primary, primary and secondary education

As indicated at paragraph [8.2.1.1.], at the beginning of the 90ies the private labour contract has been introduced in the public sector and, as a consequence, in the school sector. Therefore, teachers are civil servants with a private contract. Their employment relationship is regulated by the national collective bargaining and integrative contracts. These contracts are defined in full autonomy and under private law; they are only bound to respect the financial limits established by the State balance as far as remuneration is concerned. There are two types of contracts: permanent contracts and temporary contracts. According to the first type, teachers become part of the permanent teaching staff. According to the second type, the temporary contracts can last maximum until the end of the school year. Both types of contract contains make reference to the rights and duties of teachers' legal status.

Once a teacher has permanent employment, he is assigned to the corresponding category of *qualifica funzionale* called the teaching function area ("area della funzione docente").

Teachers have the right to the service location and position corresponding to the type of school and group of disciplines for which they were hired. Usually, when talking about primary school, we use the term *posto di insegnamento*, and in the case of secondary school, we use the term *cattedra di insegnamento*.

The primary school teacher is qualified to teach all the disciplines foreseen at this school level; but in assigning the disciplines, the *dirigente scolastico* has to take into consideration the specific preparation in certain disciplines (music, foreign language, etc.) resulting from both his initial training and in-service training, although there has to be a certain amount of alternation in assigning disciplines.

The secondary school teacher has, from his initial training on, a specialised preparation for one or more disciplines grouped according to the creation of *cattedre* (for example, mathematics and physics). When hired on a stable basis with a contract of employment, teachers acquire the right to teach the subject or subjects corresponding to their *cattedra*.

The juridical status of teachers includes the rights and duties of personnel in schools of every type and level that in many cases are common to all; any differences refer to working time and remuneration.

Teachers with a fixed-term contract have a particular juridical status. The following different types of fixed-term contracts (teachers' replacement) are foreseen:

- Annual replacement: the *CSA (Centro Servizi Amministrativi)* entrusts the teacher until the end of the school year (the 31<sup>st</sup> of August) on the basis of the provincial candidate list;
- Fixed-term replacement until the end of teaching activities: the *CSA* entrusts the teacher until the end of the teaching activities (the 30<sup>th</sup> of June) on the basis of the candidate list;

- Short fixed-term replacement: the teacher is entrusted by the *dirigente scolastico*; the length of the short term depends on the length of the absence of the teacher to be replaced; it is based on the school candidate list.

Fixed-term contracts are based on a candidate list. The contract is automatically extended if the absent teacher doesn't interrupt his/her absence. Teachers with a fixed-term contract cannot accept a more favourable contract and renounce to the current contract, unless the new proposal foresees a replacement lasting until the end of the teaching activities.

#### **8.2.6.2. Tertiary education**

University professors have always enjoyed a particular status and privileges. One privilege is lack of mobility, meaning that they cannot be transferred to another campus without their consent. As regards their activity, the assurance of "freedom to teach and carry out scientific research" is fundamental, but they must assure their presence for not less than 250 hours per year for the teaching activities, including the participation to the examination boards and degree examination board. Presidential Decree no. 382 of 11 July 1980 defines the juridical status of the university professors and of the research professors. The research professors contribute to the development of the university scientific research and must carry out teaching duties supplementary to the courses (including exercises, collaboration with the students for the research relative to the degree thesis and the participation in the experimentation of new teaching methods and in the tutorial activities). This teaching activity must last not less than 250 hours per year and must be recorded in a special register.

#### **8.2.7. Replacement Measures**

##### **8.2.7.1. Pre-primary, primary and secondary education**

The *dirigente scolastico* provides for the replacement of absent teachers through appointment of teachers included in specific classification lists provided in each school. Inclusion in such lists requires the specific *abilitazione* or the *laurea*.

Replacement of teachers in *scuole dell'infanzia* and primary schools is foreseen starting from the first day of absence of the class teacher, while in secondary schools a substitute teacher is brought in after 10 days of absences. As for short-term absences, the *dirigente scolastico* relies on the existing resources of the school to cover for absent teachers. In this case, if the substitute teacher has a workload lower than the compulsory 18 weekly teaching hours, he/she must replace absent colleagues for the remaining teaching hours, called 'available teaching hours'. No pay is foreseen.

In Italy it is not necessary to employ emergency measures because the number of available appropriately qualified teachers is higher than the demand for teaching staff.

In Italy, applicants for teaching with a fixed-term contract who have the qualifications required are included in permanent lists of candidates.

### **8.2.7.2. Tertiary education**

According to Law 4/1999, replacements can be entrusted to researchers of the same scientific sector or of a similar sector of the same faculty; otherwise, it can be entrusted to full-time *professori ordinari* and *professori straordinari* or researchers of another faculty or university. Replacements are entrusted through deliberation of the *Consiglio di facoltà*.

## **8.2.8. Supporting Measures for Teachers**

### **8.2.8.1. Pre-primary, primary and secondary education**

Teachers who are given a permanent teaching contract are supported by a tutor, selected among the teachers of the school, during the probationary period. The tutor has a counselling function. The training course that new teachers must attend should also be included in the support measures.

Measures provided to teachers are basically update activities proposed and managed by the School administration, that is accredited bodies and agencies, on the basis a close examination carried out by the National Technical Committee (*Comitato Tecnico Nazionale*), the Ministry of Education also in collaboration with INDIRE (9.6.1.) and INVALSI (9.5.1.) at national level and, IRRE (9.6.1.), universities and research bodies at regional level.

### **8.2.8.2. Tertiary education**

Specific supporting measures for teachers are not foreseen; however, according to university autonomy, each university can set up Service centres offering support to teaching and research whose specific aims are established in its charter.

## **8.2.9. Evaluation of Teachers**

### **8.2.9.1. Pre-primary, primary and secondary education**

Assessment of the teaching activities of individual teachers is generally not foreseen, except for teachers in their probationary period. It is foreseen only in the following two cases:

- evaluation started by the School administration: it is aimed at starting the proceeding for the exemption from service due to teaching inadequacy or constantly insufficient performance;
- evaluation on request of the teacher, who can ask the evaluation committee of the school [2.6.4.1.6.] to assess his last three-year service.

As for the evaluation of the overall school activity, please refer to chapter [9].

### **8.2.9.2. Tertiary education**

*Professori associati* and researchers undergo only an evaluation in order to be confirmed after three years [8.2.13.2].

Universities adopt an internal evaluation system of their administrative management, teaching and research activities, through a collegiate body regulated by the university statute and called University Internal Evaluation Group ("Nucleo di valutazione interna degli atenei").

Starting from 1999, these Groups collect students' opinions on university teachers and learning activities by means of anonymous questionnaires.

#### **8.2.10. In-service Training**

The in-service training of teachers "is intended to keep their knowledge up to date in individual subjects and links between subjects, to provide them with more detailed knowledge of teaching practices and allow them to participate in research and innovation in teaching practices and educational sciences". It is considered a right of the teacher.

It is not less important than initial training; it is a right of teachers and a duty of school administration to provide it. It is not a requirement to obtain a promotion because the juridical status of teachers doesn't foresee any "promotions"; however, it permits a financial career development related to the years of service [8.2.11.].

In-service training is offered by the school administration at the central and peripheral level, by schools, universities, IRRE [9.5.], public research institutes, as well as by professional bodies and associations recognised by the Ministry as subjects qualified according to the rules in force. In-service training initiatives are generally carried out outside teaching time; however, teaching staff participating in training courses organised by school administration at the central or peripheral level, or at school level, are considered to be in service.

With Directive no. 47 of 13 May 2004, the Ministry of education established the priority formative objectives of training and up-dating, the allocation of the available resources and the roles of the various actors and institutional bodies (*schools, uffici scolastici regionali*, central administration). The mentioned Directive falls within the European regulations framework concerning induction and in-service training. The Directive provides for actions that aim at supporting the reform process, the continuous exploitation of teaching, research and organisation autonomy of each single school as well as the exploitation of self-updating, in accordance with the innovation process of the education system.

The initiatives proposed by INDIRE can be considered in-service training; INDIRE has been charged by the Ministry of the education with the preparation of a specific platform for the following types of on-line training:

- technological training: national plan of teacher training on Information and Communication Technologies – ICT;
- training on the reform: it has been started in school year 2002-2003 and carried out according to Ministerial Decree 100 of 18 September 2002 for the implementation of the National project for experimentation.
- DM61 training: it is based on Ministerial Decree no. 61 of 22 July 2003; it's a voluntary training for the promotion of a national project, destined to the first

and second years of primary school, which foresees the introduction of ICT literacy and English as a foreign language;

- PuntoEdu Reform – Legislative Decree 59/2004: it is an online learning environment for teachers enrolled in the courses on innovations foreseen by Legislative Decree 59/2004 for school year 2004-2005.

Law 53/2003 for the reform of the education system pays attention to in-service training providing for the institution of specific university or interuniversity structures with the following tasks:

- providing teacher training to teachers who care of the relationships with the schools according to specific agreements;
- promoting and running excellence centres for permanent teacher training. Excellence centres will have the important task to contribute to in-service training of in-service teachers, through initiatives of updating on new cultural and scientific processes that can interact with the educational system, on new teaching technologies, and, however, on any elements concerning the teachers' professional qualification which can directly affect pupils' education and training;
- caring of the training of teachers who are interested in taking on support and tutoring functions as well as the co-ordination of educational, teaching and schools' management activities.

Awaiting the implementation decrees of Law 53/2003, in-service training is regulated according to the indication that follows and that refers to *scuola dell'infanzia*, primary school, *scuola secondaria di primo grado* and *secondo ciclo di istruzione*

In-service training of university teachers is left to the individual institution and there is no programme of in-service training at the national level.

#### **8.2.10.1. Historical overview**

In the last decades, the Administration tried to support initiatives aimed at improving the pedagogical relationships and the organisation. In the recent years, in particular since 1997, with Law no. 59 of 5 March, article 21 (School Autonomy) and Law no. 440 of 18 December (Provision to enrich the educational offer), services and training opportunities have been granted to foster participation, autonomy, responsibility of each single teacher also in reference to the reforms of the school system.

#### **8.2.10.2. Specific legislative framework**

The role of training has been deeply changed by the labour contract of 26 May and 31 August 1999 and confirmed by the labour contract of 24 July 2003. While updating was considered in the past a teachers' right, that was also a duty, today prominence is given to the right of the personnel to be trained, hence, to the duty of school administration to constitute a comprehensive system of educational opportunities of high quality. Three levels of activities are foreseen:

- At the level of individual schools or of schools associated in a network, also in collaboration with the Regional Institutes for Educational Research (IRRE),

with universities, qualified professional associations, research institutes for planning of initiatives related not only to subject teaching contents but also to the priorities established by a Ministerial directive issued every year (article 61 of the collective national labour contract of 2003). Self-updating becomes particularly interesting in this context; in fact, Directive no. 70 of 17 June 2002 outlines various types of university specialisation courses, stages in enterprises as well as books and didactic software purchase, subscriptions to specialised magazine and websites;

- at the level of peripheral school administration, for services of support to projecting activities of schools and equalising interventions or connected to territorial characteristics or various types of professions; at the regional level, through integrative contract on teacher training for financial year 2003, stipulated on the 18th of March 2003; this level is particularly important because it decides planning and management of training activities within the priority objectives defined by the annual ministerial directives; furthermore, integrative decentred bargaining takes place at this level;
- at the central level, as for tasks of guidance, promotion, research and differentiation of innovative training and updating models.

### **8.2.10.3. Decision-making bodies for in-service training**

By the 31st of January, after contracting with the trade union organisations, the Ministry of Education defines the main targets at national level, the criteria for the distribution of the financial resources, gives guidelines about the monitoring of the improvement of the educational activities and its results. As for training and up-dating of school staff, the Ministry, with general directive for administrative action in 2004, (ref. No. 287 of 16- January 2004), confirmed that formative interventions should support the reform process; this should take place through the continuous exploitation of the teaching and organisation autonomy of the schools and the exploitation of self-updating, which should be consistent with the innovation process of the education system.

As for the subdivision criteria of financial resources destined to in-service training, they are indicated in the collective labour contract as follows:

- 60% to schools, according to the total number of staff, including non teaching staff;
- 20% to school administration at peripheral level (Region);
- 20% to school administration at central level (Ministry).

The last state budgetary laws have assigned the expenses responsibility to the *Uffici Scolastici Regionali*, therefore the percentage of funds assigned to these offices corresponds to the 90% of the set aside total amount.

It's worthwhile to point out, as a consequence of the law on equality (see [3.16.] ), that training initiatives for state school staff are also opened to the staff of *scuole paritarie*, since these latter have become part of the national education system.

#### **8.2.10.4. Types of institutions**

The school staff's integrative collective contract of 31 August 1999, confirmed, by contract of 24 July 2003, considering obsolete the requirement of authorisation for updating courses, has introduced the principle of accreditation of entities or agencies for the training of school personnel and recognition of training activities from the Administration. The contract makes a distinction among entities offering teacher training, among those which are qualified in themselves (Universities, University consortia, IRRE and public institutes for the research), those which have been qualified after having gained the Ministry's recognition (like professional associations related to scientific communities) and those accredited on the basis of fixed criteria and requirements established by Directive 90/03. Single or associated schools with specific skills and suitable infrastructure, which are monitored and supervised, are acknowledged as qualified subjects.

#### **8.2.10.5. Admission requirements**

As there are no specific institutions for in-service training, there are no particular conditions for admission to the in-service or update training courses.

#### **8.2.10.6. Curriculum, length and areas of specialisation**

As already said in [8.2.10.1.3.], the Minister defines every year the main targets of the updating, but the individual teachers are free to choose the course to attend. Compulsory courses are not foreseen. A minimum number of hours destined to in-service training has not been established.

#### **8.2.10.7. Methods**

Training courses adopt a large variety of teaching and learning methods: from traditional lessons to work in group, from seminars to laboratory exercises, etc.

#### **8.2.10.8. Evaluation, certification**

The procedure of realisation and participation of all the activities must be presented to the *Collegio dei docenti* with all the produced documents and materials.

#### **8.2.10.9. Training-Employment Relationship**

There is no institutionalised method of verifying whether (and how) what has been learned in in-service training is actually applied to didactic practice.

#### **8.2.11. Salaries**

##### **8.2.11.1. Pre-primary, primary and secondary education**

Remuneration of teaching staff is made up of two items:

- a) the first one is the salary (basic compensation); since the 1<sup>st</sup> of January 2003, it has become inclusive of *indennità integrativa speciale* that was calculated separately before; every year, in December, they receive a thirteenth month's

salary equal to the fundamental remuneration foreseen for the month of December; furthermore, family allowances can be due;

- b) the second one (accessory compensation) is variable because it is connected to additional performance, as well as to the amount of the fund set aside to finance such activities.

We indicate here below the amounts of salaries (basic compensations) of teachers established for the two-year period from the 1<sup>st</sup> of January 2002 to the 31<sup>st</sup> of December 2003.

Teaching personnel is classified at the following levels of retribution (gross annual salaries in euros). The gross amount of retribution is subject to deduction of amount that is a percentage of the progressive rate of personal income tax (IRPEF) and of contributions that go into pension and insurance funds.

Teachers of <i>scuola dell'infanzia</i> and primary school	
From 0 to 2 years	16,703.50
From 3 to 8 years	17,154.75
From 9 to 14 years	18,544.44
From 15 to 20 years	20,167.73
From 21 to 27 years	21,743.17
From 28 to 34 years	23,297.62
From 35 years	34,545.99

Teachers of <i>scuola secondaria di primo grado</i>	
From 0 to 2 years	18,128.79
From 3 to 8 years	18,629.33
From 9 to 14 years	20,265.09
From 15 to 20 years	22,148.36
From 21 to 27 years	23,976.83
From 28 to 34 years	25,770.56
From 35 years	27,100.16

Teachers of <i>scuola secondaria di secondo grado</i>	
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From 0 to 2 years	18,129.79
From 3 to 8 years	19,155.82
From 9 to 14 years	20,799.20
From 15 to 20 years	22,826.41
From 21 to 27 years	25,408.44
From 28 to 34 years	27,100.15
From 35 years	28,448.68

As for accessory compensation, the contract of 24 July 2003 establishes the gross hour salary foreseen for the additional performance; this amount of 28,41 euros for additional teaching hours and 15,91 euros for additional non teaching hours is debited to the school budget.

According to a study published by the Ministry of Education in year 2003 (source: Informa Scuola no. 6 of 2003), gross annual remuneration of teachers related to per capita GPD in years 1993-2001 underwent the following modifications:

	Teachers of <i>scuola dell'infanzia</i> and primary school		Teachers of <i>scuola secondaria di I grado</i>		Teachers of upper secondary schools	
	1993	2001	1993	2001	1993	2001
Initial remuneration	0,99	0,88	1,07	0,95	1,07	0,95
Final remuneration	1,51	1,29	1,68	1,42	1,76	1,48

All teachers, when appointed, receive the initial level remuneration, because they cannot be assigned to an upper level on the basis of the results of their examinations or previous professional experiences.

#### 8.2.11.2. Tertiary education

*Professori di prima fascia*) are entitled to a basic salary *indennità integrativa speciale* and of an additional allowance for the *regime a tempo pieno* if they have chosen this form of activity. Only the first two are pensionable.

The basic salary is calculated on the basis of the salary of an A-level general director in State employment (for example ambassadors). Those who have chosen *regime a tempo pieno* are entitled to an additional 40% allowance.

The career progresses through six two-year classes of salary, with increases of 8% of the initial salary on appointment to *professore ordinario*.

Second level professors *professori di seconda fascia* have the same type of retribution, but the salary is equivalent to 70% of that of a *professore di prima fascia*.

Retribution for research professors who choose the *regime a tempo pieno* is equivalent to 70% of that of a *professore di seconda fascia* with *regime a tempo pieno* with the same seniority.

## 8.2.12. Working Time and Holidays

### 8.2.12.1. Pre-primary, primary and secondary education

The compulsory work schedule of teaching personnel includes what follows:

- teaching activities, covering not less than 5 days a week, for 25 hours in *scuola dell'infanzia*, 22 hours in primary school, plus 2 hours devoted to programming didactic activities, and 18 hours a week in secondary school; teaching staff enrolled in *laurea* courses, post-graduate courses or *SSIS*, the *dirigente scolastico* guarantees a certain organisation of their working time in the respect of the service quality; in equal consideration will be taken the needs of teachers operating as supervisors of practical training within *laurea* courses of primary education sciences and *SSIS* for teaching in secondary schools;
- *Collegio dei docenti* within the limits of the available financial resources and should be consistent with the *Piano dell'Offerta Formativa*. Bargaining at school level provides for the relative not pensionable compensation and the proceedings to appoint teachers. However, compensation cannot be raised less than 10% and additional teaching hours cannot be more than 6 per week;
- additional non teaching activities; these activities are no longer listed in the details, but include professional performances fixed in the activity plan deliberated by the *Collegio dei docenti* (for example: projecting, research, documentation updating activities). Such activities cannot exceed 80 annual hours, don't include any more planning lessons or exercises, correction of papers, relationship with the families, scrutiny and examinations, fulfilment of acts related to the assessment; this is due to the new employment contract of 1999 (confirmed by the contract of year 2003) which, unlike the contract of 1995, provides that such activities are closely related to the teaching activity and cannot be quantified in working time terms.
- activities that are functional to the *Piano dell'Offerta Formativa* are closely connected to the introduction of school autonomy. Such activities are established and allotted by the *Collegio dei docenti* in conformity with the *Piano dell'Offerta Formativa* deliberated by the school and must refer to the management and organisation of the "piano"; support to teachers' work; initiatives and services in favour of students; implementation of formative projects in agreement with organisations and institutions external to schools. For these activities, teachers receive a not pensionable additional compensation.

Since 1989, teaching staff may opt to teach on a part-time basis, usually for 50% of the normal working hours. However, to safeguard uniformity of instruction in the

disciplines taught, part-time hours may be set at levels other than 50%. However, the percentage of part-time employments cannot exceed 25% of the *organico funzionale*.

The salary is in proportion to the number of hours of work.

The contract of 1999, Confirmed by contract of 2003, has introduced further changes as regards holidays, leaves and absences, confirming above all a different treatment reserved for permanent teachers (formerly called teachers with tenure) and temporary teachers (formerly fill-ins).

Teachers with a permanent contract have the right every school year to what follows:

- 30 working days of holidays, 6 of which during periods of teaching activities, for the first 3 years and 32 after the first 3 years; if teachers cannot benefit from these holidays totally or partially, they'll be able to make use of them within the following school year during suspension of teaching activities;
- 8 days leave to participate in competitions or examinations, 3 days for mourning, 3 days for documented special personal or family reasons, 15 days for marriage, 5 days to participate in updating initiatives;
- short leave of up to 2 hours a day (for a maximum corresponding to the weekly teaching hours), to be made up within 2 months;
- sick leave for a period of 18 months, with full retribution for the first 9 months, equal to 90% for the subsequent 3 months and 50% for the other 6 months;
- maternity leave, with full retribution if women teachers take compulsory leave. This period includes the two months prior to the presumed date of birth and three months following the birth; however, law no.53 of 8 March 2000 foresees the possibility to postpone one month leave from work from before the delivery to after the child's birth. During the child's first three years mother and father have 30 days maternity/paternity leave for every year of the child. Furthermore, mother and father are entitled to 5 days each to attend to children of 3-8 years of age who are ill;
- leaves of absence to hold an elective office. This subject is regulated by article 35 of the labour contract of 24 July 2003, that refers to article 45 of the previous contract of 4 August 1995.

Teachers can also – but without retribution – take *aspettativa* for family reasons or reasons of study and research, to hold office, to make use of grants, to carry out one year work experience in another sector of the public administration or to pass an induction period.

Provisions regarding holidays, leaves and absences established for the personnel employed on a permanent basis apply also to teachers with a fixed-term contract with the following limitations:

- holidays are proportional to length of service;
- if employed with a contract stipulated for the entire school year, or until the end of teaching activities, the teacher has the right to the conservation of his/her post in case of illness for a period not longer than 9 months in three years, with

full retribution for the first month and retribution reduced to 50% for the second and third months.

#### **8.2.12.2. Tertiary education**

Professors at both levels and research professors can choose between *regime a tempo pieno* or *a tempo definito*. The full time commitment is incompatible with any professional or advice activity, any paid assignment, any commercial or industrial activity. On the contrary it is compatible with scientific and journalistic activities carried out of the institutional tasks and it is a preferential title for the participation in the advice and research activities assigned to Universities by other public administrations, public or private bodies, by means of agreements or contracts. The *regime a tempo definito* is incompatible with the office of "Rettore", *Preside di facoltà*, elective member of the Board of Directors, *Direttore di dipartimento* and *Direttore* of the *dottorato di ricerca* courses and with commercial or industrial activities. It is compatible with professional activities and external advice activities.

The commitment for the research activity is not computable; it is evaluated by a report, submitted every 3 years to the *Consiglio di facoltà* about the scientific work carried out.

*Professori ordinari* and research professors are entitled to the same types of *congedo ordinario*, *congedo straordinario* and *aspettativa* as public employees in general. They are also entitled to a period of leave for study reasons.

In particular, professors and researchers are placed on *aspettativa* by law for incompatibility with other offices, for example election to a political position, also on the local level, or appointment to an office of management in government administration.

Other forms of *aspettativa* and limitation of didactic activity may be arranged as a consequence of attribution to the educator of such positions as director of an institute, laboratory or centre of the National Research Council or regional, national or international research organisations.

These periods of *aspettativa* are applicable to career progression, *trattamento di quiescenza* and pension.

#### **8.2.13. Promotion, Advancement**

##### **8.2.13.1. Pre-primary, primary and secondary education**

There are two possibilities to increase the basic compensation:

- the passing of time: raises in the basic compensation occur every 6 years of service (see tables at paragraph [8.2.11.1.] provided that the teaching function has been carried out without demerit; in this context, "demerit" means to have incurred a disciplinary measure the same as or stronger than the temporary lay-off;
- the passage of teachers to the function of *dirigente scolastico* in accordance with the procedure already described in [2.6.4.1.1.] or to the position of inspector. The position of inspector involves a competition with three written

examinations and an interview on educational topics and on the administrative competence relative to the inspector's functions. For admission to this competition it is necessary to be a *dirigente scolastico* of the same level and type of instruction, or a teacher with seniority of tenure of at least 9 years [8.4.1.].

Raises in additional compensation are connected to the additional teaching activities (not more than 6 weekly hours), additional activities functional to teaching exceeding the compulsory 80 yearly hours (for example: planning, research, documentation, updating activities) and, as far as the teachers chosen by the *Collegio dei docenti* are concerned, functions aiming at the *Piano dell'Offerta Formativa*. Furthermore, the new integrative collective contract provides for additional compensations destined to teachers who deal with projects carried out in schools in high risk areas and migration areas. Furthermore, the new labour contract provides that teachers can carry out activities destined to the public; such educational offer cannot be destined to the teacher's pupils as far as curricular subjects are concerned. In conclusion, teachers can carry on free professional services at school and receive their compensation from the user.

#### **8.2.13.2. Tertiary education**

When the *professori di prima fascia* are appointed they obtain the title of *professore straordinario* for 3 years. After 3 years the *professori associati* must undergo an evaluation in order to be confirmed. Also university researchers, 3 years after their appointment in the permanent staff, must undergo an evaluation based on their supplementary scientific and teaching activities.

It is not foreseen any kind of advancement to pass from a category to another of university teaching except for competitive examinations.

#### **8.2.14. Transfers**

##### **8.2.14.1. Pre-primary, primary and secondary education**

The teacher may ask to change to a different type of teaching in the same type of school, or she/he may ask to be transferred to another type of school for the same subject, or to another level of school (for example, from primary to secondary school). Naturally, in order to obtain these transfers she/he must possess the necessary qualifications required for employment in the desired position.

Teacher mobility may also derive from causes independent of the desires of the teachers, due to a rearrangement of the distribution of schools on the territory, and this in turn may be due to changes in the population and number of students, to transportation networks, to the reorganisation of teaching positions due to the adoption of new programmes or the creation of new courses. It can also derive from an ascertained condition of environmental incompatibility.

Transfer to non state school and vice versa are not possible, even though they are *scuole paritarie* or schools managed by the regions, provinces or communes.

Furthermore, Legislative Decree 59/2004 for the reform of the *I ciclo di istruzione* foresees that teachers of primary schools and of *scuole secondarie di primo grado* don't change their seat at least for a period of time corresponding to the teaching cycle (first and second two-year period of primary school; two-year period of *scuola secondaria di primo grado*).

#### **8.2.14.2. Tertiary education**

Professors can request transfer to another teaching subject of the same university and, after three years, from one campus to another. He/she can be assigned temporarily, within the same university, school or *Dipartimento* to the teaching of one of the subjects grouped in the same competitive examination. The mobility of this personnel is connected with the possibility of assignment to the direction of institutes or laboratories of the National Research Council (*Consiglio Nazionale delle Ricerche - CNR*) or other institutes or research organisations of a national or international character for a maximum period of 2 academic years in a decade.

#### **8.2.15. Dismissal**

##### **8.2.15.1. Pre-primary, primary and secondary education**

It is not possible to cancel the labour contract:

- Upon request of the teacher, through resignation. Resignation starts from the 1<sup>st</sup> of September of the year following the resignation date. Notice is not due. Teachers who request dismissal from their functions without *trattamento di quiescenza* may accept another position in public or private employment without losing any of the rights acquired with the payment of pension contributions, transferring them into the pension fund that goes with the new position.
- At the request of the school administration, through :
  - dismissal for disciplinary reasons, for unpardonable behaviour in contrast with the duties of a teacher;
  - decay, motivated by unjustified absences for more than 15 days;
  - exemption from service due to teaching or physical inadequacy or constantly insufficient performance.

None of these measures implies the loss of the right to the retirement.

##### **8.2.15.2. Tertiary education**

Employment can be terminated upon request of the university professor and research professor, or for grave reasons that contrast with the duties inherent in the teaching function or duties of citizens, such as corruption or embezzlement.

## 8.2.16. Retirement and Pensions

### 8.2.16.1. Pre-primary, primary and secondary education

This subject has been completely reorganised by law no. 335 of 1995. The new legislation is characterised by a gradual application to make the changes less traumatic and is concerned mainly with the passage from a system based on retribution (calculating the pension on the basis of the last salary) to a system based on contribution (on the basis of which the calculation is carried out in relation to the contributions effectively paid in). The new system will be applied immediately to the newly employed, while those with less than 18 years contribution will have a mixed system combining elements of the old and the new systems. The old system will continue to apply for those who have more than 18 years of contribution. Integrated pensions have also been introduced, authorising private pension funds.

The general rule concerning mandatory retirement at the age of 65 (that corresponds to voluntary retirement after 40 years of service) presents some exceptions:

#### 1. Early retirement:

- as for years 2004 and 2005, it is required to have completed at least 38 years of service or to be 57 years old and have completed 35 years of services;
- as for years 2006 and 2007, it is required to have completed at least 39 years of service or to be 57 years old and have completed 35 years of service;
- as for year 2008, it is required to have completed at least 40 years of service or to be 57 years old and to have completed 35 years of service.

For didactical reasons, retirement always starts from the 1<sup>st</sup> of September, date of the school year beginning.

The maximum retirement pension is achieved after 40 years of service; if 40 years of service have not been completed, the retirement pension will be proportionally decreased.

#### 2. Postponed:

- generally, teachers have the possibility to extend their service on demand for maximum two years after 65 years of age (that is, up to 67 years of age);
- the years of service can be extended maximum to 70 years of age, but this provision applies only to teachers who were in service on the 1<sup>st</sup> of October 1974 and who have to retire for retirement age (65 years) and have not reached the number of years of service required for the full retirement pension.

As for the two above mentioned hypotheses, postponed retirement is a right of the employee, whereas the service extension to 70 years of age foreseen by the recent Law decree no. 136 of 28 May 2004, converted into Law 168/2004, is subject to a discretionary evaluation of the Administration; as far as school staff is concerned, the Administration must eliminate the correspondent number of posts from the number of posts offered for competition.

Teachers who have been obliged to retire or who have decided to retire voluntarily cannot continue their teaching activity. However, they can be requested to participate

in the examination boards for upper secondary leaving examinations and in the examination boards for competitive exams for teaching. They can be appointed on demand, without receiving any remuneration, to collaborate with schools for various activities (make-up courses, management of school libraries, guided visits, seminars, etc.) that are not part of curricular teaching.

Teachers who don't meet the requirements to achieve retirement are entitled to an *una tantum* allowance which is equal to the last month's salary multiplied by the number of years of service.

What follows is still considered valid for *trattamento di quiescenza*: attendance of university courses for the attainment of the *laurea* prescribed for teaching; service with and without tenure in every type of State school in Italy and abroad; work as a university professor or assistant professor; military service prior to tenure; work outside of school in the employment of the State or local authorities.

In addition to their pensions, employees are entitled to a retirement gratuity *indennità di buonuscita* managed by National Social Security and Welfare Institute for State Employees (Istituto Nazionale di Previdenza e di Assistenza dei Dipendenti Statali – INPDAP). The retirement gratuity *indennità di buonuscita* is an amount paid at the end of the career and generally corresponds to one month's pay for each year of service.

In the event of the pensioner's death, the pension may pass *pensione di reversibilità* to:

- the surviving spouse;
- surviving children who are minors or enrolled in university courses;
- majority-age children who are handicapped and already dependants of the pensioner;
- parents (the father or, in his absence, the mother)
- brothers and sisters who are minors, if already dependants of the pensioner.

#### **8.2.16.2. Tertiary education**

*Professori ordinari* are placed in retirement when they are 75 years old, but they are retained *fuori ruolo* after their seventy-second birthday. *Professori associati* and researchers are placed in retirement when they are 65 years old.

*Fuori ruolo* professors are therefore still in service, with a reduced workload as far as teaching is concerned, as they no longer hold the chair for official courses but continue to act as part of the academic body. After this period, they are required to retire.

### **8.3. SCHOOL ADMINISTRATIVE AND/OR MANAGEMENT STAFF**

At university education level, the highest office of every university is elective and temporary, (Rector, paragraph [2.6.4.2.1.]), at primary and secondary education level, management office is obtained through competitive examinations. The *dirigente scolastico* functions have already been described at paragraph [2.6.4.1.1.].

### 8.3.1. Requirements for Appointment as a School Head

The *capi d'istituto* already in service needed to attend training courses if they wanted to obtain the qualification of *dirigente scolastico*. Now, the recruitment of new *Dirigenti scolastici* will instead be carried out through a "corso-concorso" (course-competition), announced with a Decree of the Ministry of Education which will be periodically held at regional level. The teachers with a *laurea*, who have effectively been in service for at least 7 years after having been appointed to the permanent staff, can be admitted to the "corso-concorso". The "corso-concorso" is subdivided into general training and specific training courses, the first one destined to primary and lower secondary schools (*scuola media*), the second one to the upper secondary education. The "corso-concorso" is made up of a preliminary selection based on qualifications, an admittance competition only for teachers who get through the qualification selection, a period of training (also including apprenticeship and work experience in institutions and bodies) only for candidates who have entered the classification list of the admittance competition, within the limited number of posts foreseen by the competition and of a final examination. As for the first "corso-concorso" (course-competition), 50% of the posts is reserved to those who have effectively carried out the functions of delegated school head for at least three years, upon passing a specific admission examination. Decree of 17 December 2002 establishes that the organisation and carrying out of the training period are under the responsibility of the *Uffici Scolastici Regionali* [2.6.2.] in collaboration with IRRE [9.6.1.] and INDIRE [9.6.1.], this latter in charge of providing a special on-line platform.

The *dirigente scolastico*, in relation to the results achieved, is appraised by a special evaluation unit set up in the *Ufficio scolastico regionale* [2.6.2.] which is headed by an executive officer and composed by a technical inspector and an expert, not necessarily employees of the school administration.

### 8.3.2. Conditions of Service

The *dirigente scolastico* is employed on a permanent basis with a contract in accordance with law provisions and the labour national bargaining. The first contract of the *dirigenti scolastici* was drawn up on the 1<sup>st</sup> of March 2002; a part of it includes regulations on the probationary period (lasting one school year), work commitments, holidays, leaves, mobility, evaluation, work termination, etc.); the other part regulates the remuneration which is made up of a fixed and a variable amount; the variable amount is established according to the achievements. Since the 1<sup>st</sup> of January 2001, the annual fixed part of the remuneration, including the thirteenth month's salary, has varied from an initial amount of 18,798,47 euros to 33,208,82 euros after 35 years of service.

## 8.4. STAFF INVOLVED IN MONITORING EDUCATIONAL QUALITY

The control of teaching quality refers here to each single teacher and not to the school or the education system (see chapter [9]).

As already explained at paragraph [8.2.9.1.], teachers are normally subject to an evaluation only during or after the probationary period, but only upon their request. In these cases, the evaluation is expressed by the *dirigente scolastico*, upon advice of the evaluation committee, in the first instance; by the evaluation committee, in the second instance. Exceptionally, a teacher can be subject to evaluation upon request of the school administration in order to start the procedures for the exemption from service (see [8.2.15.1.]), due to teaching or physical inadequacy or constantly insufficient performance. In this case, technical inspectors should check the service quality. However, technical inspectors carry out not only this function. In accordance with article 397 of the Consolidation Act on school of 16 April 1994, no. 297, the inspective function includes, upon instruction of the Ministry of Education, to check that the school put into effect the education and training aims. Technical inspectors operate at national and regional level, their main intervention areas are the following:

1. teacher update and in-service training;
2. teaching experimentation;
3. teaching and technical assistance and counselling;
4. research, study and technical counselling activities for the Ministry and general directors;
5. teaching, examination and competitive examination programs.

The inspective function in these areas is to carry out the evaluation and to make proposals; its activity is based on experiences, comparison, analysis of data and verification of the results. In particular, the analysis of data and the verification of the results are useful to evaluate the education system, the educational contents, the functioning of schools and the results. As a consequence of the implementation of school autonomy, the functions of technical inspectors should be carried out in accordance with the innovation introduced by the new system.

#### **8.4.1. Requirements for Appointment as an Inspector**

Teachers with a *laurea* and with not less than 9 years service and *dirigenti scolastici* can become inspectors through a competitive examination based also on qualifications. Competitive examinations are distinguished according to the types of schools and, as for secondary education, to the teaching subjects. Examinations consist in three written tests and an oral test.

#### **8.4.2. Conditions of Service**

Inspectors are no more part of the school sector. They are regulated by the rules that apply to the State managers.

### **8.5. EDUCATIONAL STAFF RESPONSIBLE FOR SUPPORT AND GUIDANCE**

In addition to support teachers for disabled pupils, who have already been existing at school for a long time, Legislative Decree 59/2004 foresees that a teacher, specifically qualified, who is responsible for educational and teaching activities in primary and

secondary schools and who has regular contacts with pupils' parents and the territory, offers guidance concerning facultative activities and pupils' tutoring, carries out co-ordination of educational and teaching activities, cares for relationships with pupils' families and for the documentation of the pupil's educational path, with the help of other teachers. According to school autonomy, each school decides the amount of time to be destined to teaching and to the other tutoring functions. However, in the first three years of primary school, teaching activities cannot amount to less than 18 weekly hours. In *scuola secondaria di secondo grado*, in accordance with the *Piano dell'Offerta Formativa*, the *collegi dei docenti* can identify non-teaching activities and the teachers who are going to carry them out, in addition to the curricular teaching (the so-called *figure obiettive*).

#### 8.6. OTHER EDUCATIONAL STAFF OR STAFF WORKING WITH SCHOOLS

Non teaching staff operate regularly in schools; they are permanent state staff made up of *personale amministrativo, tecnico e ausiliario – ATA*. Other professional figures can be provided (for example, psychologists, physicians, social assistants, etc.); however, they are not part of the school staff; they are employed by other institutions (communes, provinces, local health authorities, etc.) which collaborate with schools, sometimes also through special agreements.

The working conditions of the *personale amministrativo tecnico ed ausiliario – ATA* of all school types and levels is determined by the collective labour contracts.

The *personale ATA* is classified in a separate contractual sector, the sector of general, technical and administrative services, depending on the tasks of various levels that they perform.

The *personale ATA* is organised in provincial lists.

The number of units of non teaching personnel in a school is set by the provincial directorate of education according to parameters set by law and criteria indicated by the Ministry of Education. These criteria take into consideration the number of classes in function, the number of technical and science laboratories, gymnasiums, and annexed *Convitti*, if any, in each school as well as the opening hours.

Law no. 124 of 3 May 1999 has transferred the responsibility for management of *personale ATA* of State schools of every level and kind to the Ministry of Education. This law has repealed provisions providing that in some schools the *ATA* personnel was not state personnel but employees of municipal and provincial administration.

The labour contracts of 26 May 1999 and 8 March 2002 provide for the following professional profiles:

- *Direttore dei servizi generali e amministrativi* [2.5.4.1.3.];
- Administrative co-ordinator or technical assistant;
- Technical co-ordinator;
- Administrative assistant or technical assistant;
- school collaborator;

- Technical assistant;
- school services collaborator (for assistance to handicapped pupils and hygiene of minors);
- Cook, nurses, cloakroom attendant.

### 8.7. STATISTICAL DATA

Table 1 - Personnel in service in school year 2003-2004 in *scuola dell'infanzia*, primary and secondary schools.

For statistical data about personnel units in service in school year 2003-2004 please refer to [3.16.] (for *scuola dell'infanzia*), [4.18.] (for primary schools), [5.2.1.] (for *scuola secondaria di primo grado* and *scuola secondaria di secondo grado*), [6.19.] for university and non-university higher education.

The following statistical data are about managing, administrative, technical and ancillary personnel places, school year 2003/04

School Heads	
Primary school and <i>scuola secondaria di primo grado</i>	7,521
Slovene language primary school and <i>scuola secondaria di primo grado</i>	13
<i>Scuola secondaria di secondo grado</i>	3,197
Slovene language <i>scuola secondaria di secondo grado</i>	6
Boarding schools	40
Boarding schools for girls	7
TOTAL	10,784

Source: Ministry of Education, Ministerial Decree no. 86 of 21 November 2003 (Informascuola no. 22 of 16-30 November 2003).

Administrative, technical and ancillary staff	261,466
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Source: Ministry of Education, Directorate General for school staff – Circular no. 38 of 18 May 2004 (InformaScuola no. 9 of 1-14 May 2004, pg 489-Table A).







## CHAPTER 9

### EVALUATION OF EDUCATIONAL INSTITUTIONS AND THE EDUCATION SYSTEM

There are two types of evaluation of schools and the educational system: internal and external evaluation. For historical reasons [9.1.], external evaluation hasn't been carried out for a long time and internal evaluation was limited to the assessment of the single students.

#### 9.1. HISTORICAL OVERVIEW

The political, cultural and pedagogical debate hasn't taken into consideration the question of evaluation for a very long time. The lack of a culture of evaluation was principally due to what follows:

- initial teacher training, that privileged the subject preparation without caring of pedagogical and teaching aspects;
- regulations that refer only to the compulsory evaluation of pupils.

Also, the problem of an evaluation of the national school system has been perceived in recent times, starting in 1973, with Law no. 477 and the subsequent delegate decrees, but the necessity of an organic and systematic evaluation has become urgent due to the great innovations introduced with autonomy granted to the single schools. In fact, Law Decree no. 258 of 20 July 1999 has established the National Institute for the Evaluation of the Educational System (see [9.5.1.]). This Institute is the result of a transformation of the European Centre for Education (CEDE) in Frascati, but while this latter had several responsibilities, its main task is the evaluation of the educational system. Decree no. 258 of 20 July 1999, and the subsequent Decree no. 300 of 30 July 1999 have provided for the reorganisation and a more precise division of responsibilities among structures destined to the technical support to the Administration of Education as far as evaluation, documentation and educational research are concerned. As a consequence of these distribution of responsibilities, functions of monitoring and evaluation have been assigned to the National Institute for the Evaluation of the Educational System – INVALSI (former CEDE), documentation functions to the National Institute of Documentation for Innovation and Educational Research – INDIRE (former

Educational Documentation Library, see [9.5.1.]), research functions to the Regional Institutes for Educational Research (former Regional Institutes for Research, Experimentation and Training - IRRSAE - see [9.5.1.]).

At last, Legislative Decree no. 286 of 19<sup>th</sup> of November 2004 set up the *Servizio Nazionale di Valutazione* of the education and training system and re-organized the INVALSI, in pursuance of reform law no. 53 of 2003. According to Legislative decree no. 59 of 2004, the *Servizio Nazionale di Valutazione* is in charge of learning assessment at the end of years 1 and 3 of primary school and at the beginning of the *scuola secondaria di primo grado*, referring to pupils' achievements at the end of primary school.

## 9.2. ONGOING DEBATES

The debate on evaluation has been very wide and deep; it took into consideration also some data and experiences that, through school autonomy and experimentation, have been realised on the initiatives of schools, Ministry of Education and National Institute for the Evaluation of the Educational System (INVALSI), like the following ones:

- System Survey Service (Servizio Rilevazioni di Sistema - SERIS) within INVALSI, on abilities concerning reading comprehension and use of mathematics tools and notions for pupils of the 4<sup>th</sup> year of primary school, 1<sup>st</sup> and 3<sup>rd</sup> year of *scuola media*, 2<sup>nd</sup> and 4<sup>th</sup> years of upper secondary school;
- Osservatorio Nazionale sugli Esami di Stato (ONES), National Observatory on State Examinations;
- The VIVES project for monitoring and experimentation of individual professional performance of school staff;
- The two pilot projects (PP1 and PP2) joined respectively by 2832 and 7300 schools;
- The systematic surveys on students' performance related to linguistic, scientific-mathematics and social-historical knowledge; surveys have been carried out at the beginning of the 1<sup>st</sup>, 3<sup>rd</sup> and 5<sup>th</sup> years of primary education, 2<sup>nd</sup> year of *scuola secondaria di primo grado*, 1<sup>st</sup> and 3<sup>rd</sup> years of upper secondary education.

These surveys and experiences have been used for drawing up the above mentioned Legislative Decree no. 286, which has set up the *Servizio Nazionale di Valutazione* of the education and training system (see [9.1.]).

## 9.3. ADMINISTRATIVE AND LEGISLATIVE FRAMEWORK

The evaluation of schools in Italy is passing from a phase where it was carried out without any organisation or specific criteria to a phase where the foundations are being laid for a national evaluation system.

The first step for this new system is article 3 of Law 53/2003 that indicates the following principles and criteria on which the Legislative Decree no. 286 on evaluation has been based:

- tasks of the teachers are the recurrent and annual evaluation of learning and of pupils' behaviour as well as the certification of the skills acquired by them;
- INVALSI [9.5.1.] verifies recurrently and regularly the knowledge and skills of students and the general quality of the schools' educational offer;
- the state examination taken at the end of the cycle of studies takes into consideration and evaluates the skills acquired by students during and at the end of the school cycle; it is based on tests arranged by the examination boards but also on tests arranged and managed by the INVALSI.

The Ministry of Education, has pointed out the priorities that have to be taken into account by INVALSI while planning its activities. Among these priorities there is the assessment, both in public and private schools, of pupils' achievements in Italian, mathematics, science at the first and fourth years of primary school, at the first year of *scuola secondaria di primo grado* and at the first and third year of *scuola secondaria di secondo grado*.

### **9.3.1. Administrative and Legislative Framework of the Evaluation of Schools/Institutions**

Evaluation of schools may be carried out in the following ways:

- self evaluation carried out by the teachers of the school;
- external evaluation carried out by experts nominated by the school;
- evaluation carried out by INVALSI [9.5.1.], according to Legislative Decree no. 286 of 2004.. Many schools (more than 1600) started the QUALITÀ project, the fruit of long collaboration between the Ministry and the Italian Manufacturer Association (Confederazione generale dell'industria italiana – Confindustria), which has been reconfirmed with an agreement of 24 July 2002. After the agreement, the Ministry issued a document on the 7<sup>th</sup> of November 2003 (see [9.5.1.]) which provided reviewed and additional guidelines for a school of quality. With such a document, the Ministry invites schools to develop a quality culture through research and experimentation of integrated projects in order to exploit external competencies and experiences, complementarity and alternation of school and territorial offers, etc. Documentation is an important aspect of the QUALITÀ project: it enables to determine the responsibility for each activity, the strict sequence of operations, the necessary controls and measurements. Quality certification attests that the school is able to carry out the formative contract of the *Piano dell'Offerta Formativa – POF* through the evaluation of an external body. School stops being a self-referential reality and accepts to be analysed and evaluated by an external body.

### **9.3.2. Administrative and Legislative Framework of Evaluation of the Education System**

Legislative Decree no. 286, which has established the *Servizio Nazionale di Valutazione* of the education and training system, regulates the evaluation of the national educational system.

#### **9.4. EVALUATION OF SCHOOLS/INSTITUTIONS**

Internal evaluation is carried out by the teachers' assembly headed by the *dirigente scolastico*; external evaluation is subject to rules and criteria established by the evaluation body; the evaluation described up to now concerning educational activities is obviously more important. The situation is quite different as for the evaluation of administrative activities: it has always been carried out with reference to formal aspects like the observation accountancy and procedures rules.

##### **9.4.1. Internal Evaluation**

Internal evaluation aims at verifying the results as regards *Piano dell'Offerta Formativa – POF*; it is carried out by the teachers' assembly with a very wide discretionary power on the data collection procedures and publishing, as well as on the choice of when to carry out the evaluation and the use of its results.

##### **9.4.2. External Evaluation**

External evaluation can aim at either verifying the results as regards the *Piano dell'Offerta Formativa – POF*, and contribute to the national evaluation. It can be assigned to a single technical inspector, to more inspectors [8.4.], to evaluation agencies or the INVALSI, that has the widest discretionary power on the procedures of data collection and publishing, as well as on the choice of when to carry out the evaluation and the use of its results. Actually, the use of the results can contribute to improve the functioning of the evaluated schools.

#### **9.5. EVALUATION OF THE EDUCATION SYSTEM**

The evaluation of the administrative aspects of the national education system has always existed, while the evaluation of education quality has never existed. INVALSI was instituted just in 1999 and, in year 2003, Law 53/2003 established the intention to institute the *Servizio Nazionale di Valutazione* of the educational system, which has been definitively set up through Legislative Decree no. 286/2004.

##### **9.5.1. Evaluation at national level for pre-primary, primary and secondary education**

As already explained in paragraph [9.1.], Law Decree no. 258 of 20 July 1999 has transformed the European Centre of Education (CEDE) into National Institute for the Evaluation of the Educational System (INVALSI), which has been completely re-organized through Legislative Decree no. 286 of 2004.

Art. 1 establishes the *Servizio Nazionale di Valutazione* of the education and training system, which aim is to evaluate the efficiency and quality of the education system at national level. As far as the vocational education and training system is concerned, this evaluation only regards the standard level of performance and is carried out together

with other actors involved in the evaluation, at national level, of policies related to the human resources sector. Many are the institutions involved in the achievement of the above-mentioned results: INVALSI, schools and institutions providing education and training, Regions, Provinces, Municipalities. These institutions work, within their own competences, by coordinating their own activities and services and by stimulating the creation of procedures aimed at the data and information exchange concerning both education and vocational education and training systems.

Art. 2 defines INVALSI as a public research body with legal personality regulated by public law and autonomy as far as administration, book-keeping, issuing of regulations as well as management of assets and financial resources are concerned. INVALSI is submitted to the supervision of the Ministry of education, which issues its directives, at least every three years, establishing strategic priorities that have to be taken into account by the INVALSI in order to plan its subsequent activities. As the education system is concerned, the Ministry issues a Directive, while for what concerns the vocational education and training system, the Ministry issues specific guidelines drawn up in collaboration with the *Conferenza Unificata Stato-Regioni* and the Ministry of labour and welfare.

Art. 3 describes the commitments of INVALSI, which can be summed up as follows:

- to assess students' skills and abilities and the overall quality of teaching offered by the institutes providing education and training;
- to organize and manage national tests included in the national final exams organised at the end of *primo ciclo* and *secondo ciclo* of education. Tests are at the choice of the Minister of education;
- to carry out research activities within its commitments;
- to study drop-out and school failure phenomena;
- to carry out specific initiatives to improve the participation of Italy in European and local research projects within the educational field;
- to assist administration at regional, local and school level for the realization of autonomous self-assessment initiatives;
- to carry out training activities for teaching and school managing staff related to assessment procedures and self-assessment.

Art. 4 establishes that the Institute is made up of the following bodies:

- Chairman, appointed through a Decree of the President of the Republic by the Council of Ministers on proposal of the Minister of Education. The office has a duration of three years which it can be extended for other three years;
- the board of governors, made up of the Chairman and 6 members (3 of them are appointed by the Minister of Education, 1 by the Minister of Labour and 2 appointed by the Chairman of the *Conferenza Unificata Stato-Regioni*). The office has a duration of three years which can be extended for other three years. The board has the task of approving the annual programme, deliberating the budget and the final balance; establishing management policies; appointing of the Director of the Institute and his wages and assessing his work. The Director is

responsible for the enforcement of the programme and deliberations issued by the Board of governors; he has the task of preparing the budget and the final balance; organising the work of the offices and providing staff management; signing contracts; the directors works under a private law contract.

According to art. 9, INVALSI shall provide for an internal regulation for the organisation and administration, accounting and finance. Following articles define the rules for the enrolment of the staff, which cannot count more than 10 people already employed both in public and education sector and not more than 10 experts in the education field.

#### **9.5.2. Evaluation at national level for university higher education**

The deep changes of the university system and, in particular, the wider teaching autonomy and the new curricular model require a better educational offer and curricula that are more in keeping with the society demand and the labour market; furthermore, the necessity to guarantee fair competitive processes and the comparison among universities required a redefinition of the institutional bodies for the evaluation of university education. In fact, Law no. 370 of 19 October 1999 outlined the new evaluation system; it defined the role and functions of two organisations: the board of auditors, which was already existing inside each university, and the National Committee for the evaluation of the university system, which has been recently instituted outside the university system; this latter has replaced the national observatory through Ministerial Decree no. 229 of 5 May 1999. Law no. 370/1999 defined the composition of the Committee (9 members, including foreigners) and its functions; it closely relates the outcomes of the evaluation process to the resources allocation and binds financing to the results of the evaluation activity.

### **9.6. RESEARCH ON EDUCATION**

Educational research is entrusted by the current regulations to diverse institutions, depending on the school level.

#### **9.6.1. Research on Education at pre-primary, primary and secondary level**

Educational research on the pre-school, primary and secondary levels is assigned to the following institutions:

1) IRRE - (former IRRSAE) - Article 73 of Law Decree no. 300 of 30 July 1999 concerning the reform of the Government's organisation (see [2.6.] ) has reorganised and transformed the Regional Institutes for Research, Experimentation and In-service Training (IRRSAE) into Regional Institutes for Educational Research (IRRE). These Institutes are instrumental organisations of the school administration and, therefore, in the framework of interventions planned by statistical offices on the regional level and of innovation initiatives of the educational system taking also into consideration the communities' and local authorities' requirements, they offer support to the offices of the Administration, also on the sub-regional level, to schools, school networks and

consortia. They have legal personality, develop research activities on pedagogy and didactics as well as on school staff training.

They carry out these activities in co-operation with the National Institute of Documentation for Innovation and Educational Research (Istituto Nazionale di Documentazione per l'Innovazione e la Ricerca Educativa – INDIRE) (former Educational Documentation Library), the Universities and other training agencies, as well as the National Institute for the Evaluation of the Educational System (see [9.4.1.]). The Regional Institutes for Educational Research (IRRE) support school through the following means:

- a. collaborations and active participation in planning and implementing programmes of educational research and their experimentation also with reference to matters concerning linguistic minorities, immigration, integration of disadvantaged individuals, European integration, adult education and preventing school drop-out;
- b. collaboration to build up training pathways for school staff consequent to the planning choices of the training offer;
- c. selection, individuation and communication of particular training projects in the schools in which the schools themselves can participate in Italy and abroad;
- d. participation in and collaboration to the implementation of system of documentation exchange among school institutions;
- e. collaboration to the elaboration of proposals for the innovation of teaching regulations.

In accordance with the mentioned Decree Law no. 258 of 20 July, the organisation regulation has been approved through Presidential Decree no. 190 of 6 March 2001.

The IRRE's bodies with three-year charging time:

- a. Chairman, elected by the Board of Governors within its members. The Chairman represents the institute and, in the framework of the interventions planned by the *Uffici Scolastici Regionali* and of the innovation initiatives of the educational systems, he formulates the proposals for the annual programme to the Board of Governors;
- b. the Board of Governors is made up of 5 members appointed by the Ministry of Education: 1 of them is appointed by the " Head of the *Ufficio Scolastico Regionale*, 1 by the universities with their seats in the Region, 2 by the school regional council and 1 by the Region; they are chosen taken into consideration their managerial, pedagogical and scientific experiences. The Council approves the annual research programme, it appoints – on proposal of the Chairman- the Director of the Institute, it deliberates budget and balance, it appoints the members of the Technical Scientific Committee and of the other advisory bodies, it approves the internal regulations concerning management criteria and relative administrative-accounting and financial procedures, as well as the organisation of the institute's activity, the offices' responsibilities and any organisation at sub-regional level;

- c. the Technical Scientific Committee that has collaboration functions for the preparation of the programme and the evaluation of scientific activities. It is composed of 5 members chosen among highly qualified university professors and experts of the sector;
- d. the Board of Auditors, made up of 3 permanent members (and 2 substitute members), designated by the Ministry of Education and 1 by the Ministry of Economy and Finance. The Board of Auditors verifies administration and accountancy regularity and sends yearly a report to the two Ministries on the activity carried out by the institute.

Regulations, approved with Presidential Decree no. 190 of 6 March 2001, establishes the criteria and procedures of the appointment of the Director as well as his tasks, selection criteria and procedures for the managing, teaching and non teaching staff at the institute. The number of this staff is established by the Ministry of Education together with the Ministry of Economy and Finance. Financial resources are obtained through the contribution assigned by the Ministry of Education which includes contributions to finance specific projects, expenditures of public and private bodies, revenues gained through the management of activities. In the end, in order to ensure unitary strategies of intervention at national level, regulations establish the National conference of the Presidents of the IRRE, chaired by the Ministry of Education (or by a representative) and in which also the Directors of the IRRE and the President and the Director of the National Institute of Documentation for Innovation and Educational research can participate, as well as representatives of the Regions where matters of common interest are taken into consideration.

2) The National Institute for Documentation, Innovation and Educational Research (INDIRE).

Law Decree no. 258 of 20 July 1999 has reorganised and transformed the Educational Documentation Library in Florence into the National Institute for Documentation, Innovation and Educational Research (INDIRE). It is submitted to the supervision of the Ministry of Education that issues directives defining the strategic priorities of the Institute. It keeps legal personality of public law as well as administration, financing, accountancy, capital and regulation autonomy; together with the IRRE, it attends the development of a documentation system aimed at providing services and materials supporting didactic activities and autonomy process; it draws attention to the training needs related to the results of the research; it sustains research and training strategies referred to documentation and technology systems, furthermore it elaborates and implements national research projects in co-ordination with Universities as well as with national and international training organisations, and plans the dissemination of the results; it collaborates with the Ministry of Education as far as management of programmes and projects of the European Union is concerned; it provides for the development of activities of collection, elaboration, exploitation and dissemination of information; it produces documentation supporting education and autonomy innovation; it sustains development and dissemination of I.C.T. and documentation in schools; it provides for the exploitation of book and documentation collection formerly

belonging to the National Pedagogical Library; it also provides for the development of an internal librarian sector functional to database creation.

In accordance with the provisions of the above mentioned Decree Law, the organisation regulations have been approved with Presidential Decree no. 415 of 21 November 2000.

The Institute is provided with the following three-year bodies:

- a. the President, as well as the four-member board, are appointed by the Council of Ministers on proposal of the Ministry of Education. The President represents the Institute and, in accordance with the strategic priorities established with the annual directive of the Ministry, he presents his proposals for the annual programme to the board;
- b. the Board, which has the following task: approving the programme, including European Union programmes and projects implemented in collaboration with the Ministry of Education; appointing, on proposal of the President, the Director of the Institute and assessing his activity; deliberating budget and balance; appointing the members of the scientific and technical committee and of the other advisory bodies; approving the internal regulations concerning administration, finance, accountancy, contractual procedures and forms of internal control on efficiency and results of the general management of the Institute as well as the asset's administration;
- c. The scientific and technical committee, with the main function of collaborating to the preparation of the programme and to the evaluation of the scientific activities. It is made up of 7 members chosen among highly qualified university professors and experts of the sector;
- d. The board of auditors, composed of 3 permanent members (and 2 substitute members) 2 of which are appointed by the Ministry of Education and 1 by the Ministry of Economy and Finance. The board of auditors verifies administration and accountancy regularity and transmits every year a report to the two Ministers on the activity carried out by the Institute.

Regulations establish, furthermore, criteria and procedures for the appointment and tasks of the director, it determines staff and recruitment systems, the possibility for the Institute of availing itself of external experts and the types of collaboration, through specific contracts, with research bodies, administrations and with both national and international public or private bodies. Financial resources are made up of asset income, ordinary State contribution including also expenses for the staff, of funds yearly assigned by the State to implement projects and planned activities, of incomes obtained through the activities carried out for specific programmes and objectives.

For the realisation of the aims established ex art. 2 of the Law Decree no. 258 of 20 July 1999 (development of a documentation system of the innovation experiences at national and international level, survey of the educational needs, support to the development of technological and documentation systems, etc.) the Institute establishes a stable connection with the IRRE and the *Uffici scolastici regionali*, by means of service conferences at national and local level and creates a network with the above

mentioned institutes and offices to implement a system for the documentation and co-ordination of the initiatives within the sector of school libraries and documentation within the schools.

#### **9.6.2. Research on Education at university level**

Educational research is part of the scientific research, which is one of the main aspects of the cultural development. The Italian Constitution (in particular articles 9 and 33) characterises scientific research as an essential aspect of the cultural development. The system of scientific research was characterised by a large number of regulations and bodies. The Ministry of the University and Scientific and Technological Research (MURST) was established as a central body to guide, plan, co-ordinate and fund the research and then the consequent legislative measures were adopted.

Within the context of a process which aims at fostering and support the scientific and technological research, Law Decree 204/1998 has provided for the preparation of a three-year Research National Programme (*Programma Nazionale della Ricerca – PNR*) by the Ministry. The Programme is the means for the priorities identification and resources allocation. It is addressed to the whole scientific system, including universities. *PNR* aims at fostering synergy among the various parts of the system. The procedure, managed by the Ministry, but with a wide participation of the other administrations dealing with research activities, is based on the progression from a centralised planning phase according to the guidelines approved by the *CIPE (Comitato Interministeriale per la Programmazione Economica)*, followed by a collection of the research proposals formulated by the world of enterprises, research public bodies and universities in accordance with the priorities identified in the guidelines and concluded with the codification of the proposals approved within the PNR in the framework of the available financial resources.

This framework includes what follows:

- university research programmes of national interest. The Ministry funds every year research programmes, particularly interesting at national level, proposed by universities, astronomical, astrophysical and volcanological observatories on the basis of their autonomy. Ministerial Decree no. 10 of 13 January 2000 establishes the main characteristics of the funding system based on the what follows:
  - participation of universities and observatories to the funding in order to increase the total financial resources and assign more responsibilities to these bodies as far as the research project is concerned;
  - to boost the establishment of national research networks through the aggregation of research units either on the basis of their complementarity or among various universities;
  - establishment of a system for the proposals evaluation with anonymous revisers belonging to the Italian or foreign scientific community;
  - starting of a procedure for the results evaluation.

- excellence promotion in the university research. According to Decree no. 11 of 13 January 2000, the Ministry has taken the initiative to select, every three years, projects aimed at the development of Centres for the excellence of the research within the universities, financing them in the extent of the 80% and identifying 5 thematic macroareas;
- the role of University in the national research system, with reference to what follows:
  - connections with the industrial research. Law Decree no. 297 of 27 July 1999 instituted, a fund for concessions to the research (*Fondo per le agevolazioni alla ricerca – FAR*) in the framework of the Research National Programme (*PNR*). This fund provides for interventions in favour of industrial research projects presented by enterprises. Universities can collaborate to these projects as suppliers of research services on request of the enterprises while enterprises will be the results' holders. Otherwise, the university can participate as a partner with rights and duties corresponding to their participation quota.
  - research programmes aimed at the development of the country system. Law Decree 204/1998 instituted a special integrated fund for the research (*Fondo integrativo speciale per la ricerca – FISR*) aimed at financing specific interventions of particular strategic relevance recommended by the *PNR*; Ministerial Decree of 16 October 2000 has established priority themes and functional criteria and methods for the projects' drafting that can be presented also by universities as well as by research public and private bodies;
  - Special Fund for the Development of Strategy Research. This special fund is destined to projects with forward planning priorities are yearly are predetermined by the Ministry, while FAR and FISR mainly aim at supporting research initiatives proposed by the production system. In order to integrate the various parts of the research system, also the universities can participate in carrying out these projects in collaboration with research public bodies.

Furthermore, it is worth it to remind that article 104 of the financial law of 2001, refinanced in year 2002, instituted the Fund for basic research investments (*Fondo per gli investimenti della ricerca di base – FIRB*) which intends to foster the development of scientific competencies in our country and to boost competitiveness at international level. University has been reserved a fundamental role to achieve this objective. In addition to universities, also other institutional centres of scientific research are the following: National Research Council (Consiglio Nazionale delle Ricerche – CNR), National institute of Nuclear Physics (Istituto Nazionale di Fisica Nucleare – INFN), Italian Space Agency (Agenzia Spaziale Italiana – ASI), Astronomical and astrophysical observatories, National Institute for Scientific and Technological Research on Mountain (Istituto Nazionale per la Ricerca Scientifica e Tecnologica sulla Montagna – INRM), National Institute for the Physics of Matter (Istituto Nazionale per la Fisica della Materia – INFN). There are also research private bodies.

## 9.7. STATISTICAL DATA

Statistical data on educational research are not available.

As far as scientific research is concerned, the research expenses in year 2000 have been 1,07% of the GDP (Gross Domestic Product); the half of the research activities (50,1%) has been carried out by the private sector, above all by enterprises with minimum 250 employees; 31% by the Universities, 15,1% by public research bodies and 3,8% by other public institutions.

The expenses distribution among the different types of research activities (basic research, applied research, research for experimental development) was subdivided as follows:

- in the private sector
  - basic research: 4,4% of the total expenses;
  - applied research, 46%;
  - experimental development, 49,6%.
- in the public sector
  - basic research, 30,3%;
  - applied research, 55,7%;
  - experimental development, 14%.

In year 2000, research personnel was equal to 150,066 full-time units, with an increase of 5,3% with respect to year 1999 as for enterprises, public administrations and universities.

Source: Istat 2003, pages 462-466

## CHAPTER 10

### SPECIAL EDUCATION SUPPORT

Disabled pupils have been integrated in ordinary classes for more than 40 years; therefore, there is not a separate education system for these pupils. Integration started first in *scuole dell'infanzia* and primary schools and was progressively extended to the *scuole secondarie di primo grado, di secondo grado* and universities.

Regulations are provided for the following subjects:

- classification criteria for disabled pupils; Law of 5 February 1992, no. 104, defines as disabled persons those with a physical, psychic or sensorial disability which causes difficulties in learning, relationships or work integration and which determines social disadvantage or alienation;
- composition of classes with disabled pupils; these classes can neither exceed the number of 20 pupils nor accept more than one disabled pupil;
- support educational interventions (specialised teaching staff) and medical/assistance interventions;
- interventions to adapt school buildings in order to remove all architectural barriers and to supply adequate technical equipments and teaching materials to schools.

#### 10.1. HISTORICAL OVERVIEW

The Italian school regulations have for long ignored the issue of special education. Only in 1923 with Gentile Reform and with the following regulations of 1928 a specific discipline was determined but only related to the blind and deaf. With the Consolidation Act no. 577 of 5 February 1928 compulsory education was extended to the blind and deaf, provided that they have no other handicap. Pupils with psychic handicap were to be inserted in "Special classes" or in institutes for juvenile offenders.

The Italian Constitution of 1948 marks a radical change. Article 3 states that all citizens have equal social dignity and are all equal before the law with no difference of personal and social conditions (sex, race, language, religion, political opinions) and article 34 acknowledges to disable people the right to education and to work. With this

an increasing attention to disable people started and was to lead to their introduction into the ordinary classes.

The main stages of this process are:

- Falcucci report of 1975 that formulated proposals to gain full integration at school;
- Law of 4 August 1977, no. 517, on evaluation criteria in compulsory school including also rules on integration and support;
- Teaching programs for *scuola media* (1979) and primary school (1985) that pay much attention to school integration as well as Law of 5 June 1990, no. 148 for the reform of primary school order;
- Judgement of Constitutional Court no. 215 of 3 June 1987 on compulsory integration also in upper secondary schools;
- Framework law of 5 February 1992, no. 104 on handicap.

## 10.2. ONGOING DEBATES

A report presented by the Ministry of Education to the Parliament on the 22<sup>nd</sup> of October 2002 outlined a first balance of the achievements: it pointed out that integration of disabled pupils/students at school is widely shared; furthermore, it took out many unsolved problems like the steady lack of specialised teachers, the need to grant teaching continuity, the danger to delegate the load of integration only to *insegnanti di sostegno*.

In occasion of a seminar which has been organised at national level in November 2003, a document has been drawn up, which outlines analysis, needs and proposals coming from participants at the seminar (actors formally involved with problems related to school integration of pupils with special needs). This document has been disclosed to the Ministry of Education in 2004 and it will be taken into due consideration for a reform of legislation in this field.

## 10.3. DEFINITION AND DIAGNOSIS OF THE TARGET GROUP(S)

According to Law of 27 December 2002, no. 289, article 35, Local health authorities provide to individuate disabled pupils on the basis of collegiate verifications, according to criteria established with Decree of the Prime Minister. Waiting for this decree, criteria and procedures are those foreseen by the framework law and guidelines approved with Presidential Decree of 24 February 1994. Therefore, a specialist or a development psychologist individuates the handicapped pupil; the subsequent steps are the following:

- functional diagnosis; it is drawn up by the Local health authority and written by a physician specialised in the announced pathology, a children's neuropsychiatrist, a rehabilitation therapist and social operators. The functional diagnosis should provide an analytical description of the psycho-physical conditions of the pupil/student;

- the dynamic-functional profile; it is drawn up by the Local health Authority, by class teachers and support teachers after the first period of integration; it aims at the preparation of the *Piano Educativo Personalizzato - PEI*;
- *PEI* includes the descriptions of the interventions foreseen for the pupil/student in a given period of time. It is drawn up jointly by the operators of the Local Health Authority, teachers and support teachers, in collaboration with parents.

#### **10.4. FINANCIAL SUPPORT FOR PUPILS' FAMILIES**

School assistance is a subject regulated by the Regions, therefore the aids provided in this field follow the regional regulations. Generally, there are two types of aids:

- direct interventions (scholarships, cheques, contributions aimed at granting or enable school attendance);
- indirect interventions that foresee some free-of-charge services (transport, meals, textbooks and teaching materials, etc.).

#### **10.5. SPECIAL PROVISION WITHIN MAINSTREAM EDUCATION**

School attendance of disabled pupils takes place, at this point, in the schools, in the common sections and classes of every level and type. We cannot therefore speak of particular institutions for the instruction of disabled people.

There are a few special institutes for the blind and deaf, that existed prior to the rules on pupil integration. These institutes also hold as professional training courses for jobs that are the almost exclusive province of the blind.

Schools, in order to perform their activity of integration, have to be adapted in their structure, with the removal of all architectural barriers, and the use of all facilities in the most functional manner suited to the needs of disabled pupils.

The technical and didactic equipment has to be adapted to the needs of the pupils, in relation to the functional or sensorial limitations with which they are afflicted, and the schools can make use also of "specialised centres having a function of pedagogical consultation, production or adaptation of specific didactic material" (art. 315 of the Consolidation Act 16 April 1994, no. 297).

The frame law on disability (Law no. 104/92) provides for the creation of ordinary classes as detached sections in rehabilitation centres and hospitals where children with special needs and who are temporarily unable to attend school can pursue their education and instruction. These sections and classes are set up by the school administration together with the local health authority ) and the public and private centres under contract to the Health Ministry and Labour Department. Minors hospitalised for not less than 30 days are admitted to these classes.

Teachers with specific psycho-pedagogical training can be employed to teach in rehabilitation centres and hospitals.

The local authorities stipulate agreements on the programme with the local schools and health authorities so as to prepare, implement and ascertain educational and rehabilitative projects and provide the necessary services.

The possibility to ensure hospital education (compulsory and post-compulsory) has been extended, since year 2001, also to students who are not disabled but with serious pathologies, through alternative school services which enable them not to interrupt their study course. These services are basically the following:

- school in hospital,
- home education.

Different kinds of intervention are provided in order not to interrupt contacts with students' school environment. The Ministry of Education started the research project "school in hospital" to study this kinds of interventions (see Circular no. 415 of 3 May 2003) and the first national seminar on the home education service held in Viareggio on 1-3 December 2003 (see Circular no. 480 of 17 October 2003). In financial year 2004, several sums have been allocated in order to sustain initiatives taken for strengthening the integration at school of pupils who are in hospital, both for long and very short periods of time (Circular letter of 15 October 2004, no. 4308).

#### **10.5.1. Specific Legislative Framework**

In 1992 frame law no. 104, referred to also by Law 53/2003 for the reform of the education system, provided organic regulation to the assistance, social integration and right of disable people, granting the right to education in the ordinary classes of every level, including University, determining precise regulations for the diagnosis and the certification of the handicap, and for a complete school integration. To this purpose "program agreements" ("accordi di programma") with health, social, cultural, welfare services, with the local authorities and with specialised centres of pedagogical consultancy were introduced in order to offer the necessary assistance to grant the autonomy and personal communication of pupils with physic or sensory handicaps.

Also the appointment of *docenti di sostegno* was introduced. They must possess the prescribed specialisation titles and they share the entitlement of the classes in which they work, participating in the school scheduling and in the verification of competence of *Consigli di classe*.

The number of support posts is established by Law 449/1997, article 40: the number of *insegnanti di sostegno* is based on the total number of students enrolled (one teacher post every 138 students enrolled in schools of every level in every province). However, in the case of extremely serious handicaps, it is possible to engage *insegnanti di sostegno* with temporary contracts notwithstanding the ratio 1:138. The number of *insegnanti di sostegno*, established at national level, is subdivided at regional level by the Ministry of Education and, subsequently, it is sub-divided at school level by the *Uffici Scolastici Regionali* [2.6.2.] taking into consideration the actual number of disabled pupils in the schools. School heads are committed with setting the number of hours of teaching to be allocated for each pupil with special needs.

The Consolidation Act no. 297 of 16 April 1994 about school included and settled organically the regulations in force about school integration.

Directives subsequently issued by the Ministry of Education, and lastly directive of 26 July 2004, no. 60 indicate initiatives aimed at strengthening and qualifying the integration of handicapped pupils as priority interventions supposed to enrich and widen the educational offer of the schools, with a particular attention to sensorial handicaps. The Ministry of Education budgeted for year 2004 over 10,000 euros, of which 550,000 destined to teacher training, to foster integration.

### **10.5.2. General Objectives**

Frame-law 104/92 defines the general objectives of scholastic integration of the disabled as follows: "Scholastic integration has as its objective the development of the potentials of the handicapped person in learning, communication, relationships and socialisation. The exercise of the right to an education and instruction cannot be hindered by learning difficulties or other difficulties deriving from disabilities connected with the handicap".

### **10.5.3. Specific Support Measures**

#### Pre-school education

The way in which the educational activity is organised has offered substantial opportunities for the integration of pupils with difficulties of a psycho-physical, environmental or family nature and for those with real handicaps.

The integration of children with problems into normal classes started with the coming into force of Law no. 517 of 1977. It had already started, however, on an experimental basis prior to the implementation of this law, now their integration is regulated by Law no.104 of 1992 and by ministerial provisions issued every year relating to the composition of classes with disabled pupils (see [10.5.1.]).

The local welfare and health services of the national health service and the social services of the Municipality assist with their integration.

Timely measures to integrate children into education are an efficient way of preventing problems and failure during school careers.

The main method to integrate pupils with particular educational needs is working in groups on activities aimed at overcoming expression, movement, behaviour, socialisation difficulties, etc.

#### Primary education

Disabled pupils require a more complex educational aid and teaching support to schools., A strengthening and differentiation of the teaching practice is generally sufficient; however, for a little number of pupils with extremely serious handicaps, qualified intervention of differentiated teaching are provided with the support of rehabilitation therapists. Schools avail themselves of the collaboration of specialists as well as services or structures available on the territory. Anyway, learning objectives should be achieved, and the socialisation process is a part of this achievement.

### Lower secondary education

In order to facilitate the implementation of the right to study and create the conditions fostering the full expression of pupils' personalities, educational planning also envisages integration (and support) measures, that are often of a multi-disciplinary kind and are organised for groups of pupils of the same class or of different classes. They are aimed at undertaking personalised measures based on individual pupils' needs.

Support measures aimed at fostering the integration of disabled pupils fall within this framework, with the contribution of specialised teachers and the interventions indicated for primary education and, generally, at paragraph [10.].

### Upper secondary education

Strict timetables, a high number of subjects, the interdisciplinary approach makes the integration of disabled students in this educational level very complicated. Support measures are the same as those provided for the other school types and levels (*insegnanti di sostegno*, therapeutic and social/health/assistance interventions).

Most pupils are integrated in *istituti tecnici* and *istituti professionali* [10.8.]. in these latter, programs of 192 foresee an *area di approfondimento* where they organise catching up courses for the least proficient students, for those who need to strengthen their cultural knowledge as well as for disadvantaged students. Such provisions are also available to all young people attending qualification courses and also, obviously, disabled students.

### University higher education

According to the law no. 104 of 5 February 1992, the right to Education is granted to disabled people not only in the normal classes of every kind of schools but also at the University. School integration of disabled people is also carried out through the co-ordinated planning of services, social and assistance services, health and sport services; through technical equipment and educational aids; agreements with specialised centres; interpreters in charge of helping blind students to attend school. Furthermore, a number of lodgings is to be reserved for disabled students and some Universities have also sport equipment for disabled students. The right to travel for free is granted as well as accompanying and reading service, educational technologies laboratories, etc.

### Non-university higher education

Support measures are similar to those provided for university higher education.

### High Level Art and Music Education

In general, individual aid to students in these institution takes the form of scholarships, actually very few, that the individual institution may offer, for example the *Accademia nazionale di arte drammatica*. In addition, "grants" may be given to deserving students who do not have the financial means to continue their studies, in order to guarantee them the right to achieve the highest levels of education. Certain weaker categories are exonerated from payment of tuition, like war orphans, etc.

### Other types of non-university higher education

Support measures are foreseen by the institutions' regulations, if the type of handicap is compatible with the institution's aim.

#### **10.6. SEPARATE SPECIAL PROVISION**

It doesn't exist a separate special provision, because handicapped pupils are integrated in the ordinary education system.

#### **10.7. SPECIAL MEASURES FOR THE BENEFIT OF IMMIGRANT CHILDREN/PUPILS AND THOSE FROM ETHNIC MINORITIES**

Immigrant children have been integrated in ordinary schools for many years; measures to foster their integration vary according to the time their families have lived in our country.

Children who have lived in Italy for a long time have quite a good knowledge of the Italian language; in this cases, the support measures, if required, are similar to those in favour of pupils/students with analogous learning and integration difficulties. Children arrived recently in Italy may be supported through courses of Italian language and are inserted, where possible, in less numerous classes.

Specialised teachers are not provided; however, in the first phase, interventions to foster integration and to keep alive traditions and uses of the pupils/students' original culture are provided through professionals available in the schools or offered by local authorities or voluntary associations.

The range of interventions is very wide and can also include financial aids for the most financially disadvantaged pupils/students.

This question may become particularly complicated in places with a high immigration flow; in some communes, for example, children of Chinese immigrants are almost one third of the pupils enrolled in a class. In such cases, particular interventions are required. The national labour contract of teachers foresees that teachers working in these areas are offered training activities of linguistic emergency intervention, specialised courses for teaching Italian language to foreign pupils/students (and also adults), for in-depth knowledge of intercultural education themes, for production and dissemination of teaching materials.

It's worth it to mention that integration, once limited to *scuole dell'infanzia* and compulsory schools, has now been extended also to upper secondary schools.

Foreigners' education was regulated by Law no. 40 of 6 March 1998. Foreigners under age who are in Italy must attend compulsory school; they are subjected to all regulations in force concerning the right to education, the right to use education services and the right to take part in the life of the school community. The effectiveness of the right to education is guaranteed by the State, Regions and Local Authorities also through specific courses and initiatives started to learn the Italian language. The school

community respects linguistic and cultural differences as values which help granting mutual respect, exchange among cultures and tolerance. To this purpose the school community promotes and encourages initiatives to respect and protect the culture and language of origin and to carry out common intercultural activities.

For what concerns special measures for linguistic minorities, see [1.5.]; for what concerns the presence of foreign students in Italy, see [1.8.].

#### 10.8. STATISTICAL DATA

table 1 - Pupils/students with special needs enrolled in school year 2004-2005

		%
<i>Scuole dell'infanzia</i>	10,084	1,04
Primary schools	55,366	2.20
<i>Scuole secondarie di I grado</i>	48,941	2.89
<i>Scuole secondarie di II grado</i>	31,658	1.26
TOTAL	146,049	

Table 2 - Pupils/students enrolled *Scuole secondarie di II grado* according to the type of disability

Psycho-physical	29,573
Visual	713
Hearing	1,370

Table 3 - *Insegnanti di sostegno*

<i>Scuole dell'infanzia</i>	4,268
Primary schools	192,785
<i>Scuole secondarie di I grado</i>	17,098
<i>Scuole secondarie di II grado</i>	7,539
TOTAL	48,690

Source: Informascuola no. 17 of 1-15 September 2004.

## CHAPTER 11

### THE EUROPEAN AND INTERNATIONAL DIMENSION IN EDUCATION

#### 11.1. HISTORICAL OVERVIEW

The necessity of a supranational/European dimension of education gained ground slowly also in Italy and became more and more urgent with the passing of the time. Intercultural education includes also the European dimension with reference to both adjustment of contents and methodological approach with the aim of creating the new dimension of European citizens. Since 1979, school programmes have made reference to intercultural education; in particular, *scuola media* programmes refer to 'a school not anchored to one only interpretation of the reality, but to a school open to ferments and contribution from the outside'. Furthermore, it is stated in the programmes that socialisation is implemented through urging students 'to get in touch with problems and cultures of other countries, thus fostering also the education of European and world citizens through a mental attitude closer to the common values of peoples from different civilisations, cultures and political systems'. Such programmes certainly anticipate needs and problems which later became the focus of the Treaty of Maastricht.

The dimension of 'understanding and collaboration with other peoples' and the prevention of 'stereotypes and prejudices' towards people and cultures are identified as teaching priorities objectives within primary school programmes of 1985.

However, the term 'multicultural education' appears for the first time in the *Orientamenti educativi for scuola dell'infanzia* of 1991. Its task is to identify, recognise and exploit diversities at school and in the society.

At upper secondary school level, the lack of a reform caused a lack in precise references to such a dimension; however, aims and objectives of 'intercultural understanding' and 'thinking through different models' are to be found in the various subjects of many schools which adopted experimentations.

The passage from a national to a supranational overview, which was established in accordance with article 126 of the Treaty on the European Union replacing article G no. 36 of the Treaty of Maastricht signed on the 7<sup>th</sup> of August 1992, had an easy access to political and cultural life in Italy; in fact, article 4 of the Consolidation Act no. 297 of 16 April 1994, legally established the commitment of Italy to offer its collaboration to the

member states in order to develop quality education and the European dimension of education, as far as the teaching contents and organisation of the educational system is concerned.

### 11.2. ONGOING DEBATES

Law of 28 March 2003, no. 53, indicates the principles and criteria at the basis of the delegated decrees that will define the educational and training system; among them, it is also indicated the development of the historical awareness and the sense of belonging referred not only to the local and national community, but also to Europe; it foresees literacy in at least a language of the European Union in primary schools, it introduces a second European language in *scuola secondaria di I grado* and the linguistic *liceo* in the *sistema dei licei* of upper secondary education.

### 11.3. NATIONAL POLICY GUIDELINES / SPECIFIC LEGISLATIVE FRAMEWORK

In this context, the strategy to develop the European dimension follows two lines:

1. the political line, to ensure certain necessary reforms of the education system (for example, differentiated professional training courses for secondary school graduates, reinforcing language teaching, reducing the number of drop-outs, organising a system of guidance and orientation, widening the educational offer at post-secondary level, etc.);
2. the technical line, as far as organisation of programmes of co-operation, mobility and exchanges are concerned

A number of major reforms have involved, in the last few years, almost every school level to make the Italian school system more compatible with the other European school systems:

- the reform of 1990 of primary school had already introduced the possibility of a third year and, in some cases, also of a second year; the teaching of a second foreign language through experimentation or within the *scuola a tempo prolungato* was very widespread in the *scuola media*. Law 53/2003 extends the teaching of a European foreign to all classes of primary education and a second European language to all classes of *scuola secondaria di I grado*;
- within upper secondary education, the teaching of foreign languages in *Istituti professionali* (Ministerial Decree of 24 April 1992) and the introduction of experimental linguistic branches of study within the traditional study courses or the extension of a foreign language teaching, previously limited to the first years, to the final year (for example the *liceo classico*). The already mentioned Law 53/2003 institutes the *liceo linguistico*;
- the introduction of a post-secondary non university training path (see [6.5.1.]), the reform of university regulations approved by Regulation no. 509 of 3 November 1999 (see [6.5.2.]), the compulsory knowledge of a language of the European Union to obtain a *laurea*, equalised Italy to many other European countries. An equalisation linked to the free circulation of workers in Europe.

- finally, foreigners' education was regulated by Law no. 40 of 6 March 1998. Foreigners under age who are in Italy must attend compulsory school; they are subjected to all regulations in force concerning the right to education, the right to use education services and the right to take part in the life of the school community. The effectiveness of the right to education is guaranteed by the State, Regions and Local Authorities also through specific courses and initiatives started to learn the Italian language. The school community respects linguistic and cultural differences as values which help granting mutual respect, exchange among cultures and tolerance. To this purpose the school community promotes and encourages initiatives to respect and protect the culture and language of origin and to carry out common intercultural activities. The equality of treatment between Italians and foreign citizens is granted also for university education and for interventions in favour of the right to study.

#### 11.4. NATIONAL PROGRAMMES AND INITIATIVES

The directive on administrative action for year 2004, issued by the Ministry of Education on the 16<sup>th</sup> of January 2004 established what follows:

- to support the development of convergence processes in the education and training policies of the European Union by monitoring the mutual aims established by the Lisbon European Council, in particular concerning reference parameters approved by the Ministries of Education of the European Union at the Council held in May 2003:
- to promote and qualify schools participation in community action programmes: implementation of promotion and support initiatives for the development of the European dimension of education.

Furthermore, the above mentioned directive established the creation of the "buongiorno Europa" website.

Ministerial Directive of 21 June 2004 on "Europe of education. Development and promotion of the European dimension of education" established what follows:

"The European Constitution and the Union's enlargement assign new aims to the European dimension of education and strengthen what established by the Treaties on the role of education and training and on the value of co-operation to improve school quality (...).

In such context, the Ministry of Education, University and Research, in the respect of specific local experiences and school autonomy, needs to fully use the opportunities offered by the transnational cooperation through an intervention framework for an efficacious co-ordination of actors and activities, aimed at monitoring the experiences carried out, disseminating best practices, carrying out compensative intervention on the territory (...).

In order to foster the development process of the European dimension of education, the *Uffici scolastici regionali* will have the task to monitor all project activities to provide, at local and central levels, innovations concerning methods and contents arisen from

the European comparison among the participants in the project activities. This is the case of European projects started by schools: they represent a creativity reservoir for original paths anchored to the local realities, a rich teaching experimentation and elaboration of not yet known tools and materials”.

Starting from the mentioned Directive, an ongoing process has been initiated. In 2004, it led to the constitution of a co-ordination group within the Directorate General for International Affairs of School Education (MIUR), of working units within the *Uffici scolastici regionali* and of the activities developed in European dimension. An European development of education should be fostered through the co-ordination of all these elements and through the creation of the national website called “Europa dell’istruzione” (“Europe of education”) and of regional websites with the same name.

These elements are also essential in this sector:

- implementation of information and promotion initiatives related to the 2004/2006 Languages action plan of the European commission and that is maintained at national level through the ministerial initiative called “Parlare il mondo” (Speak the world);
- new planning of resources and structural funds and strengthening of the actions related to the school reform and to the publicizing of the methods of access to the structural funds;
- participation in projects of international organisations (OCDE, UNESCO, Council of Europe) to integrate and support the national reform process and objectives;
- prosecution of the cooperation initiatives in the Balkan and Mediterranean area;
- support to pilot projects on vocational training.

#### **11.5. EUROPEAN/INTERNATIONAL DIMENSION THROUGH THE NATIONAL CURRICULUM**

When school programmes were adopted, the European/international dimension of education was not yet perceived as a real necessity and, as a consequence, it was not as developed as it is today. Therefore, specific references to the European dimension within the teaching programmes of the different school types and levels are very general, as pointed out at paragraph [11.1.]. However, it didn’t prevent schools from paying more and more attention to supranational/European educational problems as long as the construction process of the European Community was becoming a more deep-rooted awareness.

This interest was also kept alive and increased through numerous initiatives taken not only at ministerial level but also by public and private bodies (teachers’ associations, local authorities, universities, research and updating institutes, etc.). However, the introduction of school autonomy (see [2.6.4.] ) allowed schools to take into high consideration the supranational dimension of teaching thanks also to specific ministerial directives and suggestions and the widespread use of information technology and adequate teaching materials. Textbooks updating has also taken into account the international problems. In particular, geography, civic education and

history textbooks have always gone beyond the nationalist criteria and have covered more and more the European and world framework.

As soon as possible, it is likely that an adequate regulation framework will be identified for these new trends which have been regularly adopted by the majority of Italian schools.

## **11.6. MOBILITY AND EXCHANGE**

Students' mobility takes obviously place only at upper secondary school level and at the university; only occasionally, exchanges take place among classes of lower secondary schools.

Exchanges among school teachers has been gradually developing in particular through the Socrates and Leonardo European programmes.

### **11.6.1. Mobility and exchange of pupils / students**

Mobility takes place almost exclusively at upper secondary school level through the exchange of classes, generally for one week. Exchanges are financed by the European Union and by schools, with the contribution of families, local authorities, banks, cultural organisations, etc.

Another type of mobility, numerically not relevant, is expressed by students who attend one school year in another European country.

The mobility of university students is continuously increasing also outside the institutional projects (which means on their individual initiative and on the initiative of the single university)

### **11.6.2. Mobility and exchange of teaching and academic staff**

The mobility of school staff is remarkably developed since 1995 with the launch of the Socrates and Leonardo da Vinci programmes; the mobility of teachers in school year 2003-04 reached 8,796 units. It is to be added to the mobility related to specialisation courses abroad for Italian teachers of German, French and Spanish in primary and secondary schools announced through Ministerial Circular no. 8109 of 27 April 2004, in accordance with cultural agreements drawn up between Italy and Austria, France, Germany and Spain (20 teaching posts in Germany and 50 in Austria for teachers of German; 20 posts in France for teachers of French, 11 posts in Spain for teachers of Spanish).

## 11.7. STATISTICAL DATA

### Socrates Programme

Table 1 – Comenius 1 approved projects

Year	Number
2001	1,433
2002	1,368
2003	1,379
Total	4,180

Table 2 – Comenius 1 mobility projects

Year	Teachers	Students
2001	3,865	4,955
2002	4,334	4,727
2003	4,632	4,815
Total	12,831	14,497

Table 3 – In service teacher training (Comenius 2)

Year	Number of scholarships
2001	797
2002	828
2003	803
Total	2,428

Table 4 – Erasmus mobility

Academic year	Students mobility	Teachers mobility
2003-2004	16,829	1,033

Source: Socrates National Agency ([www.indire.it/Socrates/](http://www.indire.it/Socrates/))

## GLOSSARY

### **Accademia di belle arti**

Forms: Accademie di belle Arti

Notes: Higher institute of applied arts, that has the main purpose of preparing students for the practice of the arts. They hold courses lasting 4 years in painting, sculpture, decorating and scenery.

### **Accademia militare**

Forms: Accademie militari

Notes: Non-university institute of higher education. Its main purpose is training officers for the armed forces.

### **Accademia nazionale di arte drammatica**

Notes: Higher institute of applied arts. Its main purpose is to train male and female stage-actors and producers for the theatre. It is located in Rome.

### **Accademia nazionale di danza**

Notes: Higher institute of applied arts. Its main purpose is to train male and female dancers, soloists, choreographers. It is located in Rome.

### **area comune**

Notes: Grouping of several disciplines in the curriculum of vocational schools. The common area includes Italian, history, foreign language, law, economics, mathematics and information sciences, natural sciences and biology, physical education and religion (optional).

### **area di approfondimento**

Notes: Grouping of certain disciplines in the curriculum of vocational schools. The area of deeper knowledge is assigned 4 hours weekly for all classes; the utilisation of these hours is left to the individual programming of each institute.

### **area di indirizzo**

Notes: Grouping of certain disciplines in the curriculum of Vocational schools. This area includes the specific technical and professional subjects for each type of Vocational schools.

### **asilo d'infanzia**

Forms: asili d'infanzia, asili

Notes: Historical name going back to the XIXth century, for nursery schools.

### **Aspettativa**

Notes: Temporary change in the employment relationship that consists of the employee suspending, for a certain period of time, his performance of service without ceasing his employment. There are various types of leaves of absence: for health or family reasons, political appointments, etc.

### **cattedra di insegnamento**

Forms: cattedre di insegnamento, cattedra, cattedre

Notes: At secondary school level, the subject or group of subjects taught by a teacher by right of employment at a particular place.

**Centro Servizi Amministrativi**

Forms: Centri Servizi Amministrativi, CSA

Notes: Centres offering administrative support to schools (Provincial and sub-provincial subdivision of the Uffici Scolastici Regionali).

**Centro Territoriale Permanente**

Forms: Centri Territoriali Permanenti, Centro territoriale, Centri territoriali, CTP

Notes: Centre for the co-ordination (at district level) of the offer of education and training for the adult education. They usually are located in a primary or a lower secondary school, responsible for the administration and the educational activities.

**Certificato di specializzazione tecnica superiore**

Notes: Certificate of study issued on completion of a course of higher technical education and training (IFTS).

**Circolo didattico**

Notes: In the administrative organisation of nursery and primary schools, this is a territorial division of the provincial directorate of education.

**classe a modulo**

Forms: modulo, moduli

Notes: One of the organisational variants in primary school teaching consisting in utilising three teachers for two classes or four teachers for four classes.

**classe a tempo pieno**

Forms: classi a tempo pieno, tempo pieno

Notes: One of the organisational variants in primary school teaching prescribing a 40 hour week timetable for pupils.

**classe a tempo prolungato**

Forms: tempo prolungato

Notes: Type of class in lower secondary schools which provides supplementary school activities, including cross curricular activities targeted to groups of pupils of the same class or of different classes, and learning support activities for up to a maximum of 160 hours per school year.

**Collegio dei docenti**

Forms: Collegi dei docenti

Notes: Assemblies at school levels that function in active administration and supervise the application of educational programming in the school.

**Comitato per la valutazione degli insegnanti**

Notes: Commission made up of 2 or 4 teachers, depending on the number of teachers in the school, headed by the school principal, that has the task of assessing the service given by a teacher, as requested by the same.

**Conferenza unificata Stato/Regioni**

Notes: Assembly on a permanent basis, made up of representatives of the State and the Regions and the Autonomous Provinces of Trento and Bolzano. It is the relevant centre for political negotiations between central administrations and Regions/Autonomous Provinces and it is aimed at supporting the cooperation among these institutions.

**congedo ordinario**

Notes: Holidays that the personnel are entitled to, amounting to 30 working days during the academic year plus 6 days leave.

**congedo straordinario**

Notes: Days of absence that are allowed for reasons of health or family reasons on presentation of the relative documentation.

**Conservatorio di musica**

Forms: Conservatori di musica

Notes: Institute of higher education in the arts with the function of teaching music. Lower secondary schools are annexed to the conservatories to permit the students to complete their compulsory education.

**Consiglio di circolo**

Forms: Consigli di circolo

Notes: At primary school level, the assembly that decides and applies the general lines of educational policy and determines means of self-financing of the individual schools. It has deciding power as regards the organisation and programming school activities.

**Consiglio di classe**

Forms: Consigli di classe

Notes: At secondary school level, the assembly assigned the task of programming the educational and didactic activity, experimental activities and evaluating each individual class.

**Consiglio di corso di studio**

Notes: Organiser of university courses. Co-ordinates teaching activities of the course and approves the students' study programmes.

**Consiglio di dipartimento**

Notes: Administrative body of the university department. Expresses opinions on the establishment, suppression or modification of teaching structures within the department. Manages funds assigned to the department and approves its budget.

**Consiglio di facoltà**

Notes: Administrative body of the university faculty. It programmes the development of didactic activity in the faculty and co-ordinates its operations, making proposals for changes in the didactic organisation.

**Consiglio di interclasse**

Forms: Consigli di interclasse

Notes: At primary school level, this is the assembly that has the task of programming, assessing and experimenting at the level of the individual class. It is made up of the teachers of groups of classes at the same level or same cycle or same school, and representatives of the parents. At the nursery school level it is called consiglio di intersezione.

**Consiglio di intersezione**

Forms: Consigli di intersezione

Notes: At the level of nursery school, the assembly that has to programme, evaluate and experiment at the level of the individual class. It is made up of the teachers and representatives of the parents. At the primary school level it is called consiglio di interclasse.

**Consiglio di istituto**

Notes: At secondary school level, the assembly that decides and applies the general lines of educational policy and determines means of self-financing of the individual schools. It has deciding power as regards the organisation and programming school activities.

**Consiglio regionale dell'istruzione**

Notes: Since 1999, local office of the administration of public education at the regional level (former sovrintendenze scolastiche regionali).

**Consiglio scolastico distrettuale**

Forms: Consigli scolastici distrettuali

Notes: Assembly with advisory capacity at school district level, with responsibility for planning activities outside school and in collaboration with other schools, as well as school and professional guidance, school assistance and medicine, adult education, sport and cultural activities. Since 1999, it has been replaced by the Consiglio scolastico locale.

**Consiglio scolastico locale**

Forms: Consigli scolastici locali

Notes: Since 1999, consultative body, at local level, with advice functions towards the peripheral administration of public education and the autonomous schools with regard to the realization of autonomy, school organization, guidance, lifelong education, etc. It has replaced the Consiglio scolastico provinciale and the Consiglio scolastico distrettuale.

**Consiglio scolastico provinciale**

Forms: Consigli scolastici provinciali

Notes: Assembly with advisory capacity for the Provincial directorate of education for territorial school programming, organising the services of school nurses, counselling, implementation of the right to study and permanent education. Since 1999 it is replaced by the Consiglio scolastico locale.

**Convitto nazionale**

Forms: convitti nazionali, convitti

Notes: Boarding schools which provide for the education and intellectual and physical development of their pupils. National boarding schools can have primary schools annexed, as well as lower and upper secondary schools.

**corso di alfabetizzazione per adulti**

Forms: corsi di alfabetizzazione

Notes: In the sphere of adult education, courses leading to the primary school diploma.

**corso integrativo**

Forms: corsi integrativi

Notes: Course organised at the end of upper secondary schools with fewer than five years to permit this students to enrol in university courses requiring an upper secondary diploma with five year duration.

**corso per lavoratori**

Forms: corsi per lavoratori

Notes: In the sphere of adult education, courses leading up to the lower secondary school diploma.

**credito formativo**

Forms: crediti formativi

Notes: Points given to a pupil for his-her general progress in educational activities, including extra-curricular activities.

**credito formativo universitario**

Forms: crediti formativi universitari

Notes: Points given to each university course: each credit is equivalent to 25 hours of full-time study and one year is equivalent to 60 credits. The student must have a determinate number of credits to attend each diploma universitario.

**credito scolastico**

Notes: Points given to a pupil for his overall performance, with reference to participation to educational activities offered by the school.

**debito formativo**

Forms: debiti formativi

Notes: Fail in one or more courses at the end of the school year. The school must organise make-up courses.

**Dipartimento universitario**

Forms: Dipartimento, Dipartimenti

Notes: University structure teaching similar subject, which may belong to different faculties or several degree courses, which has the purpose of co-ordinating activities of scientific research and didactics. It has autonomous financing and management.

**Diploma di istruzione secondaria di primo grado**

Notes: Certificate awarded at the end of scuola secondaria di primo grado. It replaces the diploma di licenza media.

**diploma di laurea**

Forms: laurea, lauree, diplomi di laurea

Notes: Certification of completion of coursework at the second level of university, called the degree course.

**diploma di laurea (L)**

Forms: laurea (L), lauree (L)

Notes: At the level of higher education, certificate of completion of coursework at the first level of university, called the degree course (L). (Regulations of the 3rd November 1999).

**diploma di laurea specialistica**

Forms: laurea specialistica, lauree specialistiche

Notes: At the level of higher education, certificate of completion of the second level of university, called specialist degree course. (Regulations of the 3rd November 1999)

**diploma di licenza elementare**

Notes: Certificate of completion of the primary school course, issued after passing the primary school diploma examination.

**diploma di licenza media**

Notes: Certificate of completion of the lower secondary school course, issued after passing the final lower secondary school diploma examination.

**diploma di qualifica**

Notes: Certificate of completion of the first three years of the upper secondary vocational school.

**diploma di specializzazione**

Notes: At the level of higher education, a certificate of qualification issued upon completion of the course of studies of the third university level. (Regulations of the 3rd November 1999)

**diploma di superamento dell'esame di Stato**

Forms: diploma di istruzione secondaria superiore

Notes: Certificate of completion of courses of study at the level of upper secondary school, issued after passing the final upper secondary school leaving examination.

**diploma universitario**

Notes: Certificate of study issued on completion of a course of studies at the first level of university education, called the diploma course.

**Direttore amministrativo**

Notes: Has technical-juridical functions for supporting the Rector, as stated by Law no. 629 of 1993 that has set up this new figure at each University.

**Direttore dei servizi generali e amministrativi**

Notes: Has autonomy and direct responsibility for statement and implementation of administrative and accounting acts. With effect from school year 2000/2001, he replaces the person in charge for administration.

**Direttore di dipartimento**

Notes: Represents the university department, maintaining relations with the academic authorities, preparing requests for financing and drawing up the annual research programme for the department.

**dirigente scolastico**

Forms: dirigenti scolastici

Notes: Title taken on by heads of schools of all types and levels following the reform of their professional status, by virtue of which, apart from a few exceptions, they are equated to executive officers in the State administration.

**Diritto/dovere**

Notes: Term introduced by Reform Law no. 53 of 2003. It means that education is not only compulsory, but also guaranteed to all students for at least 12 years or, anyhow, as long as they have obtained a certificate within 18 years of age.

**docente coordinatore-tutor**

Notes: Teacher who has both ordinary teaching tasks and functions of co-ordination of the pedagogical team, of pupils' tutoring, drawing up of pupils' portfolio and contacts with families. Towards pupils, his/her functions are of "counselling, coaching and holding".

**docente fuori ruolo**

Forms: fuori ruolo

Notes: University lecturer who upon reaching a certain age limit, holds no longer the chair of a given teaching course nevertheless continues to be part of the academic bodies.

**dottorato di ricerca**

Forms: dottorato

Notes: Three-year course of study of the third university level. The admission requirement is the laurea specialistica.

**educando femmine dello Stato**

Forms: educandi femminili dello Stato

Notes: Boarding school for girls which provide for the education and intellectual and physical development of their pupils. National boarding schools can have primary schools annexed, as well as lower and upper secondary schools.

**esame di abilitazione all'insegnamento**

Forms: abilitazione, abilitazione all'insegnamento

Notes: Examination which awards qualified teacher status for teaching in primary and secondary schools.

**esame di idoneità**

Notes: Examination which allows enrolment in the second or third classes of lower secondary school by private candidates who have had or will have during the calendar year in progress their twelfth or thirteenth birthday respectively and are in possession of their primary school diploma. It is also the examination that allows candidates from other schools that are not state schools, but are approved or legally recognised, to enrol in the second class in upper secondary school.

**esame di licenza elementare**

Forms: esami di licenza elementare

Notes: Final examination at the primary level at the end of the five year cycle of that school. It is required for enrolment in the first class of lower secondary school. Starting from school year 2004/2005, this examination will be abolished, according to law 53/2003.

**esame di licenza media**

Forms: esami di licenza media

Notes: Final examination at the lower secondary level at the end of the three year cycle of that school. It is a State examination. As the denomination of "scuola media" has changed into "scuola secondaria di I grado", also the denomination of the final examination will be replaced with "first cycle leaving examination".

**Esame di Stato conclusivo del primo ciclo di istruzione**

Notes: State Exam organized at the end of the primo ciclo di istruzione. Introduced by Reform Law no. 53 of 2003, it replaces the esame di licenza media.

**esame di Stato per l'abilitazione alla professione**

Forms: esami di Stato per l'abilitazione alla professione

Notes: Examination given on a State-wide basis for qualification for specific professions, taken after completion of the necessary coursework.

**esame integrativo**

Notes: An examination that must be taken by promoted pupils and candidates declared suitable for a class, who want to change to the corresponding class in a different institute or school of another type or different course of study or section.

**formazione integrata superiore (FIS)**

Notes: Higher technical-vocational system at non-university level, managed in an integrated way by universities, schools, local authority, labour market to offer training courses of higher technical education and training (IFTS).

**Funzioni obiettivo**

Notes: Teaching staff committed with the achievement of the objectives established by the Piano dell'offerta formativa of each school.

**giardino d'infanzia**

Forms: giardini d'infanzia

Notes: Nursery school created in the XIXth century and annexed to teacher training schools for the sole purpose of preparing future nursery school teachers.

**Ginnasio**

Notes: At the level of upper secondary school, the first two years of the *liceo classico*.

**indennità di buonuscita**

Notes: A sum of money that is paid at the end of service, when the employee retires, generally corresponding to a month's pay for every year of service.

**indennità integrativa speciale**

Notes: An integration of the basic salary that adjusts it according to cost of living increases.

**Indicazioni nazionali**

Notes: Annexes to Legislative Decree no. 59 of 2004 indicating, separately for each level of education, the minimum standards of performance that educational institute are required to offer, in order to guarantee the students' right to receive a high quality education and training.

**insegnante di sostegno**

Forms: insegnanti di sostegno, docenti di sostegno

Notes: A teacher with a certificate of specialisation obtained at the end of a two-year course, who works alongside the class teacher when there is a handicapped pupil.

**Istituto centrale del restauro**

Notes: Non-university institute of higher education, specialised in teaching restoration. Located in Rome.

**istituto d'arte**

Forms: istituti d'arte

Notes: At the level of upper secondary school, the objective of this school is to train for artistic work and production, depending on local traditions, industries and materials.

**istituto magistrale**

Forms: istituti magistrali

Notes: At the level of upper secondary school, this institute prepared primary school teachers. The school offers a four year course and is oriented primarily towards disciplines of the pedagogical-didactic character. With effect from school year 1997/98, it will be gradually phased out.

**istituto professionale**

Forms: istituti professionali

Notes: At the level of upper secondary education, an institute that has as its main objective to supply the specific technical and practical preparation for the performance of qualified occupations in business and service sectors, industry and trades, agricultural and nautical sectors. At the end of the first three year course the student receives a diploma of professional qualification. After a further two years, he can qualify for the upper secondary professional school leaving diploma.

**Istituto Superiore per le Industrie Artistiche (ISIA)**

Forms: Istituti Superiori per le Industrie Artistiche

Notes: Higher institute of artistic education, with the main purpose of collecting and integrating teaching and practise relative to the techniques of the various arts, practical and theoretical instruction necessary for the operation of an industry, knowledge of general culture that is indispensable for the performance of technical and managerial functions in an artistic industry. The courses have a duration of four years.

**istituto tecnico**

Forms: istituti tecnici

Notes: At the level of upper secondary school, the institutes have the objective of preparing pupils for technical and administrative functions, as well as certain professions in the sectors of business and services, industry, construction, agriculture, nautical and aeronautical industries. Courses have a duration of five years.

**Istruzione e Formazione Tecnica Superiore (IFTS)**

Forms: IFTS

Notes: Higher technical education and training system. It is part of the Higher technical-vocational system (FIS) and organises highly specialised integrated courses of post-secondary level.

**liceo artistico**

Forms: licei artistici

Notes: At the level of upper secondary school, the institute has the function of teaching the arts, independently of their application in industry. The courses have a duration of four years.

**liceo classico**

Forms: licei classici

Notes: At the level of upper secondary school, the liceo classico prepares students for university studies. The first two years of classical *liceo* are called fourth and fifth gymnasium.

**liceo scientifico**

Forms: licei scientifici

Notes: At the level of upper secondary school, the scientific *liceo* prepares students for university studies. The course has a duration of five years and is oriented primarily towards scientific subjects.

**master universitario**

Forms: master universitari

Notes: At the level of higher education, a certificate of completion of scientific specialization courses and of high permanent education and after the completion of the degree course (L) and the specialist degree course (LS). (regulations of the 3rd November 99).

**Obiettivi specifici di apprendimento**

Notes: Competences and skills that students are required to obtain at the end of primary school and of scuola secondaria di primo grado and, to a limited extent, at scuola dell'infanzia. They are listed into the Indicazioni nazionali enclosed, separately for each educational level, to Legislative Decree no. 59 of 2004.

**Opificio delle pietre dure**

Notes: Non-university institute of higher education. The Gem Institute specialises in teaching restoration techniques. The course has a duration of three years. It is located in Florence.

**ordine classico e scientifico**

Notes: Classification of schools on the basis of their specific purpose of teaching the classics, science and teaching. The institutes of this order are under the direction of the General Direction of Classical, Scientific and Teaching Instruction at the Ministry of Public Education.

**organi collegiali**

Notes: Assemblies that participate in the management of the school, giving it the characteristics of a community that interacts with the vaster social and civic community.

**Orientamenti educativi**

Notes: Ministry programmes for state nursery schools.

**pensione di reversibilità**

Notes: Quota of the pension that can pass to surviving relatives (spouse, children, etc.) in case of decease of a school employee who has retired.

**personale ATA**

Forms: personale amministrativo tecnico ed ausiliario

Notes: Administrative, technical and auxiliary staff, working under the direction of the Ministry of Public Education.

**piani personalizzati delle attività educative**

Notes: At pre-primary level, these consist in documents drawn up by each school. They are made of all the learning units planned by the pedagogical team together with the "docente coordinatore tutor" according to each pupils' needs.

**Piano dell'Offerta Formativa (POF)**

Notes: Basic document of the cultural and planning identity of the schools. It defines the curricular, extra-curricular, educational and organizational projects of each school within the school autonomy.

**piano di studio personalizzato**

Forms: piani di studio personalizzati

Notes: At primary and lower secondary level, this is a document drawn up by each school. It is made of all the learning units planned by the pedagogical team together with the "docente coordinatore tutor" according to each pupils' needs.

**Piano Educativo Individualizzato**

Forms: PEI

Notes: Document elaborated for each handicapped student by the local health authority and the specialised teaching staff, in collaboration with the parents of the student. This plan establishes the educational and didactical pathway on the basis of her/his abilities.

**portfolio delle competenze**

Notes: It is a structured collection of the most significant materials produced by each student, that includes remarks and assessments. It is aimed at making the student's skills known and, at the same time, at evaluating the pertinence of adopted teaching methods to students' needs. It will follow the student for her/his whole educational path. It includes a section for assessment and a section for guidance.

**posto di insegnamento**

Notes: At the level of the nursery and primary school, the group of disciplines that the teacher teaches by right acquired by employment in a particular school.

**Preside di facoltà**

Notes: At the level of higher education, the head of the faculty performs functions of coordination between the faculty and the central government of the university, and supervises the organisation and proper operation of his own faculty.

**Primo ciclo di istruzione**

Forms: primo ciclo

Notes: First part of the learning path. It lasts for 8 years, from 6 to 14 years of age. It is made up of primary education and scuola secondaria di primo grado. It started from school year 2004/05, according to Legislative Decree no. 59 of 2004.

**professore associato**

Forms: professori associati, professore di seconda fascia, professori di seconda fascia

Notes: University professor belonging to the second category in order of importance, of the university faculty.

**professore ordinario**

Forms: professori ordinari, professore di prima fascia, professori di prima fascia

Notes: University professors with tenure at the first level in order of importance among university teaching personnel. The difference between the first and second level is in their salaries and the wider possibility of access of the former to academic office. They are also called professors at the first level.

**professore straordinario**

Forms: professori straordinari

Notes: Denomination of the university professor at the time of his appointment after winning a competition for a position of ordinary professor. This title is changed to that of ordinary professor when, after three years from his appointment, the teacher passes the confirmation evaluation.

**Profilo educativo culturale e professionale**

Forms: Pecup

Notes: Whole of what students are expected to know and do at the end of the primo and secondo ciclo of their learning path.

**Provveditorato agli studi**

Forms: Provveditorati agli studi

Notes: Local office of the administration of public education at the level of the province. According to the reform of the Ministry of Education (Presidential Decree no. 347 of 6

November 2000), it has been replaced by consultation and support services for scholastic institutions in the province.

**qualifica funzionale**

Forms: qualifiche funzionali

Notes: Juridical classification of non-teaching personnel, directly connected with the functions they perform in their work.

**regime a tempo definito**

Forms: tempo definito

Notes: At the level of higher education, legal-economic status that the teacher can choose and that allow him to pursue a profession and to carry on rewarded external advice activities.

**regime a tempo pieno**

Forms: tempo pieno

Notes: At the level of higher education, legal-economic status that the teacher can choose. He can't carry on rewarded activities but he can get a university post.

**Scrutinio**

Forms: scrutini

Notes: Operation carried out by the class council or a special commission to evaluate the pupils' progress at the end of three or four month periods or at the end of the entire academic year (final scrutiny).

**scuola del grado preparatorio**

Forms: scuole del grado preparatorio

Notes: The name used in the XIXth century for teacher training schools.

**scuola dell'infanzia**

Forms: scuole dell'infanzia

Notes: According with Law no. 30 of 10 February 2000 on the reorganisation of school cycles, pre-school education is called scuola dell'infanzia.

**scuola di archivistica, paleografia e diplomatica**

Forms: scuole di archivistica, paleografia e diplomatica

Notes: Non-university school of higher education, specialised in archiving, palaeography and diplomacy. The course has a duration of 3 years.

**scuola di base**

Notes: According to Law no. 30 of 10 February 2000 on the reorganisation of school cycles, the unique school combines the five years of the current primary school and the first two years of the current scuola media.

**scuola di specializzazione**

Forms: scuole di specializzazione

Notes: At the level of higher education, the institute that has as its primary objective the training of specialists in various professional sectors. Courses have a duration of at least two years and lead to a university diploma of the third level.

**scuola diretta a fini speciali**

Forms: scuole dirette a fini speciali

Notes: At the level of higher education, these institutions have the main purpose of providing cultural and professional training in the university environment of specialised technicians in specific sectors. The courses have a duration of two or three years and lead to a university diploma at the first level.

**scuola legalmente riconosciuta**

Forms: scuole legalmente riconosciute

Notes: Type of non-state secondary school which receives legal recognition by Ministry decree after one year of operation and under certain conditions.

**scuola magistrale**

Forms: scuole magistrali

Notes: At the level of upper secondary education, the institute has the objective of training nursery school teachers. The course has a duration of three years and is oriented primarily towards disciplines of a pedagogical-didactic character, with a strong professional characterisation. With effect from school year 1997/98 it will be gradually phased out.

**scuola media**

Forms: scuole medie

Notes: Lower secondary school, with a three year course, compulsory and attended by students from 11 to 14 years of age. Starting from school year 2004/2005, its denomination will be changed into "scuola secondaria di I grado".

**scuola pareggiata**

Forms: scuole pareggiate,

Notes: Type of secondary school that is not a state school but has purposes and an organisation in conformity with those of state schools, and is run by public or ecclesiastical authorities, indicated by art. 29 of the Lateran Agreements of 11th February 1929 between the Republic of Italy and the Vatican. Official approval is granted by Ministry decree on the basis of certain conditions and determines legal recognition of the studies carried out and the examinations taken in that school.

**scuola parificata**

Forms: scuole parificate

Notes: Type of primary school that is not a state school and is run by organisations and associations having a juridical character that are recognised as legal to all effects by means of a specific agreement stipulated with the provincial directorate of education and authorised by the Ministry of Public Education.

**scuola paritaria**

Forms: scuole paritarie

Notes: According to Law no. 62 of 10 March 2000, non-state schools that, on request, are recognised by the State as non-state schools with equal status on certain conditions. At present, both non-state schools with equal status and specific non state schools (scuole pareggiate, scuole legalmente riconosciute, etc.) coexist. In the future, non-state schools will be divided into non-state schools with equal status and non-state schools without equal status (scuole non paritarie).

**scuola paterna**

Forms: scuola familiare

Notes: Compulsory education supplied directly by the family of the student upon specific request of the parents.

**scuola privata autorizzata**

Forms: scuole private autorizzate

Notes: Primary schools run by private individuals in possession of a diploma of a teacher training institute, classical lycée, or technical school or other certification demonstrating legal capacity and morality. Authorisation is issued by the district head.

**scuola secondaria di primo grado**

Forms: scuole secondarie di primo grado, istruzione di I grado, primo grado,

Notes: Starting from school year 2004/2005 this denomination refers to what was previously called "scuola media".

**Scuola secondaria di secondo grado**

Forms: scuole secondarie di secondo grado, istruzione secondaria di secondo grado, secondo grado

Notes: Term introduced by Reform Law no. 53 of 2003. It is meant to indicate the learning path at upper secondary level, lasting for 4-5 years (from 14 to 18-19 years of age).

**Scuola Superiore per Mediatori Linguistici**

Forms: Scuole Superiori per Mediatori Linguistici

Notes: Non-university institute of higher education, specialised in language teaching, for the purpose of training interpreters and translators. The courses are divided between a two-year course leading to the diploma of interpreter and translator, and a third year leading to the diploma of specialisation.

**Secondo ciclo di istruzione**

Forms: secondo ciclo

Notes: Second part of the learning path, by means of which the newly introduced *diritto/dovere* has to be realized. It is made up of the *sistema dei licei* and the *sistema di istruzione e formazione professionale*. It corresponds to the *scuola secondaria di secondo grado* (upper secondary level). Introduced by Reform Law no. 53 of 2003, it hasn't been started yet, being the Legislative Decree still under discussion.

**Senato Accademico**

Notes: University governing body with power to deliberate on didactic and scientific matters of the general interest and advisory function on all matters that require a technical evaluation and concern more than one faculty.

**Servizio nazionale di valutazione del sistema**

Notes: Service foreseen by Reform Law no. 53 of 2003 and launched by Legislative Decree no. 286 of 2004. It is aimed at improving the quality of the education system through the assessment of its efficacy and efficiency, also by comparing it to the international contest. The INVALSI is responsible for this Service.

**Sistema dei licei**

Notes: Together with the *sistema di istruzione e formazione professionale*, it constitutes the *secondo ciclo di istruzione* that has been introduced by Reform Law no. 53 of 2003. It comprises the

following licei: artistic, classical, economic, linguistic, scientific, music and performing arts, technological, human sciences, all lasting for 5 years.

### **Sistema di istruzione e formazione professionale**

Notes: Together with the sistema dei licei, it constitutes the newly introduced secondo ciclo di istruzione. It leads to vocational titles and qualifications recognised at national level. Regions are responsible for it.

### **Sistema su due canali**

Notes: Newly introduced structure of the secondo ciclo di istruzione (upper secondary level). It is made up of the *sistema dei licei* and the *sistema di istruzione e formazione professionale*. It is possible to pass from one pathway to the other one.

### **Sovrintendenza scolastica regionale**

Forms: Sovrintendenza, Sovrintendenze

Notes: Local office of the administration of public education at the regional level. Since 2000, it has been replaced by the Ufficio scolastico regionale

### **SSIS**

Notes: Scuola di Specializzazione per l'Insegnamento Secondario. Introduced from school year 1999/2000, these specialisation schools are aimed at training teachers who will teach at secondary level.

### **studente fuori corso**

Forms: fuori corso

Notes: A student at the level of higher education who has not passed all the examinations prescribed in the study plan within the set period of time allocated to the course by the teaching regulations.

### **trattamento di quiescenza**

Notes: Compensation that personnel receive upon termination of their employment for reasons of retirement or ill health. A part of the amount is withheld from the employees' salaries during their period of employment.

### **Ufficio scolastico regionale**

Forms: Uffici scolastici regionali

Notes: Self-governing centre with administrative responsibility, established with Presidential Decree no. 247 of 6 November 2000. It monitors the implementation of school regulations, efficacy of the training activities and observance of the defined standards.

### **Unità formativa capitalizzabile**

Forms: Unità formative capitalizzabili

Notes: New didactical organization of the IFTS courses, starting from school year 2002/2003. Skills recognised on the labour market as specific professional components obtained at the end of a training process.