

# Organisation of the education system in

Italy

2009/2010

1. POLITICAL, SOCIAL AND ECONOMIC BACKGROUND AND TRENDS .....	6
1.1. <i>Historical overview</i> .....	6
1.2. <i>Main executive and legislative bodies</i> .....	7
1.2.1. The State.....	7
1.2.2. The Regions .....	8
1.2.3. Provinces and Communes .....	9
1.3. <i>Religions</i> .....	9
1.4. <i>Official and minority languages</i> .....	10
1.5. <i>Demographic situation</i> .....	11
1.6. <i>Economic situation</i> .....	12
1.7. <i>Statistics</i> .....	12
2. GENERAL ORGANISATION OF THE EDUCATION SYSTEM AND ADMINISTRATION OF EDUCATION .....	14
2.1. <i>Historical overview</i> .....	14
2.2. <i>Ongoing debates and future developments</i> .....	16
2.3. <i>Fundamental principles and basic legislation</i> .....	18
2.4. <i>General structure and defining moments in educational guidance</i> .....	23
2.5. <i>Compulsory education</i> .....	24
2.6. <i>General administration</i> .....	25
2.6.1. General administration at national level.....	26
2.6.2. General administration at regional level .....	33
2.6.3. General administration at local level .....	34
2.6.4. Educational institutions, administration, management.....	34
2.7. <i>Internal and external consultation</i> .....	40
2.7.1. Internal and external consultation at pre-primary, primary and secondary levels.....	40
2.7.2. Internal and external consultation in tertiary education.....	43
2.8. <i>Methods of financing education</i> .....	43
2.9. <i>Statistics</i> .....	45
3. PRE-PRIMARY EDUCATION.....	46
3.1. <i>Historical overview</i> .....	46
3.2. <i>Ongoing debates and future developments</i> .....	47
3.3. <i>Specific legislative framework</i> .....	47
3.4. <i>General objectives</i> .....	49
3.5. <i>Geographical accessibility</i> .....	49
3.6. <i>Admission requirements and choice of institution/centre</i> .....	49
3.7. <i>Financial support for pupils' families</i> .....	50
3.8. <i>Age levels and grouping of children</i> .....	50
3.9. <i>Organisation of time</i> .....	50
3.9.1. Organisation of the year.....	51
3.9.2. Weekly and daily timetable.....	51
3.10. <i>Curriculum, types of activities, number of hours</i> .....	52
3.11. <i>Teaching methods and materials</i> .....	53
3.12. <i>Evaluation of children</i> .....	53
3.13. <i>Support facilities</i> .....	53
3.14. <i>Private sector provision</i> .....	54
3.15. <i>Organisational variation and alternative structures</i> .....	56
3.16. <i>Statistics</i> .....	56
4. PRIMARY EDUCATION .....	57
4.1. <i>Historical overview</i> .....	57
4.2. <i>Ongoing debates and future developments</i> .....	59
4.3. <i>Specific legislative framework</i> .....	59
4.4. <i>General objectives</i> .....	60
4.5. <i>Geographical accessibility</i> .....	61
4.6. <i>Admission requirements and choice of school</i> .....	61
4.7. <i>Financial support for pupils' families</i> .....	62
4.8. <i>Age levels and grouping of pupils</i> .....	62
4.9. <i>Organisation of school time</i> .....	63
4.9.1. Organisation of the school year .....	63
4.9.2. Weekly and daily timetable.....	63
4.10. <i>Curriculum, subjects, number of hours</i> .....	64
4.11. <i>Teaching methods and materials</i> .....	66

4.12. Pupil assessment.....	67
4.13. Progression of pupils.....	68
4.14. Certification.....	68
4.15. Educational guidance.....	69
4.16. Private education.....	69
4.17. Organisational variations, alternative structures.....	69
4.18. Statistics.....	70
5. SECONDARY AND POST-SECONDARY NON-TERTIARY EDUCATION.....	71
5.1. Historical overview.....	72
5.2. Ongoing debates and future developments.....	74
5.3. Specific legislative framework.....	76
5.3.1. Secondary education.....	76
5.3.2. First-level initial vocational training.....	79
5.3.3. Post-secondary non-tertiary education and training.....	80
5.4. General objective.....	81
5.4.1. Lower secondary education.....	81
5.4.2. General upper secondary education.....	81
5.4.3. Vocational upper secondary education.....	82
5.4.4. First-level initial vocational training.....	82
5.4.5. Post-secondary non-tertiary education and training.....	83
5.5. Types of institutions.....	84
5.5.1. Lower secondary education.....	84
5.5.2. General upper secondary education.....	84
5.5.3. Vocational upper secondary education.....	85
5.5.4. First-level initial vocational training.....	85
5.5.5. Post-secondary non-tertiary education and training.....	86
5.6. Geographical accessibility.....	86
5.7. Admission requirements and choice of school.....	87
5.7.1. Lower secondary education.....	87
5.7.2. General upper secondary education.....	87
5.7.3. Vocational upper secondary education.....	88
5.7.4. First-level initial vocational training.....	88
5.7.5. Post-secondary non-tertiary education and training.....	88
5.8. Registration and/or tuition fees.....	88
5.9. Financial support for pupils.....	89
5.10. Age levels and grouping of pupils.....	89
5.10.1. Lower secondary education.....	89
5.10.2. General upper secondary education.....	90
5.10.3. Vocational upper secondary education.....	90
5.10.4. First-level initial vocational training.....	90
5.10.5. Post-secondary non-tertiary education and training.....	90
5.11. Specialisation of studies.....	91
5.11.1. Lower secondary education.....	91
5.11.2. General upper secondary education.....	91
5.11.3. Vocational upper secondary education.....	91
5.11.4. First-level initial vocational training.....	93
5.11.5. Post-secondary non-tertiary education and training.....	94
5.12. Organisation of school time.....	95
5.12.1. Organisation of the school year.....	95
5.12.2. Weekly and daily timetable.....	96
5.13. Curriculum, subjects, number of hours.....	97
5.13.1. Lower secondary education.....	97
5.13.2. General upper secondary education.....	100
5.13.3. Vocational upper secondary education.....	102
5.13.4. First-level initial vocational training.....	104
5.13.5. Post-secondary non-tertiary education and training.....	104
5.14. Teaching methods and materials.....	105
5.14.1. Lower secondary education.....	105
5.14.2. General upper secondary education.....	106
5.14.3. Vocational upper secondary education.....	107
5.14.4. First-level initial vocational training.....	107
5.14.5. Post-secondary non-tertiary education and training.....	108
5.15. Pupil assessment.....	108

5.15.1. Lower secondary education.....	108
5.15.2. General upper secondary education .....	110
5.15.3. Vocational upper secondary education.....	114
5.15.4. First-level initial vocational training.....	115
5.15.5. Post-secondary non-tertiary education and training .....	115
5.16. <i>Progression of pupils</i> .....	116
5.16.1. Lower secondary education.....	116
5.16.2. General upper secondary education .....	116
5.16.3. Vocational upper secondary education.....	117
5.16.4. First-level initial vocational training.....	117
5.16.5. Post-secondary non-tertiary education and training .....	117
5.17. <i>Certification</i> .....	118
5.17.1. Lower secondary education.....	118
5.17.2. General upper secondary education .....	118
5.17.3. Vocational upper secondary education.....	119
5.17.4. First-level initial vocational training.....	119
5.17.5. Post-secondary non-tertiary education and training .....	120
5.18. <i>Educational/vocational guidance, education/employment links</i> .....	120
5.19. <i>Private education</i> .....	122
5.20. <i>Organisational variations and alternative structures</i> .....	122
5.21. <i>Statistics</i> .....	122
6. TERTIARY EDUCATION .....	126
6.1. <i>Historical overview</i> .....	127
6.1.1. Non-university tertiary education .....	127
6.1.2. University tertiary education.....	128
6.2. <i>Ongoing debates and future developments</i> .....	129
6.2.1. Non-university tertiary education .....	129
6.2.2. University tertiary education.....	130
6.3. <i>Specific legislative framework</i> .....	131
6.3.1. Non-university tertiary education .....	131
6.3.2. University tertiary education.....	132
6.3.3. Postgraduate level.....	133
6.4. <i>General objective</i> .....	134
6.4.1. Non-university tertiary education .....	134
6.4.2. University tertiary education.....	134
6.4.3. Postgraduate level.....	135
6.5. <i>Types of institutions</i> .....	135
6.5.1. Non-university tertiary education .....	135
6.5.2. University tertiary education.....	137
6.5.3. Postgraduate level.....	137
6.6. <i>Admission requirements</i> .....	138
6.6.1. Non-university tertiary education .....	138
6.6.2. University tertiary education.....	138
6.6.3. Postgraduate level.....	139
6.7. <i>Registration and/or tuition fees</i> .....	140
6.7.1. Non-university tertiary education .....	140
6.7.2. University tertiary education.....	140
6.7.3. Postgraduate level.....	140
6.8. <i>Financial support for students</i> .....	140
6.8.1. Non-university tertiary education .....	140
6.8.2. University tertiary education.....	141
6.8.3. Postgraduate level.....	141
6.9. <i>Organisation of the academic year</i> .....	142
6.10. <i>Branches of study, specialisation</i> .....	142
6.10.1. Non-university tertiary education .....	142
6.10.2. University tertiary education.....	142
6.10.3. Postgraduate level.....	143
6.11. <i>Curriculum</i> .....	144
6.11.1. Non-university tertiary education .....	145
6.11.2. University tertiary education.....	146
6.11.3. Postgraduate level.....	147
6.12. <i>Teaching methods</i> .....	147
6.12.1. Non-university tertiary education .....	147

6.12.2. University tertiary education.....	147
6.12.3. Postgraduate level.....	148
6.13. <i>Student assessment</i> .....	148
6.13.1. Non-university tertiary education.....	148
6.13.2. University tertiary education.....	148
6.13.3. Postgraduate level.....	148
6.14. <i>Progression of students</i> .....	148
6.14.1. Non-university tertiary education.....	148
6.14.2. University tertiary education.....	149
6.14.3. Postgraduate level.....	149
6.15. <i>Certification</i> .....	149
6.15.1. Non-university tertiary education.....	149
6.15.2. University tertiary education.....	150
6.15.3. Postgraduate level.....	150
6.16. <i>Educational/vocational guidance, education/employments links</i> .....	151
6.16.1. Non-university tertiary education.....	151
6.16.2. University tertiary education.....	151
6.16.3. Postgraduate level.....	152
6.17. <i>Private education</i> .....	153
6.18. <i>Organisational variations, alternative structures</i> .....	153
6.19. <i>Statistics</i> .....	153
7. CONTINUING EDUCATION AND TRAINING FOR YOUNG SCHOOL LEAVERS AND ADULTS .....	155
7.1. <i>Historical overview</i> .....	155
7.2. <i>Ongoing debates and future developments</i> .....	156
7.3. <i>Specific legislative framework</i> .....	157
7.4. <i>General objectives</i> .....	158
7.5. <i>Types of institution</i> .....	159
7.6. <i>Geographical accessibility</i> .....	159
7.7. <i>Admission requirements</i> .....	160
7.8. <i>Registration and/or tuition fees</i> .....	160
7.9. <i>Financial support for learners</i> .....	160
7.10. <i>Main areas of specialisation</i> .....	161
7.11. <i>Teaching methods</i> .....	161
7.12. <i>Trainers</i> .....	162
7.13. <i>Learner assessment/progression</i> .....	162
7.14. <i>Certification</i> .....	162
7.15. <i>Education/employment links</i> .....	163
7.16. <i>Private education</i> .....	163
7.17. <i>Statistics</i> .....	163
8. TEACHERS AND EDUCATION STAFF .....	165
8.1. <i>Initial training of teachers</i> .....	165
8.1.1. Historical overview .....	166
8.1.2. Ongoing debates and future developments.....	166
8.1.3. Specific legislative framework.....	167
8.1.4. Institutions, level and models of training .....	168
8.1.5. Admission requirements.....	170
8.1.6. Curriculum, special skills, specialisation .....	170
8.1.7. Evaluation, certificates .....	173
8.1.8. Alternative training pathways.....	173
8.2. <i>Conditions of service of teachers</i> .....	173
8.2.1. Historical overview .....	174
8.2.2. Ongoing debates and future developments.....	175
8.2.3. Specific legislative framework.....	177
8.2.4. Planning policy .....	178
8.2.5. Entry to the profession .....	178
8.2.6. Professional status.....	180
8.2.7. Replacement measures .....	181
8.2.8. Supporting measures for teachers.....	181
8.2.9. Evaluation of teachers.....	182
8.2.10. In-service training.....	182
8.2.11. Salaries.....	184
8.2.12. Working time and holidays .....	185

8.2.13. Promotion, advancement .....	188
8.2.14. Mobility.....	188
8.2.15. Dismissal .....	189
8.2.16. Retirement and pensions .....	190
8.3. <i>School administrative and/or management staff</i> .....	192
8.3.1. Requirements for appointment as a school head .....	192
8.3.2. Conditions of service .....	192
8.4. <i>Staff involved in monitoring educational quality</i> .....	193
8.4.1. Requirements for appointment as an inspector.....	193
8.4.2. Conditions of Service.....	194
8.5. <i>Educational staff responsible for support and guidance</i> .....	194
8.6. <i>Other educational staff or staff working with schools</i> .....	194
8.7. <i>Statistics</i> .....	195
9. EVALUATION OF EDUCATIONAL INSTITUTIONS AND THE EDUCATION SYSTEM.....	197
9.1. <i>Historical overview</i> .....	197
9.2. <i>Ongoing debates and future developments</i> .....	198
9.3. <i>Administrative and legislative framework</i> .....	199
9.4. <i>Evaluation of schools/institutions</i> .....	202
9.5. <i>Evaluation of the education system</i> .....	203
9.5.1. Pre-primary, primary and secondary education .....	203
9.5.2. Tertiary education .....	204
9.6. <i>Research into education linked to evaluation of the education system</i> .....	205
9.6.1. Pre-primary, primary and secondary education .....	205
9.6.2. Tertiary education .....	205
9.7. <i>Statistics</i> .....	206
10. SPECIAL EDUCATIONAL SUPPORT .....	207
10.1. <i>Historical overview</i> .....	207
10.2. <i>Ongoing debates and future developments</i> .....	208
10.3. <i>Definition and diagnosis of the target group(s)</i> .....	209
10.4. <i>Financial support for pupils' families</i> .....	209
10.5. <i>Special provision within mainstream education</i> .....	210
10.5.1. Specific legislative framework.....	210
10.5.2. General objectives.....	211
10.5.3. Specific support measures .....	213
10.6. <i>Separate special provision</i> .....	213
10.7. <i>Special measures for the benefit of immigrant children/pupils and those from ethnic minorities</i> .....	213
10.8. <i>Statistics</i> .....	214
11. THE EUROPEAN AND INTERNATIONAL DIMENSION IN EDUCATION.....	215
11.1. <i>Historical overview</i> .....	215
11.2. <i>Ongoing debates and future developments</i> .....	216
11.3. <i>National policy guidelines/specific legislative framework</i> .....	216
11.4. <i>National programmes and initiatives</i> .....	217
11.5. <i>European/international dimension through the national curriculum</i> .....	219
11.6. <i>Mobility and exchange</i> .....	220
11.6.1. Mobility and exchange of pupils/students.....	220
11.6.2. Mobility and exchange of teaching and academic staff.....	220
11.7. <i>Statistics</i> .....	220
GLOSSARY.....	221
LEGISLATION.....	225
INSTITUTIONS .....	237
BIBLIOGRAPHY.....	241

# 1. Political, social and economic background and trends

Please refer to the sub-section for more details.

## 1.1. Historical overview

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 Kingdom of Sardinia (it was 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. The new Constitution came into force on the 1st of January 1948; it replaced the old Albertine Statute issued in 1848 by Carlo Alberto, king of Sardinia.

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.

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 almost 60 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. Accordingly, some changes were introduced concerning the national Parliament system: in 1993, the 'proportional' system was replaced with a substantially majority system; in 2005, the 'proportional system' was re-introduced; as for the local authorities (introduction of the direct election of the Presidents of the regions, provinces and communes), the reform of Title V of the Italian Constitution on the responsibilities of the State and local authorities was introduced in year 2001.

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

- after a short period of national unit governments (ranging from the liberals to the communists) up to 1947, 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 government coalitions with the participation of the socialists; the majority of these coalitions were headed by Christian Democracy, except for the coalitions headed 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. 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), right-of-centre (2001);
- in 2006, the election system has been partially reformed (proportional system). Always in 2006 the centre-left coalition has won the elections but it has remained in power for just 18 months until the beginning of 2008;
- in April 2008, the centre-right coalition has won the elections.

Despite different coalitions, Italian foreign policy has always referred strictly to the two following points: adherence 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.

### Constitution of the Italian Republic

## 1.2. Main executive and legislative bodies

The Constitution establishes that the Italian Republic is made up by State, Regions, Metropolitan cities (not yet set up), Provinces and Communes (**1.2.3.**). These are all autonomous bodies with powers and functions limited by the Constitution (art. 114).

The executive and legislative bodies of the State, of the Regions as well as of the local administrations (provinces and communes) are described in the following sections.

### 1.2.1. The State

Italy is a Parliamentary Republic. The President of the Republic is the higher office of the State. He is elected every seven years by the Parliament in common session and by representatives of the Regions. The President represents the national unit and carries out a *super partes* role to guarantee the institutional balances. For this reasons, he also has legislative functions (for example he enacts of the laws approved by the Parliament), executive functions (for example, he appoints the President of the Council of Ministers) and judicial functions (for example, he is the head of the Magistrates' governing council).

Article 70 of the Constitution ascribes the legislative power to the Parliament which is divided into:

- The Chamber of Deputies, elected by direct universal suffrage. The Chamber is composed of 630 deputies, 12 of which are elected by Italians resident abroad. Persons aged 25 or over are eligible for election; electors must have reached the age of majority (18).
- The Senate of the Republic, elected by direct universal suffrage on a regional basis. of the Senate is composed of 315 senators, six of which are elected by Italians resident abroad. Persons aged 40 or over are eligible for election. The former Presidents of the Republic and 5 citizens appointed for special merits by the President of the Republic are senators by right. Senators are elected by people aged 25 or over.

Both the Chamber and the Senate are in office for 5 years.

The executive power is exercised by the Government, composed of the President of the Council of Ministers and the Council of Ministers composed of the single 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 decree-laws, which lapse if they are not converted into law by the Parliament within sixty days since their publication and, upon delegations, legislative decrees.

The Ministry of Education, University and Research (*Ministero dell'istruzione, dell'università e della ricerca, MIUR*) is responsible for all levels of education, from pre-primary to higher education.

The MIUR collaborates with 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, employment sector and vocational training and for the implementation of the provisions on the integration of handicapped students;
- Ministry of Health for the preservation of hygiene and health in school premises and for health education;
- Ministry of Justice for the organisation of courses in schools and for education in correctional institutions;
- Ministry of Foreign Affairs for the organisation of Italian schools abroad;
- Ministry of Environment and Protection of Land and Sea for environmental education projects.
- Ministry of Agriculture, Food and Forestry for food and environmental 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.

Ministry of Agriculture, Food and Forestry

Ministry of Cultural Goods and Activities

Ministry of Economy and Finance

Ministry of Education, University and Research (MIUR)

Ministry of Environment and Protection of Land and Sea

Ministry of Foreign Affairs

Ministry of Health

Ministry of Infrastructures and Transports

Ministry of Justice

Ministry of Labour and Social Policies

Constitution of the Italian Republic

Law 17 July 2006, no. 233

### 1.2.2. The Regions

Italy is subdivided into 20 Regions, five of which enjoy a particularly high level of autonomy according to special statutes adopted through constitutional law. The 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 (par. 114).

The executive power is carried out by the Regional Board, composed of councillors appointed by the Board President (also called President of the Region). This latter represents the Region and is elected according to the procedures established through regional laws. However, the Constitution foresees the election of the President through direct universal suffrage.

Legislative power is carried out by the Regional councils which are assemblies elected by voters resident in the territory of a Region. 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.

Article 117 distributes the legislative power between State and Regions as follows:

- the State has exclusive legislative power over a specific series of subjects, including the definition of the general rules on education and of the basic provisions concerning civil and social rights to be guaranteed all over the national territory;
- the Regions have exclusive legislative power on all subjects not expressly reserved to the State legislation by the Constitution, among which vocational education and training;
- as for certain subjects, which are expressly listed, the Regions have concurrent legislative power; it means that they have law making power except for establishing fundamental principles reserved to the State legislation; education falls within the concurrent legislation, except for vocational education and training which falls exclusively under the Regions' responsibility and except for school autonomy. 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.

As for a general description of the powers of the Regions on education, see [2.6.2.](#)

[Constitution of the Italian Republic](#)

[Constitutional law 18 October 2001, no. 3](#)

### 1.2.3. Provinces and Communes

The Commune and the Province are administered respectively by the Commune and Provincial Councils. These bodies have the power to deliberate, in the respect of the national and regional laws, on all measures relating to the organisation of the services specific to their jurisdiction. The Commune and Provincial Councils are made up of representatives elected by residents by universal suffrage.

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 executive power of Commune and Province is carried out by the Executive Council that is composed of councillors appointed by the Mayor for the municipalities and by the President of the Province for the Province also among 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.

As for a general description of the powers of local administrations on education, see [2.6.3.](#)

## 1.3. 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".

As far as the Catholic Church is concerned, the Italian Constitution establishes that the State and the Holy Seat are independent and sovereign and that relationships are ruled by the Lateran Treaty of 1929 and subsequently amended in 1985.

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 of the first cycle of education, 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 specific learning objectives. These latter have been approved with DPR no. 121 and 122 of 30 March 2004, upon agreement with the Italian Episcopal Conference, respectively for pre-primary and primary school, and with Decree of 14 October 2004 as for lower secondary school. As for the second cycle, religion teaching programmes approved with Decree of the President of the Republic no. 339 of 21 July 1987 are still valid, while waiting for the coming into force of the reform also at this educational level and the subsequent definition of new learning objectives of catholic religion teaching.

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

[Constitution of the Italian Republic](#)

[D.Lgs. 19 February 2004, no. 59](#)

[DPR 14 October 2004, no. 305](#)

[DPR 21 July 1987, no. 339](#)

[DPR 30 March 2004, no. 121 and no. 122](#)

[Law 28 March 2003, no. 53](#)

## 1.4. Official and minority languages

Italian is the official language; however, 12 minority languages, spoken by resident populations, are officially recognised, acknowledged and safeguarded. In particular, in some Regions which enjoy a special form of autonomy, known as "special statute regions", minority languages are acknowledged as co-official languages and recognised equal to Italian (for example, in public offices, in the traffic signs, etc.): in Valle d'Aosta, French is taught as a mother tongue alongside Italian; in Trentino-Alto Adige there are German language, Italian language and Ladin schools and in Friuli-Venezia Giulia a particular defence of the Slovenian linguistic minorities is granted, also as far as teaching is concerned.

The other recognised minority languages are Friulan, Albanian, Catalan, Greek, Croatian, Provençal-French, Languedoc and Sardinian.

The Provincial Councils ([1.2.3.](#)) are responsible for defining the territory on which the protection regulations apply. 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.

The Ministry of education arranges a plan for intervention and financing to carry out national and local projects in the field of the study of languages and cultural traditions of a linguistic minority.

[Ministry of Education, University and Research \(MIUR\)](#)

[Constitution of the Italian Republic](#)

[Law 15 December 1999, no. 482](#)

## 1.5. Demographic situation

The Italian territory, with the exclusion of Republic of San Marino and Vatican City State, covers an area of 301 336 square km. The territory is subdivided into altimetrical areas with 35,2% of mountains, 41,6% of hills and 23,2% of plains. The 48,3% of the population live in plain areas, the 39,1% on the hills and only the 12,6% on the mountains. On the 1<sup>st</sup> of January 2008, the average national population density is approximately of 198 inhabitants per km<sup>2</sup>, with relevant variations among the Regions. Variations range from 39 inhabitants per km<sup>2</sup> in Valle D'Aosta (an exclusively mountain territory), to 428 inhabitants per km<sup>2</sup> in Campania. The most populated Regions are Lombardia (404 per km<sup>2</sup>) and Lazio (323 per km<sup>2</sup>).

Up to 1 January 2009, residents in Italy were 60 045 068 (29 152 423 males and 30 892 645 females) distributed in the Country as follows: 27 390 496 (45.6% of the population) living in the North, 11 798 328 (19.6%) living in the Centre, 20 856 244 (34.7%) living in the South and in the Islands. The resident population has increased of 425 778 units compared to year 2007, despite the natural population movement (number of alive births minus deaths) in year 2008 is negative (-8 467). A steady increase has been registered in birth rate, in the average number of the alive births and in the average number of children per woman which, in year 2008, was equal to 1.41 (1.45 in the North, 1.41 in the Centre and 1.36 in the South). However, the birth-rate increase doesn't justify the increase in the number of the resident population in comparison with the previous year, which is due to the positive migration balance. In fact, also in 2008, the migration component given by the difference between enrolments and cancellations has been equal to +434 245. In the Centre, the migration rate has been the highest (11.1 per thousand), whereas in the South it has reached 0.8 per thousand. However, a general decrease of the migration rate has been registered in comparison with year 2007.

Foreigners regularly residing in Italy up to the 31 December 2008 were 3 891 285, of which 1 913 602 males and 1 977 693 females. There are no relevant variations in comparison with the previous year concerning their distribution on the Italian territory. In fact, the 62.1% of them lives in the North, 25.1% in the Centre and 12.8% in the South of the country and on the islands. The majority of foreign citizens comes from EU countries (29.1%), whereas as far as extra-European countries are concerned, the highest number of migrants come from northern Africa (15.6%).

As far as the internal mobility is concerned, the residence transfers in 2006 has increased in comparison with 2005. However, this occurs mainly within the same regions in the North and in the Centre of the country, while a strong impact of migration movements towards other Regions is still present in the South.

In year 2008 the aging process of the population is increasing. In fact, the ratio between old population aged 65 and over and population aged 0-14, was equal to 143.1% on the 31st of December 2008, with a steady increase compared with the previous years. The aging process concerns the whole national territory; however, the aging rate is much higher in the Centre (160.5%) and in the North (156.9%), whereas it is lower in the South (118.3%) with the lowest percentage in Campania (95.0%) which is the only Region with more young people in comparison with old people.

For further statistical data, refer to **1.7.**

For further information on the presence of students with non Italian citizenship in the Italian education system, refer to **10.7.**

Sources: ISTAT - *Annuario statistico italiano, 2009*; ISTAT - *Rapporto annuale istat, 2009*; ISTAT - *L'Italia in cifre, 2009*; <http://demo.istat.it/pop2009/index.html>

[Annuario statistico italiano 2009](#)

[Rapporto annuale Istat, 2009](#)

[National Institute of Statistics \(Istat\)](#)

## 1.6. Economic situation

In year 2008, the GDP value was equal to 1 572 243 million euro, with a 1.8% increase in comparison with year 2007. The GDP, compared with prices of the previous year, has decreased of 1.0% in year 2008.

Goods and services imports have registered an overall increase of 2.1% despite a decline in comparison with the previous year; also exports have registered a decrease of 3.7% in comparison with 2007, despite a general increase of 1.2%. the national consumptions have decreased of 0.5%. the 74% of which corresponds to the expenses of the families and the 26% to the expenses of the institutions.

The Italian enterprises in the industrial and service sectors are 4 338 766, with a total amount of 16.6 million people working within the enterprises, 11.1 million of which are employees. In Italy, the productive sector is mainly characterised by small enterprises, with a limited presence of big enterprises. The average size of the enterprises is of 3.8 people working within the enterprise (5.9 within the industrial sector and 3.1 in the services sector). Microenterprises (1-9 employees) are about 4.1 million (94.9% of the enterprises); they operate in the service sector (commerce, professional activities, etc.) and are mainly one-man business or self-employed workers, for a total amount of 7.9 million workers (47.7% of the total amount), of which 2.8 million employees). The medium enterprises (50-250 employees) are approximately 22 thousand, mainly in the industrial sector, with a total amount of 2.1 million workers, while the big enterprises (over 205 workers) are about 3 300 for a total amount of 3.1 million workers (18.6% of the total).

The average number of employed in 2008 is equal to 23 405 000 units, with an increase of 183 000 units per year, equal to 0.8%. The increase is mainly due to the employment of 249 000 foreigners.

The increase has been registered in particular in the Centre (+1.5%) and in the North (+1.2%), whereas the number of employees has decreased of 0.5% in the South.

The women's employment has registered an increase of 1.9%, achieving a rate equal to 47.2% and an incidence of 39.9% on the total amount; it has however remained lower than the 44.8% average of the European Union. On the contrary, the incidence of the men's employment has remained unchanged, except for the South where it has registered a decrease of 1.4% (approximately 60 000 units) with a 70.3% rate, slightly lower than the rate of year 2007.

The employment increase relate both to permanent and time contracts, particularly common in the North and in the tertiary sector, Furthermore, part time jobs have increased in 2008 not only for women but also for men and covering now the 14.8% of the whole employment.

The unemployment rate in the 2008 average has reached the 6.7%, registering an increase in comparison with 2007.

Source: ISTAT – *Annuario statistico italiano*, anno 2009, pg. 239-245 and 314-315.

[Annuario statistico italiano 2009](#)

[National Institute of Statistics \(Istat\)](#)

## 1.7. Statistics

Data on the population and the economic situation are available in sections **1.5.** and **1.6.**

Some summary tables are available here below.

**Table 1 – Density of population (inhabitants/km2)**

Density of population (inhabitants/km2)	198
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**Table 2 – Birth and death rates (per thousands inhabitants)**

Birth rate	9.6
Death rate	9.8

**Table 3 – Population structure according to the age**

	0-14 years (%)	15-64 years (%)	Over 65 years (%)
North-West	13.4	65.2	21.4
North-East	13.7	65.3	21.0
Centre	13.4	65.2	21.4
South	15.4	66.9	17.7
Islands	14.7	66.9	18.4
Italy	14.1	65.8	20.1

**Table 4 – Foreigners resident in Italy, per geographical area of provenance**

Area of provenance	Units
European Union	1 131 767
Central Eastern Europe	939 701
Other European countries	12 625
Africa	871 126
Asia	616 060
North America	17 816
Central-South America	298 860
Oceania	2 547
Stateless people	793
<b>Total amount</b>	<b>3 891 295</b>

(Source: Istat – Popolazione residente straniera al 31 dicembre 2008 per sesso e cittadinanza <http://demo.istat.it/str2008/index.html>)

The statistical data have been taken and processed from *Annuario statistico italiano, 2009* available on the website of the Italian Institute of Statistics (*Istituto italiano di statistica*) at the following Internet address: <http://www.istat.it>

Furthermore the publication *Italia in Cifre, 2009* is also available online in the English version on the Istat website.

[Annuario statistico italiano 2009](#)

National Institute of Statistics (Istat)

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## 2. General organisation of the education system and administration of education

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### 2.1. Historical overview

The Italian education system developed as follows:

- a 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. In 1948, with the Republican Constitution, it 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, experimentation and development;
- 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 professionalization, to a unitary system that tends to postpone the diversification into education and vocational 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, to the [diritto/dovere](#) to education and training up to 18 years of age, introduced by law 53/2003 and the extension of compulsory education up to 16 years of age foreseen by the financial Law 2007;
- the passage from the state monopoly of education to the school pluralism, foreseen by article 33 of the Constitution (it guarantees either to the State or to the private entities the right to institute schools of every type and at every educational level), to the law on school equality;
- the passage from the old concept of school assistance to the concept of “right to study”: the previous concept foresaw the right for capable, deserving students without means to reach the higher study levels as well as the right to study for disabled students; the present concept foresees the duty of the school to ensure the formative success for all (Regulation on school autonomy, D.P.R. n. 275 of 8 March 1999).

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:

- preparatory school (*scuola del grado preparatorio*) to elementary school, neither compulsory nor free nor state school, 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 education, including six different institutions;
- upper secondary education, including five different institutions;

- lower secondary school, subdivided into a vocational training path (*scuola di avviamento*), lasting 2-3 years, an academic path called gymnasium (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 specializing in classical studies (3 years), liceo specializing in scientific studies (4 years), technical institute for economics and commercial school (4-year upper level course), technical institute for geometers (4-year upper level course), *istituto magistrale* (3-year upper level course), liceo specializing in art subjects (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 lower level courses of the gymnasium, the technical institutes and the *istituto magistrale* into the 3-year scuola media. Besides the scuola media, the 'scuola di avviamento' (vocational path) still existed.

The fall of the Fascist regime and the advent of the Republic brought about all the following radical changes of the school system, based on the principles enshrined in the 1948 Constitution. Art. 48 of the Constitution establishes that 'school is accessible to everyone. Basic education, lasting for at least eight years, is compulsory and free'.

The constitution was gradually applied through several reforms of the organisation and curricula of the pre-primary education and of compulsory and non-compulsory education.

The main legislation in the field of education and training following the Constitution of 1948 is described in details at par. **2.3.**

According to law n. 53 of 28 March 2003, a reform process of the whole education and training system, has been started up in 2003.

However, the new Parliament, with a different political majority, and the new Government, settled in after the general elections of April 2006, have adopted various provisions to suspend the implementation of the reform. They have, at the same time, started a review process of the reform which has also remained unimplemented. In particular, such provisions have involved the reform of the second cycle of education, curricula at primary and lower secondary levels, initial teachers training and the procedures for their recruitment. Furthermore, in 2007 the same Government has extended the length of compulsory education up to 10 years, corresponding to 16 years of age of pupils (law 296/2006 and DM 139/2007).

In April 2008, following further general elections, a new alternation in the Parliament majority has taken place and a new Government settled in. The Government has introduced some changes in the education system, through a public expense reduction plan (law 133/2008) and the subsequent urgent measures on education (law 169/2008) (see **2.3.**). Some of these changes foresee the re-organisation of the second cycle of education supposed to be implemented in school year 2010/2011, initial teacher training, which is currently under debate (**2.2.**) and also the possibility to enrol children aged less than three and six to pre-primary and primary schools respectively. Moreover, starting from school year 2008/2009 pupils' learning attainments in primary and lower secondary education are evaluated through the mark in tenth. In lower secondary education also pupils' behaviour is evaluated through a mark in tenth.

Constitution of the Italian Republic Coppino Law

D.Lgs. 15 April 2005, no. 76



D.M. 22 August 2007, no. 139

DPR 8 March 1999, no. 275

Gentile Reform

Law 10 March 2000, no. 62

Law 12 July 2006, no. 228

Law 27 December 2006, no. 296

Law 28 March 2003, no. 53

Law 30 October 2008, no. 169

Law 6 August 2008, no. 133

Legge Casati

## 2.2. Ongoing debates and future developments

The whole education system has been recently reformed by Law no. 53 of 28 March 2003 and subsequent Decrees issued for the implementation of the reform law.

However, the two Governments, following one another from 2006 up to now and coming from opposite majorities in the Parliament ([2.1.](#)), have further reformed some sectors of the education system. Among the others, the duration of compulsory education, curricula and organisation of the first cycle of education, the re-organisation of the second cycle of education, class sizes, pupils' assessment, initial teachers training. Provisions already applied are described in the relevant chapters and paragraphs. Here below, is provided a brief description of the issue that are, at present, still under debate.

### **Reform of the *licei***

At present, the organisation of *licei* is under reform, according to the plan for the implementation of law 133/2008. The relevant draft regulation is currently undergoing the approval procedures. So far, the final version of this regulation has neither been released, in the form of Presidential Decree, nor published in the Official Gazette.

According to the draft regulation, the reform provides for the reorganisation of the ordinary three *licei* specialising in classical studies, scientific studies and arts subjects plus experimental pathways (like the linguistic and the social-psycho-pedagogical *licei*), in 6 *licei*: arts subjects, classical studies, scientific studies, foreign languages, music and dance, human sciences.

Further innovations are: the introduction of Latin as a compulsory subject in all *licei* except for the arts and the music *liceo*, where it is an optional subject; English as a compulsory subject for 5 years in all *licei*; more teaching hours for mathematics, physics and sciences; the exploitation of economic and legal studies; the introduction of CLIL (Content and Language Integrated Learning) in the fifth grade which foresees the teaching of a subject through a foreign language; the setting up of subject departments and a scientific committee within the teachers assembly.

The reform should be gradually implemented starting from school year 2010/2011.

### **Reform of the technical and vocational institutes**

At present, the organisation of both technical and vocational institutes is under reform, according to the plan for the implementation of law 133/2008. The relevant draft regulations are currently undergoing the

approval procedures. So far, the final versions of these regulations have neither been released, in the form of Presidential Decrees, nor published in the Official Gazette.

At the moment, in fact, both technical and vocational paths suffer for a breaking up into a high number of branches.

According to the draft regulations, studies in technical institutes will refer to 2 sectors: the economic sector, subdivided into 2 branches, and the technological sector, subdivided into 9 branches.

Studies in vocational institutes will refer to 2 sectors: the service sector, subdivided into 5 branches, and the industry and handicraft sector. The courses will have a 5-year duration and will release upper secondary school leaving certificates (at present, vocational institutes provide also three-year pathways which release qualification diplomas).

Both pathways present the following changes: a weekly timetable of 32 teaching hours plus some hours dedicated to labs activities; increased teaching time for English language (technical institutes); more stages, apprenticeships and alternance training (vocational institutes); the setting up of subject departments and a scientific committee within the teachers assembly.

The reform should be gradually implemented starting from school year 2010/2011.

### **Initial teacher training and recruitment procedures**

The reform law no. 53/2003 and the following Decree no. 227/2005 had foreseen new procedures for initial teacher training and their recruitment. However, the reform was not applied as these dispositions were suppressed by the law no. 244/2007 (financial law 2008) which also provided for the future reorganization of initial teacher training and recruitment procedures, to be adopted through Ministerial Decree by the Ministry of education. Therefore, legislation in force before the reform has been applied up to school year 2007/2008.

The reform procedures have started again according to law no. 133/2008 which also foresaw the suspension of the enrolments to the SSIS (Specialisation schools for teaching at secondary level) starting from 2008/2009.

At present, the Decree of the Ministry of education including the new dispositions for initial teacher training and recruitment procedures is undergoing the approval procedures. In general, the draft Decree requires perspective teachers to hold a five-year university certification (*laurea magistrale*): teachers at pre-primary and primary levels are required a *laurea magistrale* obtained at completion of a five-year course of study, including 600 hours of on-the-job training; teachers at secondary levels are required a *laurea magistrale* obtained at completion of a two-year course of study (following a three-year university certification) and one year of on-the-job training.

### **Higher technical education and training**

The Higher technical education and training system (post-secondary non-tertiary level) has been recently reformed, according to the Decree of the President of the Council of Ministers (DPCM) of 25 January 2008. The DPCM has involved the following issues:

- the training offer and programmes of the Higher Technical Institutes;
- the training offer of the IFTS course,
- measures to help the development of technical-vocational centres.

At present, the definition of the curricula specific for each pathway is under discussion.

D.Lgs. 17 October 2005, no. 227

D.Lgs. 19 February 2004, no. 59

D.P.C.M. of 25 January 2008

Law 28 March 2003, no. 53

Law 6 August 2008, no. 133

## 2.3. Fundamental principles and basic legislation

Italian school legislation has its foundations in a number of Articles of the Constitution of the Italian Republic of 1948. 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 right/duty 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 and handicapped 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 scuola media;
- Law no. 444 of 18 March 1968 which sets up the state pre-primary school;
- Law no. 910 of 11 December 1969 liberalised access to Universities;
- Law no. 477 of 30 July 1973 made the Government responsible for issuing regulations on the legal status of all State school personnel, the establishment of assemblies (collegiate bodies, see [2.6.4.1.](#)) and educational experimentation with the resulting delegate decrees of May 31, 1974;
- Law no. 517 of 4 August 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 20 May 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;
- Legislative Decree of 16 April 1994, no. 297 (Consolidation Act) which groups together all main rules in force concerning public education; however, laws and decrees later approved have introduced several relevant changes, and therefore a revision of the document is expected;
- Law no. 59 of 15 March 1997 and following Decree no. 275 of 8 March 1999 which, starting from school year 2000/2001 have provided schools with didactic, organizational and research autonomy ([2.6.4.](#));

- Law no. 127 of 15 May 1997 and following Decree no. 509 of 3 November 1999, which have increased the autonomy of universities and have defined the qualifications issued by universities (**6.3.2.**);
- Law no. 425 of 10 December 1997 reformed the upper secondary school leaving State examination 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 the Academy of fine arts, the National Academy of dance, the National Academy of drama, the Higher Institutes for art industries, Conservatories, and recognised music institutes" establishes the sector of higher level arts and music education (see **6.5.1.**);
- Law no. 62 of 10 March 2000 concerning equality between public and private education (**3.14. 4.16. 5.19.**);
- 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;

The main legislation issued between 2001 and 2006 is the following:

- Law of 28 March no. 53 for the reform of the education and training system. According to the law and for its implementation, the following six Decrees have been issued:
  - D.Lgs. 19 February 2004, no. 59: definition of the general rules on pre-primary education and the first cycle of education.
  - D.Lgs. 19 November 2004, no. 286: institution of the national service of evaluation () of the education and training system, as well as reorganisation of the homonymous institute.
  - D.lgs. 15 April 2005, no. 76: definition of the general rules on the [diritto/dovere](#) to education and training;
  - D.lgs. 15 April 2005, no. 77: definition of the general rules on school-work alternance;
  - D.Lgs. 17 October 2005, no. 226: general rules and essential performance levels of the second cycle of education and training (**2.1.**);
  - D.lgs. 17 October 2005, no. 227: definition of the general rules on teacher training aimed at access to teaching.
- DPR 8 July 2005, no. 212, regulating the teaching orders of the high level art, music and dance institutes, according to law 21 December 1999, no. 508;
- Law 4 November 2005, no. 230, providing new rules concerning university professors and researchers and delegating the government to reorganise the recruitment of university professors (Decree 6 April 2006, no. 164).

The main legislation issued from May 2006 to April 2008 is the following (**2.1.**):

- Decree no. 4018/FR of 31 May 2006 providing for the suspension of the implementation of D.M. 31 January 2006 no. 775 on innovation of the [licei](#) system and the related study pathways, that is the experimentation of the new system introduced through D.Lgs. 226/2005.
- Decree no. 47 of 13 June 2006 confirming the raising to 20% (implemented with D.M. 28 December 2005) of the share of the compulsory timetable reserved for the schools according to school autonomy. Such share applies to each type and level of education;

- 17 July 2006 – Non-application of dispositions foreseeing the introduction of the teacher-tutor at primary and lower secondary levels (4.2. ).
- Law No. 296 of 27 December 2006 (Financial law 2007) which establishes what follows:
  - annulment of the early enrolment of children in pre-primary schools (*scuola dell'infanzia*), previously introduced by law 53/2003 and D.Lgs 59/2004;
  - extension of compulsory education to ten years, starting from school year 2007-2008, to be fulfilled by pupils either at school or through three-year vocational courses falling under the responsibility of the Regions (according to the Agreement of 19 June 2003), and extension to 16 years of age for access to the labour market; dispositions for its implementation have been issued through Ministerial Decree no. 139 of 22 August 2007 (see below);
  - reduction of the number of weekly timetable in the vocational institutes;
  - abandoning of the actual criterion to fix the number posts destined to support teaching for the integration of handicapped pupils (at present, 1 post every 138 enrolled pupils);
  - re-organisation of the Higher level technical education and training (*Istruzione e Formazione Tecnica Superiore, IFTS*), see [5.](#);
  - reorganisation of the Permanent territorial centres (CTP) for adult education attending evening courses. The reorganisation foresees provincial centres with administrative, organisation and teaching autonomy and their own staff, see chapter [7.](#);
  - institution of the National Agency for the development of school autonomy (*Agenzia nazionale per lo sviluppo dell'autonomia scolastica*), which replaces the *Indire* and *Irre*, see [\(2.6.1.3.\)](#);
  - reorganisation of the *Invalsi*, see [\(9.3.\)](#).
- Law no. 1 of 1st January 2007 introducing a new procedure for the state exams organised at the end of upper secondary school level, reintroducing external members in the examination boards. Their number is equal to half the number of the board members, apart the chairman of the examination board. The state exams at the end of school year 2006-2007 have been carried out according to these new rules.
- Decree no. 7 of 31 January 2007 which reintroduces the technical institutes and the vocational institutes and, at the same time, abolishes the economic liceo and the technological *liceo*, foreseen by the D.Lgs 226/2005; the above mentioned D.Lgs. has been subsequently transformed into law 2 April 2007, no. 40;
- Decree of 31 July 2007 which introduces the Guidelines for the curriculum (*Indicazioni per il curricolo*) for pre-primary education and for the first cycle of education on an experimental basis [\(3.10.\)](#);
- Decree no. 139 of 22 August 2007 which contains dispositions on the prolongation up to 10 years of compulsory education, as foreseen by the financial law 296/2006 (see above);
- DPR no. 235 of 21 November 2007 which amends the 'Charter of students in secondary schools' [2.7.1.](#)). Following several cases of bullying at school,

the Charter includes more severe measures in case of offences against the respect of the human being or that can be dangerous for the safety of the others. The Charter also provides that parents and students shall sign, at the same moment of the enrolment, a joint responsibility Pact, aimed at defining the rights and duties of the school, students and their families;

- Law no. 244 of 24 December 2007 (financial law 2008) which suppresses the Decree 227/2005 and dispositions of the reform law 53/2003 on initial teacher training and recruitment procedures, also foreseeing a further reform on the same issue;
- Decree of the President of the Council of Ministers of 25 January 2008, including the 'guidelines for the re-organisation of the Higher technical education and training system and the establishment of the Higher Technical Institutes' (**5.3.3.**).

The main legislation issued from May 2008 to December 2009 is the following:

- Law no. 133 of 6 August 2008 converting into law the Decree no. 122 of 25 July 2008. It contains measures to reduce public costs also in the field of education. It provides for a range of interventions which will be implemented from school year 2009/2010, aimed at revising the organisation and the didactic of the school system. These interventions will be implemented through specific Regulations. Furthermore, the law has established compulsory education can be accomplished also in the three-year vocational training courses, falling under the competences of the Regions. As for the Decrees already published (DPR 81/2009 and DPR 89/2009), please see below;
- Law no. 169 of 20 October 2008, converting into law the Decree no. 137 of 1st September 2008, which introduces, from school year 2008/2009, new criteria for the assessment and progression of students at primary and secondary levels (**4.12.**, **4.13.**, **5.15.**, **5.16.**). It will be followed by a specific Decree aimed at coordinating all the dispositions issued in the field of student assessment (see, below, DPR 122/2009). The law provides also, among other dispositions, for the reorganization of school time at primary level, the teaching, on experimental basis, of 'citizenship and Constitution' and new criteria for the choice of text books;
- DPR no. 81 of 20 March 2009 on the reorganisation of the school network, the school staff and class sizes, according to law 133/2008;
- DPR no. 89 of 20 March 2009 providing for the revision of the organization and the didactic at pre-primary, primary and lower secondary levels (e.g. admission age, timetable at primary and lower secondary levels, number of teachers per class at primary level, group of subjects taught by the same teacher), starting from school year 2009/2010, according to law 133/2008;
- DPR no. 122 of the 22nd June 2009 for the coordination of all the dispositions concerning student assessment at primary and secondary levels. The Decree, issued according to law 169/2008, is implemented starting from school year 2009/2010, although some of the dispositions were already applied in school year 2007/2009;
- DM no. 99 of 16 December 2009 which modifies the criteria for the assignment of full marks at upper secondary level and of the school credit (**5.15.2.**).

As for the main legislation relevant to tertiary education, please see **6.3.** [Institute for the development of professional training of workers \(ISFOL\)](#)

[Ministry of Education, University and Research \(MIUR\)](#)

[Ministry of Labour and Social Policies](#)

[National Agency for the Development of the School Autonomy \(former INDIRE, former BDP, former IRRE\)](#)

[National Institute for the Evaluation of the Education and training System \(Invalsi\) \(former CEDE\)](#)

[Constitution of the Italian Republic](#)

[Constitutional law 18 October 2001, no. 3](#)

[D.Lgs. 15 April 2005, no. 77](#)

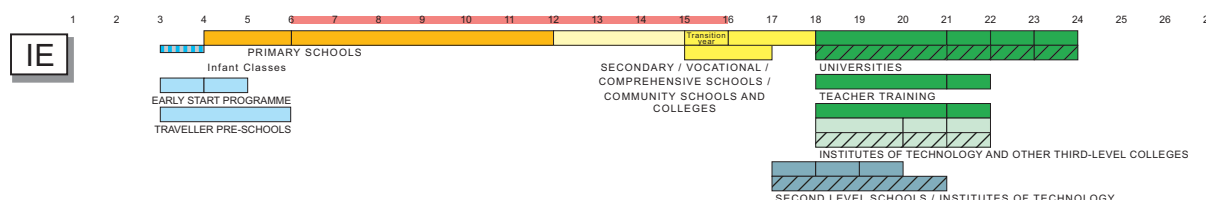
D.Lgs. 17 October 2005, no. 226  
D.Lgs. 17 October 2005, no. 227  
D.Lgs. 19 February 2004, no. 59  
D.Lgs. 19 November 2004, no. 286  
D.Lgs. 6 April 2006, no. 164  
D.M. 16 December 2009, no. 99  
D.M. 22 August 2007, no. 139  
D.M. 3 November 1999, no. 509  
D.P.C.M. of 25 January 2008  
DPR 20 March 2009, no. 81  
DPR 20 March 2009, no. 89  
DPR 8 July 2005, no. 212  
DPR 8 March 1999, no. 275  
Frame law 5 February 1992, no. 104  
Law 10 December 1997, no. 425  
Law 10 March 2000, no. 62  
Law 11 December 1969, no. 910  
Law 11 January 2007, no. 1  
Law 15 March 1997, no. 59  
Law 17 May 1999, no. 144  
Law 18 March 1968, no. 444  
Law 19 November 1990, no. 341  
Law 2 April 2007, no. 40  
Law 20 May 1982, no. 270  
Law 21 December 1999, no. 508  
Law 27 December 2006, no. 296  
Law 28 December 2001, no. 448  
Law 28 March 2003, no. 53  
Law 30 July 1973, no. 477  
Law 30 October 2008, no. 169  
Law 31 December 1962, no. 1859  
Law 4 August 1977, no. 517  
Law 4 November 2005, no. 230

Law 5 June 1990, no. 148

Law 6 August 2008, no. 133

## 2.4. General structure and defining moments in educational guidance

### Organisation of the education system in Ireland, 2009/10



Pre-primary – ISCED 0 (for which the Ministry of Education is not responsible)	Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
Primary – ISCED 1	Single structure (no institutional distinction between ISCED 1 and 2)
Lower secondary general – ISCED 2 (including pre-vocational)	Lower secondary vocational – ISCED 2
Upper secondary general – ISCED 3	Upper secondary vocational – ISCED 3
Post-secondary non-tertiary – ISCED 4	
Tertiary education – ISCED 5A	Tertiary education – ISCED 5B
Allocation to the ISCED levels:  ISCED 0     ISCED 1     ISCED 2	
Compulsory full-time education	Compulsory part-time education
Part-time or combined school and workplace courses	Additional year
Compulsory work experience + its duration	Study abroad

Source: Eurydice.

The education system includes at present what follows:

- scuola dell'infanzia (non-compulsory) for children between 3 and 6 years of age;
- first cycle of education lasting 8 years, organised in two parts:
  - primary education (lasting 5 years), for children between 6 and 11 years of age;
  - lower secondary school (lasting 3 years) for children between 11 and 14 years of age;
- second cycle of education consisting of two different pathways:
  - upper secondary school, falling under the responsibility of the State, lasting 5 years and addressed to students from 15 to 19 years of age. It is provided by *licei*, technical institutes and vocational institutes;
  - initial vocational training (three-year courses) for students who have completed the first cycle of education. It is organized by Regions.

Education is compulsory for 10 years (from 6 to 16 years of age) and covers the first cycle of education (made up of primary and lower secondary education) and the first two years of the second cycle. Therefore, the last



two years of compulsory education (from 14 to 16 years of age) can be accomplished either in upper secondary schools or within the three-year vocational education and training courses (falling under the competence of the Regions). In addition, all have the diritto/dovere to education and training for at least 12 years in the education system or, anyhow, until a three-year vocational qualification is obtained within 18 years of age (**2.5.**).

The three-year vocational qualification allows access to regional second level vocational training, which can be access also with an upper secondary education leaving certificate (**5.4.5.**).

Access to both university and Afam tertiary education is reserved for students who passed the State exam at the end of upper secondary school (**5.15.2.**). Yet, specific conditions for the admission are under the responsibility of the Ministry of education, University and Research (MIUR) or of each single university and Afam institutes.

Ministry of Education, University and Research (MIUR)

D.Lgs. 19 February 2004, no. 59

D.M. 22 August 2007, no. 139

Law 28 March 2003, no. 53

## 2.5. Compulsory education

At present, education is compulsory for 10 years (up to 16 years of age). It includes the first cycle of education (5 years of primary school followed by 3 years of lower secondary school) and the first two years of the second cycle of education. The last two years of compulsory education can be accomplished either in upper secondary schools (licei, technical institutes and vocational institutes) or within the three-year vocational training courses run by the Regions (law 133/2008). The length of compulsory education has been extended up to 10 years by financial law of 2007 and implemented by the following Ministerial Decree 139/2007.

In addition, all have the 'right/duty' (diritto/dovere) to education and training for at least 12 years or, however, up to the obtainment of a three-year vocational qualification within 18 years of age (law 53/2003).

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

- enrolment in the first grade of primary school is compulsory for children who have reached six years of age within 31 December of the corresponding school year (i.e. 31 December 2009 for school year 2009/2010). Furthermore, children who reach six years of age within 30 April of the current school year can enrol in the first grade, upon their parents' request; both enrolment and attendance are compulsory for all the 5 years of primary school;
- enrolment to lower secondary school is compulsory for pupils who hold the admission certificate released at completion of primary school;
- enrolment to the first two years of upper secondary education is compulsory for those who have passed the first cycle leaving examination;
- compulsory education refers to both enrolment and attendance;
- compulsory education can be fulfilled either in State or paritarie schools, and also, at certain conditions, though parental education and merely private schools (**4.17. 5.20.**); in the three-year vocational course at regional level the last two years of compulsory education is fulfilled in the relevant training agencies;
- 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 either in a state school or in a paritaria or a legally recognised school; otherwise, they must provide education themselves (the so called private education or '*scuola familiare*', **4.17.**), making a special statement to the school head every year;
- school heads (**2.6.4.1.**) 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;
- school heads 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 formative credits (**5.15.2.**) 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.

Ministry of Education, University and Research (MIUR)

Constitution of the Italian Republic

D.Lgs. 15 April 2005, no. 76

D.Lgs. 19 February 2004, no. 59

D.M. 22 August 2007, no. 139

DPR 20 March 2009, no. 89

Law 12 July 2006, no. 228

Law 20 January 1999, no. 9

Law 27 December 2006, no. 296

Law 28 March 2003, no. 53

Law 6 August 2008, no. 133

## 2.6. General administration

The Italian public administration has had a highly centralised organisation for a long time. However, since the end of the 1950s, responsibilities and services have gradually been decentralised ending up with Law 15th March 1997, no. 59 and the following delegated decrees, that granted Regions, Provinces, Communes, Mountain Communities all the roles and administrative tasks with the exception of those related to matters expressly assigned to the State.

In particular, in the field of education the State remains still responsible for the tasks and functions which concern the criteria and parameters for the general organisation of the school system, the legal status of school staff, the evaluation of the school system, the determination and allocation of financial resources debited to the State budget and the allocation of staff to schools; planning of research institutions and interventions in the university system; issue of general regulations, evaluation and financing of both the university and Afam systems; European harmonisation and international integration of the university and Afam systems; requirements for the admission to the university and the Afam system; foreign schools and cultural institutions in Italy.

The Ministry of Education, University and Research (MIUR) is responsible for the general administration at national level. At the decentralised level, the MIUR works through the Regional School Offices (*Uffici Scolastici Regionali – USR*, [2.6.1.2.](#)).

The Regions, through their relevant offices, carry out the planning of the integrated formative offer (a combination of education and vocational training), the planning of the school network on the basis of provincial plans, fixing of the school calendar, contributions to non state schools, planning, management and offer of vocational training courses through accredited agencies (cfr. [5.4.4.](#)). However, Regions always work in collaboration with the State (Ministry of education and Ministry of Labour) also through the State/Regions unified Conference.

At local level, 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, aggregation, merging and the closing down of schools, the interruption of teaching for serious and urgent reasons, the setting up, control and vigilance, as well as the dissolution of school collegiate bodies ([2.6.4.1.](#)).

Regulations on the autonomy of schools (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 groups of pupils, etc., within the frame of general branches valid at national level (see [2.6.4.](#)).

Ministry of Education, University and Research (MIUR)

State/Regions unified Conference

USR (Regional School Office)

Constitution of the Italian Republic

D.Lgs. 31 March 1998, no. 112

DPR 20 January 2009, no. 17

DPR 8 March 1999, no. 275

Law 15 March 1997, no. 59

## 2.6.1. General administration at national level

The Ministry of Education, University and Research (MIUR) is responsible for the general administration at national level.

As for school education, at the decentralised level the MIUR works through the Regional School Offices (*Uffici Scolastici Regionali – USR*, [2.6.1.2.](#)), which are organised at local level in the Provincial School Offices (*Uffici Scolastici Provinciali*). There are not decentralised offices of the MIUR at Commune level.

As for higher education there are not decentralised offices of the MIUR.

Furthermore, the MIUR avails itself of several bodies and agencies that operate at national level with representative, consultative, monitoring and evaluation functions both for the school levels and for the university and Afam systems. These bodies are dealt with in **2.6.1.3.**

Ministry of Education, University and Research (MIUR)

USR (Regional School Office)

D.Lgs. 31 March 1998, no. 112

DPR 20 January 2009, no. 17

### **2.6.1.1. The Ministry of Education, University and Research (MIUR)**

The Ministry has its seat in Rome and the Minister is in charge of determining its political tendency with the help of a deputy-minister, undersecretaries and of the direct collaboration of the following 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 or two deputy heads of Cabinet. The service for the internal supervision of the cabinet is an independent body; it has functions of evaluation and control and it prepares a report on the results of the surveys carried out, at least every 6 months.
- 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 Secretary of the Ministry carries out activities of support to the Ministry's functions.
- The technical Secretary provides the necessary specialist support to elaborate and monitor the policies to be adopted by the Ministry.
- The Press service attends to the relations with the system and the information bodies as well as to the press review; it promotes and manages initiatives of institutional information.

The MIUR is organised in 3 Departments; the heads of these departments coordinate, manage and supervise management general offices and are responsible for the results of the implementation of the Minister stance.

The Department for education is responsible for the general organisation of the school system, for defining the formative objectives and for the legal and economic status of school staff. It includes the following four management offices:

- Directorate General for the organization of the school system and for school autonomy: its activities relate to school orders, curricula and study programmes, as well as to the definition of formative objectives, to the tests for teaching staff recruitment, to research and innovation and to the examinations and the evaluation of the education system;
- Directorate General for school staff: it carries out activities concerning the legal and financial aspects of employment relationships and the related bargaining, the setting the number of the teaching and administrative staff to schools, the recruitment of school managers;
- Directorate General for students, the integration, participation and communication: its activities concern the implementation of social policies for youngsters, the prevention of drop-outs, the inclusion of students with special needs, relations with parents' associations and the institutional communication system.
- Directorate General for higher technical education and training and for the relations with the training systems of the Regions: it carries out tasks related to the development of the technical-vocational field and the higher technical education and training, as well as to adult education.

The Department for ministerial planning and the management of human, financial and capital resources is responsible for the financial policies, purchases, human resources of school administration, and for the management of the information systems. It includes the following four management offices:

- Directorate General for Studies, Statistics and for information systems: it promotes and carries out studies and documentation activities as well as analysis useful to departments and General Directorates and to the management of the education system, it collaborates in the evaluation of the educational system. It provides the statistical service for central and peripheral organisational structures of the Ministry.
- Directorate General for Financial Policy and National Budget: it registers the financial requirement and elaborates the estimate of expenditure of the Ministry; it prepares the legal proceedings necessary for the allocation of financial resources to responsibility and cost centres.
- Directorate General for Human Resources of the Ministry, Purchases and General Affairs: it carries out tasks related to the implementation of policies concerning the staff of school administration, to the administrative and accounting management of supporting activities and to the drawing up of the annual plan for purchases.
- Directorate General for International Affairs: it carries out tasks related to the implementation of cooperation policies at European and international level, it elaborates comparative analysis on European and international systems.

The Department for the University and for the High Level Music, Arts and Dance Education and for the Research, is responsible for higher education, in particular for planning actions on the university system; guidance, general regulation and funding of universities; monitoring and evaluation of the university and Afam system; students' status; implementation of EU and international legislation; access to university; support to research; planning and coordination of research activities at national, international and EU level; relations between the Ministry and the *Anvur* (National Agency for the evaluation of the university and research systems; monitoring and support for the interaction between the university system and the production system; coordination in the participation of Italy in national and international research programmes; scientific cooperation at national and international level; promotion and support to research in industries and management of the Fund for the scientific and technological research. Moreover, the Ministry cares of communications at institutional level.

The Department is organised in four Directorates General:

- DG for the university, students and the right to university study;
- DG for higher level arts, music and dance education;
- DG for the coordination and development of research;
- DG for the internationalization of research.

Ministry of Education, University and Research (MIUR)

DPR 11 August 2003, no. 319

DPR 20 January 2009, no. 17

### **2.6.1.2. The Regional School Offices (USR) and the Provincial School Offices**

The Regional School Office is a peripheral office at general management level of the state administration of education (**2.6.1**). Usually, it is subdivided at local level, according to its functions and territory requirements, into the Provincial School Offices.

The Regional School Office supervises on the observance of general dispositions on education and of the minimum requirements of performance, on the efficacy of the formative action and on the observance of the standards; it takes care, within its territorial competences, of carrying out national policies for students.

The head of the Regional School Office entrusts managers with specific tasks and signs labour contracts. She/he presents proposals to the relevant Department of the Ministry on needs of financial and human resources; provides for the administrative and accounting managing of general support and contractual activities that are common to all the offices at regional level; guarantees the uniformity of the administrative actions of the Provincial School Offices, which depend on regional level. In order to guarantee that, in the perspective of the complete decentralization to the regional level, the school system and the fundamental rights of citizens do not suffer of any interruption at institutional level, the head of the Regional School Office applies the school national policies at local level, by supporting organizational, didactic and research flexibility of schools and educational institutions; works in collaboration with local authorities, municipalities provinces and regions, for what falls within their competences; promotes the collection of information on what are the formative needs at local level and develops the relevant offer in collaboration with the Region and local authorities; collaborates with the Region and local authorities for what concerns the formative offer, adult education, higher technical education and training and the relations between the school and the labour market; keeps watch on non-state schools and on foreign schools in Italy; allocates funds to the single institutions, verifies the efficiency of the activities carried out by the schools and evaluates on what extent schools have put the plan for the educational offer into practice; allocates the school staff to the single institution and, together with the Provincial School Offices, is responsible for all what doesn't fall under the responsibility of the schools and the central administration; guarantees the diffusion of information; stands to be sued in trials involving school staff and the administrative staff of the peripheral offices.

In some Regions with special statutes (Valle d'Aosta, Trentino-Alto Adige, Friuli-Venezia Giulia, Sicily, Sardinia) regulations on the organisation of Regional School 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 MIUR has no local education offices. The Valle d'Aosta authorities carry out the tasks for which the Superintendency is responsible using their own offices and staff and implement the provisions set out in national and regional laws. In the Trentino-Alto Adige Region there are not state Regional School Offices, school is under the responsibility of the two provincial administrations, respectively of Trento and Bolzano which are equivalent to the Regions as for their competences. The two Provinces present some differences: in Trentino, teachers are Province employees and the provincial council department is in charge of the schools. In Alto Adige, the inspectors, management staff and teachers of state schools are state employees but are managed and remunerated by the provincial administration upon delegation. The bargaining concerning the staff working on the territory takes place at the provincial level and applies only to their period of permanence. Under the equal dignity of the three languages spoken in Alto Adige, there are three school intendancies: Italian, German and Ladin, for the schools of the Ladin areas. They carry out functions of the regional directorate and of the Provincial School Offices for what concerns their respective schools. The School superintendent runs the school of Italian language and, according to the regional statute, supervises the schools of German and Ladin languages which are run by their respective school authorities.

The Provincial School Office is an internal subdivision of the Regional School Office and it has no autonomy; as a consequence, at provincial level, there is only the Education Office of the provincial authorities.

The Provincial School Offices, usually headed by managers who refer directly to the general manager at regional level, carry out assistance activities, at the 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; implementation of safety provisions, implementation of the law on school building; integration of immigrant pupils; the use of European funds; collaboration with local authorities in order to facilitate the integration of

pupils with special needs; the promotion of students' participation at school; collaboration with municipalities in order to ensure the fulfilment of compulsory education; the relations with the trade unions. They also carry out any activity that is delegated to them by the head of the Regional School Office.

There are not decentralised offices of the MIUR at Commune level.

As for higher education, there are not decentralised offices of the MIUR.

#### Constitution of the Italian Republic

D.Lgs. 30 June 1999, no. 233

D.Lgs. 31 March 1998, no. 112

DPR 20 January 2009, no. 17

### 2.6.1.3. Other bodies and agencies at national level

The Ministry of education avails itself of several bodies and agencies that operate at national level with representative, consultative, monitoring and evaluation functions both for the school levels and for the university and Afam systems. Here below, a brief description of these bodies.

#### Pre-primary, primary and secondary education

The National Education Council (*Consiglio Nazionale della Pubblica Istruzione*) 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 Higher Council for Education (*Consiglio Superiore della Pubblica Istruzione*); however, as the High Council has not been constituted yet, according to Law Decree of 23 November 2001, no. 411, the National Council will keep functioning until the Higher Council is constituted.

Furthermore, always at central level, work two bodies: the National Institute for the Evaluation of the Education System (*Istituto nazionale per la valutazione del sistema di istruzione, INVALSI, 9.3.*) and the National Agency for the Development of School Autonomy (*Agenzia nazionale per lo sviluppo dell'autonomia scolastica*). The Agency has been established by the financial law 2007, to replace the *INDIRE* (National Institute of Documentation for the Innovation and Research in Education) and *IRREs* (Regional Institutes for Educational Research) which have been suppressed by the same law.

The Agency has its central office in Florence and its peripheral offices are set at the Regional School Offices (**2.6.1.2.**). The Agency and its peripheral offices have the following functions:

- to provide educational research and didactic advice;
- to provide school staff with training and updating;
- to activate services for pedagogical and didactic documentation, as well as for experimentation and research;
- to take part in international initiatives related to subjects that fall within its competences;
- to collaborate at carrying out measures at national level within adult education and higher technical education and training (IFTS);
- to collaborate with Regions and local authorities.

The organisation of the Agency, both at central and peripheral levels, is established through regulation to be issued according to the D.Lgs. 300/1999. The Agency succeeds to the functions and tasks formerly carried out by *IRREs* and *INDIRE*, that are suppressed. In order to guarantee the good start of activities, the President of the Council of Ministers, on proposal of the Ministry of education, appoints one or more commissaries with temporary powers. The above mentioned regulation on the organisation of the Agency has to establish the

staff size of the Agency and its peripheral offices, which must not exceed the 50% of the staff of the former *INDIRE* and *IRREs*. During the period of transition the staff will keep their contractual status. The regulation has to establish also the procedures to give a permanent contract to temporary employees, who had been hired through open competitions'.

As for three-year vocational education and training courses, falling under the responsibilities of the Regions, *ISFOL* (Institute for the development of professional training of workers) is the reference body for research and monitoring activities, policies and guidance to Regions. It has been established in 1973 and received accreditation as a public research institute under the control of the Ministry of Labour, Health and social policies. The Institute, in particular, works in the field of training, social policies and labour market. It promotes and carries out activities related to research, experimentation, documentation, information, evaluation and technical assistance. It provides technical and scientific support to the Ministry of Labour and to other Ministries, to the Regions and Provinces and to other national and international institutions, as well as for the actions of the European Social Fund programme.

### **Tertiary education (university and Afam)**

At higher education level (both university and Afam), the following national collegiate bodies for representation, advice and evaluation are foreseen:

- National University Council (*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 of 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 of the National Council of University Students (*Consiglio Nazionale degli Studenti Universitari*); 4 technical and administrative staff representatives; 3 representatives of the Permanent Conference of the Rectors of the Italian Universities (*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);
- National Council of University Students (*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 specialized diploma courses; by 1 member appointed by students enrolled in specialisation courses and by one member elected by students enrolled in Doctorate courses. They are all elective members and remain in office for a period of three years. They cannot be re-elected;
- National Agency for the evaluation of the university and research system (*Agenzia nazionale per la valutazione del sistema universitario e della ricerca - Anvur*). It replaces the National Committee for the evaluation of the university system and the Guidance Committee for the evaluation of research (**9.5.2. 9.6.2.**);
- Conference of the Rectors of Italian Universities (*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 (*Consulta nazionale per il diritto agli studi universitari*). 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, the Ministry avails itself of the National Council for Higher level arts and music education (CNAM), instituted with Law of 21 December 1999, no. 508, and regulation of law 236/2005: the CNAM expresses opinions and proposals on implementation regulation of the above mentioned law, teaching regulations of the institutes belonging to the Afam system, recruitment of their teaching staff, planning of the educational offer in the art, music and dance sectors.

National Agency for the Development of the School Autonomy (former INDIRE, former BDP, former IRRE)

National Committee for the Evaluation of the University System (CNVSU)

Conference of the Rectors of Italian Universities (CRUI)

National Council of University Students (CNSU)

National Research Council (CNR)

National Council for high level art and music education (CNAM)

National Council for Public Education

National University Council (CUN)

IRRE (Regional Institute for Educational Research)

Institute for the development of professional training of workers (ISFOL)

Ministry of Labour and Social Policies

Ministry of Education, University and Research (MIUR)

D.Lgs. 30 July 1999, no. 300

DPR 20 January 2009, no. 17

DPR 6 March 2001, no. 190

Law 21 December 1999, no. 508

Law 27 December 2006, no. 296

## 2.6.2. General administration at regional level



Source: <http://comuni-italia.it>

Italy is subdivided into 20 Regions, five of which enjoy a particularly high level of autonomy. Furthermore, Region Trentino Alto-Adige is made up of the Autonomous Provinces of Trento and Bolzano which have the same powers of the Regions.

Education and training issues falling under the competences of the Regions are dealt with by specific education offices (*Assessorati*) which name can vary in the different Regions (**1.2.2**).

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; right to study at university. It is also responsible for vocational training. 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 re-qualification, in-service training, etc. These interventions relate to all formative activities aimed at obtaining a qualification (**5.17.4**), a higher level technical qualification (**5.17.5**), or a credit (**5.15.2**), but they don't lead to an academic qualification, although evidence can be provided and used towards the attainment of academic qualification.

The main responsibilities of the Regions concerning education and vocational training 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 (**2.6.3**).

D.Lgs. 31 March 1998, no. 112

DPR 6 March 2001, no. 190

Law 15 March 1997, no. 59

### 2.6.3. General administration at local level

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

Both Provinces and Communes carry out their specific functions in education through specific educational offices (*Assessorati*).

Provinces are assigned specific functions referred only to the upper secondary level of education. In particular, Provinces are responsible for premises, for the organisation of the school network (institution, aggregation or suppression of schools), suspension of school activities, constitution, control and dissolution of collegiate bodies, organisation of services to assure the right to study (e.g. transport to sport centres outside the school, support for the purchase of textbooks, etc.).

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 at pre-primary, primary and lower secondary levels. Welfare measures include: free transport to school, canteens offered free of charge or at lower price, depending on the economic circumstances of families, supply of purchase vouchers for textbooks and financial grants, etc. 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 sometimes join together as consortia or associations of Communes. Moreover, Communes are responsible for the institution, the aggregation, the fusion and the suppression of schools and for the organisation plans of networks of pre-primary, primary and lower secondary schools.

As for vocational training falling under the competence of Regions, vocational training courses for young people aged less than 18, adults and the unemployed, are offered by public agencies (**5.5.4.**).

D.Lgs. 31 March 1998, no. 112

Law 15 March 1997, no. 59

### 2.6.4. Educational institutions, administration, management

This section describes the level of autonomy of educational institutions.

Administration and management bodies are described in sections **2.6.4.1.** and **2.6.4.2.**

#### **Autonomy of educational institutions at pre-primary, primary and secondary levels**

The Law 15 March 1997, no. 59 and the subsequent regulations 8 March 1999, no. 275 grant to schools autonomy in teaching, administration, research activities, experimentation and development.

Each autonomous school plans and implements educational and training interventions through the Plan for the educational offer (*Piano dell'offerta formativa*, POF).

The Plan for the educational offer 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 at the same time reflect cultural, social and economic requirements of the local reality, taking into consideration the local planning of the educational offer.

The POF is devised by the Teachers' assembly (**2.6.4.1.**) on the basis of general objectives defined by the District/School Council (**2.6.4.1.**) and 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. The POF must be approved by the District/School Council and it is available to the public and given to students and their family on enrolment.

School autonomy includes:

- 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.
- 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 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, multi-annual 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.
- 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, besides having the opportunity to use their timetable share to introduce new subjects or activities, can 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, with the exclusion of those relating to staff (for example: staff recruitment, mobility, recognition of foreign qualification, disciplinary sanctions, rolls for teaching appointment).

Autonomy can be granted only to schools with number of pupils, likely to remain constant for at least five years, ranging 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 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 learning objectives' (**3.10. 4.10.**) 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 debiti formativi; general criteria for the organisation of study paths of adult education.

In pre-primary, primary and secondary schools, management and supervision functions are performed by various bodies. Their roles and functions are described in section [2.6.4.1.](#)

Competent administrations at regional or at delegated provincial level control the activities carried out by the agencies offering three-year vocational education and training courses ([5.5.4.](#)). These administrations have legislative power and carry out planning activities in their territory. Training agencies can be both public and private. The latter work according to agreements signed with Regions that have accredited, on the basis of specific quality criteria, the agencies themselves to carry out one or more training activities ([5.4.4.](#)). As for the fulfilment of compulsory education within the three-year vocational courses, training agency must meet specific quality criteria, according to the Inter-Ministerial Decree of 29 November 2007.

### **Autonomy of educational institutions at tertiary level**

The Constitution of the Republic establishes that Universities have the right to provide themselves with autonomous regulations, in the limits established by State legislation.

Then, with law 127/1997 and subsequent regulations 509/1999, the process for the recognition to universities of statutory, regulatory and organisational autonomy has definitively come to an end.

Afterwards, the same autonomy has been also recognised to the Afam institutions, according to DPR 132/2003 ([6.3.](#)). Based on their autonomy, universities and Afam institutions issue the programmes of their own study courses.

Administration and management bodies of institution at higher level are described in section [2.6.4.2.](#)

#### Constitution of the Italian Republic

D.M. 3 November 1999, no. 509

DPR 8 March 1999, no. 275

Inter-Ministerial Decree of 29 November 2007

Law 15 March 1997, no. 59

Law 15 May 1997, no. 127

### **2.6.4.1. Pre-primary, primary, lower and upper secondary education**

In this section the administration and management bodies of educational institutes are described.

As for the level of autonomy of schools, see [2.6.4.](#)

#### **Head teacher**

Following Decree no. 59, 6 March 1998, the heads of schools that have been granted autonomy and legal status take on the title of school manager (*Dirigente scolastico*). They are no longer registered in a national roll but instead in regional rolls (they are still public servants); since the 1st 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 school manager 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 collegiate bodies (see below) of the school, the school manager has autonomy in his role of direction, coordination, and exploitation of human resources, in order to organise school activities according to efficiency and efficacy criteria. He/she also 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 school manager can resort to teachers, whom he will have selected, and to whom specific tasks can be delegated; in addition he is assisted by the Director for general and administrative services (DSGA, see below). As for recruitment procedures of school managers, please refer to **8.3.1.**

### **The Director for general and administrative services (DSGA)**

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* (DSGA).

The Director for general and administrative services (DSGA) supervises, with operative autonomy, within the general instructions given by the school manager of the school and the assigned aims, the administrative and general services of the school education and co-ordinates 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 Executive Board and of the District/School Council (see below).

### **The District Council and the School Council**

The District Council (at primary level schools are organised in Districts called *circoli didattici*) and the School Council (in secondary schools) are made up of elected representatives of teaching and non-teaching staff, parents and, in upper secondary schools, students. The school manager (see above) 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 Plan for the educational offer (POF, **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, 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 (see below) and the freedom of teachers in their work. The Executive Board, elected by the School council is chaired by the school manager. It draws up the preliminary budget and the final accounts and ensures that resolutions of the Council are implemented.

The necessity to reform the collegiate bodies introduced in the schools with law 477/1973 and the subsequent delegate decrees of 1974 has already been acknowledged for a long time. A Bill under discussion at the parliamentary committees provides for a delegation to the Government concerning this subject.

### **Teachers Assembly**

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 school manager. It formulates the Plan for the educational offer (POF, **2.6.4.**) in accordance with the general managing and administrative lines established by the District/School Council, 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 Teachers' Assembly 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 Consiglio di interclasse and Class Council (see below), and teaching materials within the financial limits laid down by the District/School Council. 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 school manager as regards class formation, lesson timetables and the performance of school activities,

taking account of the general criteria laid down by the District/School Council and the proposals of the Class Council.

### **The inter-section Council, the inter-class Council and the class Council**

The inter-section Council for pre-primary schools (at pre-primary level children are organised in groups 'section') and the inter-class Council, for primary schools consist of teachers from all classes or parallel sections operating at each school establishment included in the *circolo didattico* and by one parent elected for each class or section.

The class Council at lower 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 school manager 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 school.

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 to the Teachers' Assembly on educational and teaching activities, organisational innovation and the relations between teachers, parents and pupils. Exclusively in the presence of the teachers, they also carry out interdisciplinary co-ordination and the periodical and final assessment of pupils.

### **The Board for teachers evaluation**

The Board for teachers' evaluation is set up in each *circolo didattico* or school. It is made up of 2 or 4 teachers elected by the Teachers' Assembly 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 school manager. 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.

D.Lgs. 6 March 1998, no. 59

DPR 8 March 1999, no. 275

Law 30 July 1973, no. 477

### **2.6.4.2. Tertiary education**

Tertiary education in Italy is offered both by university institutions (**6.5.2.**) and by institutions belonging to the High level arts and music education system (Afam, **6.5.1.**).

In the Afam institutions, the Director is responsible of the didactic, scientific and artistic organisation and is also the legal representative as for what falls under her/his responsibility. The Director is elected by the teaching staff of the institution.

The President is the legal representative of the institutions (with the exception of what falls under the responsibilities of the Director). She/he is appointed by the Minister among a number of three persons designated by the Academic Council, which is a collegiate body made up of the Director and of students' and teachers' representatives.

The direction and management of universities consist of three levels (University, University Departments, Faculties), as explained below.

For general information on the autonomy of institutes at higher level, see **2.6.4.**

### 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 (**8.2.12.2.**) 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 Preside of each faculty, 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 expresses 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 directors: it is responsible for the administrative, financial, economic (assets included) 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, administrative Director, 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, organization 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 fixed-term employment lasting not longer than 5 years.
- 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.

### 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 faculty Council (*Consiglio di facoltà*) is made up of the Preside of the faculty, 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 faculty Council plans teaching activities, co-ordinates their operation and puts forward proposals for changes in teaching arrangements.



- The Preside of the faculty is elected by a majority of votes from among full-time **(8.2.12.2.)** professori ordinari and professori straordinari. The electorate consists of the *professori ordinari*, *professori straordinari* and professori associati working in the Faculty. The Preside is also President of the faculty Council (calling meetings, establishing agendas, etc.), supervises the relations between the Faculty and the central university authorities and superintending the correct management of the Faculty.
- Course of study council: 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 Course of study council: he is elected from the professors working in a specific study area. He supervises and co-ordinates teaching activities relating to his course.

DPR 11 July 1980, no. 382

Law 9 May 1989, no. 168

## 2.7. Internal and external consultation

Please refer to sub-sections.

### 2.7.1. Internal and external consultation at pre-primary, primary and secondary levels

Internal consultation takes place mainly through the participation in internal collegiate bodies of the school (e.g. class Council, teachers Assembly, district/school Council), according to provisions regulating these bodies **(2.6.4.1.)**. 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.

Furthermore, consultation is still easier in the comprehensive schools which group together scuola dell'infanzia, primary school and lower secondary school in the same autonomous institute.

External consultation involves students and their families, through associations and councils, and also other subjects external to the school.

#### **Involvement of the students**

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 upper secondary school 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 1994 collecting all dispositions concerning education **(2.3.)**. Students' representatives in the class council can form a school student committee entitled to express opinions and formulate proposals to the school council. 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 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. 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 school head beforehand, who 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 D.P.R. no. 249 of 24 June 1998 (modified through D.P.R. no. 235 of 21 November 2007). 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 school manager, teachers, school staff and school-friends, observing the organisation and safety rules of each school, etc. The charter, eventually, has re-organised all over again the disciplinary matters, which were still based, until 1998, 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 the collegiate bodies and provided only for serious and repeated breaches of discipline and cannot last more than 15 days. In case of particularly serious offences, such as those violating the dignity and the respect of other people also by endangering their lives, the school council can also decide for expulsion for periods longer than 15 days. In case of very serious crimes, or relapse, expulsion can last up to the end of the school year and can lead to the exclusion from final evaluation procedures, included the final State exam. 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 lower secondary school. 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 head of the Regional School Office (**2.6.1.2.**); this administration level is responsible to issue a definitive decision after having heard the binding opinion of the regional Watchdog office.

- Participation in school initiatives enabled by school autonomy. With Presidential Decrees no. 567 of 10 October 1996, no. 156 of 9 April 1999 and no. 105 del 13 February 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 class council in the general assessment of students. Therefore, these initiatives are examined beforehand by the teachers' assembly in order to be co-ordinated with the curricular activities. Supplementary initiatives must be deliberated, like complementary initiatives, by the district/school council, they aim at offering extracurricular activities to favour the human and civil development of students (collegiate bodies are described at par. **2.6.4.1.**); 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 of students, 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 educational authorities, local authorities and territorial collegiate bodies; to set up an information office for students; to promote trans-national 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 lower secondary school is concerned, the 2 students are replaced by 2 more parents. The provincial Council can be made up of territorial and/or thematic commissions. The National Council (formerly called National Conference) of the presidents of the provincial councils of students, established in 1996, is an advisory body of the Ministry and it guarantees a permanent representative seat for students at national level. The Council has the following tasks: it coordinates and cares of information exchange among provincial councils; it promotes ideas and the realisation of planning activities at national and international level; it expresses its opinion and makes proposals on actions involving the participation of students and the organization of the councils.
- The National Forum of the most representative associations of students has its seat in the Directorate for the students' status, youth policies and motory activities within the Ministry of education (**2.6.1.1**). 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 District/School Council (**2.6.4.1**). The school manager 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 collegiate bodies.

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.

Finally, the Ministry of Education, through Decree no.14 of 1st February 2002, has set up 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.

The Ministry and the National parents' associations have signed, on 10 October 2007, a draft agreement aimed at preventing and tackling episodes of intolerance and violence at school.

### **Involvement of external subjects**

External consultation, besides students and their families also taking part in the collegiate bodies of the school, involves bodies which are external to the school itself, such as the National education council (*Consiglio Nazionale della Pubblica Istruzione*). The Council is an advisory body of the Ministry at central level (DPR 416/1974). The Decree 233/1999 has provided for the replacement of the National Council with the High Education Council (*Consiglio Superiore della Pubblica Istruzione*) which has not been established yet. The National Council will keep functioning until the Higher Council is constituted.

The Provincial Education Councils and the District Education Councils work at local level (DPR 416/1974). They should be replaced by the Local Education Councils (D. Lgs 233/1999). However, as these latter have not been established yet, they will keep functioning until the Local Councils are constituted.

Furthermore, as for the definition of general education policies and also for evaluation and monitoring activities, the Ministry avails itself of the collaboration of other bodies, such as the National Agency for the development of school autonomy (**2.6.1.3.**), the National Institute for the evaluation of the education system (**9.3.**) and the Institute for the development of the professional training of workers (**2.6.1.3.**).

Institute for the development of professional training of workers (ISFOL)

National Agency for the Development of the School Autonomy (former INDIRE, former BDP, former IRRE)

National Council for Public Education

National Institute for the Evaluation of the Education and training System (Invalsi) (former CEDE)

D.Lgs. 16 April 1994, no. 297

D.Lgs. 30 June 1999, no. 233

DPR 13 February 2001, no. 105

DPR 24 June 1998, no. 249

DPR 31 May 1974, no. 416

DPR 9 April 1999, no. 156

### **2.7.2. Internal and external consultation in tertiary education**

Internal consultation at university level takes place through collegiate bodies for administrative management and direction like the Senato Accademico, Board of directors and various Councils (**2.6.4.2.**). In the institutions of the Afam system, decisions are taken in different ways according to single institutions and involve Directors of the institutes, Administrative Directors, Directors of the single Schools, students' representatives, etc. The various Schools (Schools of painting, sculpture, singing, piano, etc.) are teaching and organisation units of the Afam institute which correspond to university faculties.

At the central level, consultation among the various members of the education community takes place through national collegiate bodies for representation and advice like the CUN, CNSU, CRUI, National Council for the right to university study (university sector), and the CNAM (Afam system). The organisation and functions of these bodies are described at **2.6.1.3.**

### **2.8. Methods of financing education**

Article 21, sub-paragraph 5, of Law no. 59 of 15 March 1997, establishes that almost all financing for the administrative and educational management of schools comes from the State (divided into ordinary and

equalising allotments). However, 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.

Funding of vocational training falling under the competence of Regions, varies according to the different courses. Funds can be allocated by Regions, by Provinces or by the Ministry of labour and /or of education. Courses can be financed also through EU funds.

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.

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.

The Afam system, for its administrative and didactic functioning, receives funds from the Ministry of Treasury. These funds are allocated to single institutions through a specific Directorate General of the Ministry of Research.

As for the Higher Technical education and training system, the Ministry of education regularly allocates financial resources through a specific fund established according to three-year plans deliberated by the Regions (law 296/2006). In order to access the resources and to realize IFTS courses, Regions are required to co-finance the plans for at least 30% of the amount allocated by the Ministry to the Regions in the fund itself. The three-year plans deliberated by the Regions receive the financial contribution from the Ministry only if they meet specific financial and procedural conditions.

D.P.C.M. of 25 January 2008

Law 15 March 1997, no. 59

Law 27 December 2006, no. 296

## **2.9. Statistics**

The Ministry of education, university and research periodically publishes data on the Italian education system. Data are also available from the following web addresses:

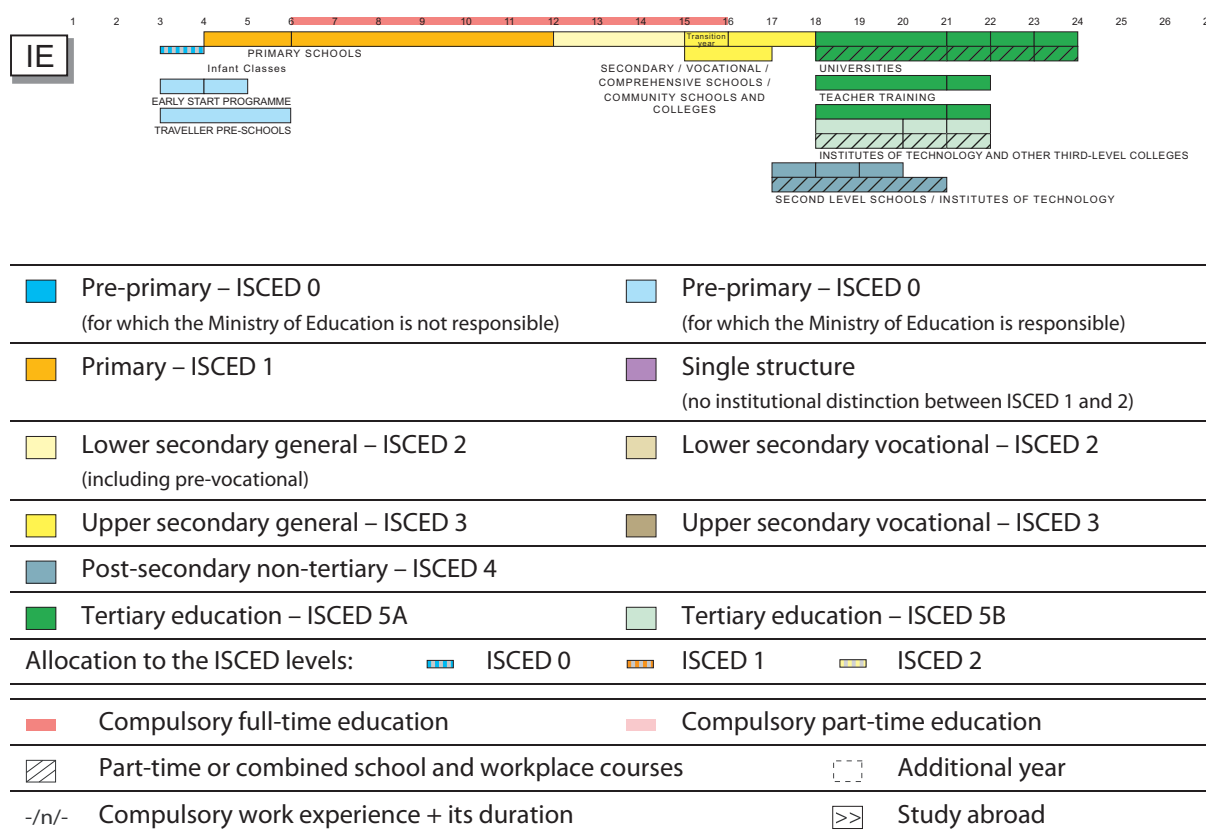
<http://www.pubblica.istruzione.it> (in the section 'pubblicazioni', for data on the school system)

<http://statistica.miur.it/> (in particular for data on universities and research and on the afam system)

Data on the Higher technical education and training sector are available on the website of the National Agency for the development of school autonomy at the following address: <http://www.indire.it/ifts>

### 3. Pre-primary education

#### Organisation of the education system in Ireland, 2009/10



Source: Eurydice.

Pre-primary education is organized at *scuola dell'infanzia*, it lasts 3 years and it is addressed to children from 3 to 6 years of age. The pre-primary level is part of the education and training system, yet it is not compulsory.

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

#### 3.1. Historical overview

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*' (children's house) in Rome, where she introduced the educational method still associated with her name.

It was not until the Gentile reform and the Consolidation Act 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 charity 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.

Pre-primary education is therefore organized on three different institutional levels: institutions established and run by the State, by local authorities and by private organizations (mainly religious).

With Law no. 444, pre-primary education, 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 Law no. 53 of 28 March 2003 (for the reform of the education system) and the Legislative Decree no. 59 of 19 February 2004 provide for the full introduction of pre-primary education (*scuola dell'infanzia*) in the education system, also reforming some aspects of its organization. As for the latest developments, please refer to [2.1.](#)

[D.Lgs. 19 February 2004, no. 59](#)

[Law 18 March 1968, no. 444](#)

[Law 28 March 2003, no. 53](#)

[Gentile Reform](#)

## 3.2. Ongoing debates and future developments

The pre-primary level of education has been recently reformed by Law no. 53/2003 and following Legislative Decree no. 59/2004. The reform was applied in school year 2004/2005.

However, the two Governments, following one another from 2006 up to now and coming from opposite majorities in the Parliament ([2.1.](#)), have further reformed some sectors of the education system. In particular, as for the pre-primary level, measures introduced concern the age to enter pre-primary schools, the curriculum, class sizes and school time. Such interventions are described in the relevant sections of this chapter. As for pre-primary education, there are not ongoing debates at the moment.

[D.Lgs. 19 February 2004, no. 59](#)

[Law 28 March 2003, no. 53](#)

## 3.3. Specific legislative framework

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 pre-primary education, setting up nursery schools (*scuole materne*);
- Ministerial Decree 3 June 1991 where the new educational guidelines (*Orientamenti educativi*) 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. This document is not mandatory for non-State schools which, however, have widely referred to it as for their planning. Starting from school year 2004/05, the educational guidelines have been replaced by the 'National guidelines' (*Indicazioni nazionali*) for the personalized plans of the educational activities in the *scuole dell'infanzia* included in Table A, annexed to Legislative Decree no. 59/2004, which have been updated through the 'Guidelines for the curriculum' in 2007 ([3.10.](#));



- Legislative Decree of 16 April 1994, no. 297 (Consolidation Act) which groups together all main rules in force concerning public education; however, laws and decrees later approved have introduced several relevant changes, and therefore a revision of the document is expected;
- Law 59/1997 and following Decree 275/1999 introducing and regulating school autonomy (**2.6.4.1.**);
- Law 62/2000 on private schools with equal status (**3.14.**);
- Law n. 53 of 2003 for the reform of the educational system. It concerns also the pre-primary education;
- Legislative Decree no. 59 of 19 February 2004, for the reform of the pre-primary, primary and lower secondary education;
- Law no. 296 of 27 December 2006 (2007 financial law) that has abrogated the possibility to anticipate the enrolment in pre-primary school;
- Decree of 31 July 2007 which introduces the *Indicazioni per il curricolo* (Guidelines for the curriculum) for pre-primary education and for the first cycle of education on an experimental basis (**3.10.**);
- Law no. 133 of 6 August 2008 converting into law the Decree no. 122 of 25 July 2008. It contains measures to reduce public costs also in the field of education. It provides for a range of interventions, which will be implemented from school year 2009/2010 through specific Decrees, aimed at revising the organisation and the didactic of the school system. As for the Decrees already published (DPR 81/2009 and DPR 89/2009), please see below;
- Law no. 169 of 20 October 2008, converting into law the Decree no. 137 of 1st September 2008, which provides, among other measures addressed to the other education levels (**2.3.**), the teaching, on experimental basis, of 'Citizenship and Constitution' involving also pre-primary institutions (**3.10.**);
- DPR no. 81 of 20 March 2009 on the reorganisation of the school system and the use of human resources, according to law 133/2008 (in particular, class size and human resources)
- DPR no. 89 of 20 March 2009 providing for the revision of the organization and the didactic at pre-primary, primary and lower secondary levels, starting from school year 2009/2010, according to law 133/2008. In particular, at pre-primary level it introduces the 'early' enrolment of pupils turning 3 within the 30 of April of each school year and it also provides for the extension of the so called 'spring classes' in school year 2009/2010 (**3.6.**).

D.Lgs. 19 February 2004, no. 59 D.Lgs. 19 February 2004, no. 59

DPR 20 March 2009, no. 81

DPR 20 March 2009, no. 89

DPR 8 March 1999, no. 275

Law 10 March 2000, no. 62

Law 15 March 1997, no. 59

Law 18 March 1968, no. 444

Law 27 December 2006, no. 296

Law 28 March 2003, no. 53

Law 30 October 2008, no. 169

Law 6 August 2008, no. 133

### 3.4. General objectives

The scuola dell'infanzia is not compulsory and lasts three years. It '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 unity, it carries out the educational profile and the educational continuity together with all childhood's services and the primary school' (Legislative Decree 59/2004, art. 1).

D.Lgs. 19 February 2004, no. 59

Law 27 December 2006, no. 296

### 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 setting up and operating educational establishments all over the national territory, based on the age of the pupils, the geographical environment of the area and the social conditions of the families living there.

Attendance of pre-primary school is of great importance for the development of children and for their success all over the education path. Over the last 10 year, several laws, the last one being the reform law 53/2003, have therefore confirmed the objective of generalisation of the offer and a widespread attendance of pre-primary school.

Constitution of the Italian Republic

Law 28 March 2003, no. 53

### 3.6. Admission requirements and choice of institution/centre

In general, children who turn from three to five years within the 31st of December of the relevant school year can enrol in pre-primary school (scuola dell'infanzia). Upon parents' request, and subject to specific conditions, it is possible to enrol also children turning three within the 30th of April of the relevant school year. Specific conditions to be met by schools for accepting early enrolments are: the school has availability of posts and of premises suitable for receiving children under three year of age; all children in the waiting lists are enrolled; the teachers assembly has deliberated on the times and ways for carrying out the insertion of these children at school.

In small centres situated in the mountains or in the small islands, as well as in Communes where there is not availability of nursery schools, also children aged 2 and 3 are admitted.

Special classes called 'spring sections' started, on an experimental basis, in 2007. They are addressed to children aged from 24 to 36 months. This new service has been introduced to meet the needs of families where both parents are employed. These sections are established at pre-primary schools, both state and paritarie, as a specific section with its own pedagogic plan, its own facilities and staff. Activities connected to the experimentation of this new service will be maintained also in the school year 2009/2010, through agreements signed by the Regions and the necessary coordination of this service with the early enrolments.

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 communes are often grouped together into consortia or inter-municipal associations to ensure a better management of the services.

C.M. 15 January 2009, no. 4

D.Lgs. 19 February 2004, no. 59

DPR 20 March 2009, no. 89

### 3.7. Financial support for pupils' 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 no. 62 of 10 March 2000 on equality (**3.14.**) does not provide for measures in favour of the families of children attending pre-primary schools 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. In some Regions (for example Veneto and Lombardy) about 50% of the scuole dell'infanzia are paritarie schools.

Law 10 March 2000, no. 62

### 3.8. Age levels and grouping of children

State pre-primary schools are organized in groups called 'sections', each section grouping children of the same age. However, sections may be made up of children of different ages. In fact, schools have organisational autonomy and have therefore freedom in forming the groups of children. However, the general trend is to alternate the activities carried out in a section with activities carried out at intersection level, thus creating heterogeneous groups. The aim of this approach is to stimulate the relationship between teachers and children, increase interaction among children and permit a better and wider use of rooms, environments and materials.

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 disable pupils, geomorphology of the territory, financial conditions and social disadvantages, availability of the regional number of school staff units. Generally, sections are made up of minimum 18 and maximum 26 children (25 only in school year 2009/2010).

D.Lgs. 16 April 1994, no. 297

DPR 20 March 2009, no. 81

### 3.9. Organisation of time

The Ministry is responsible for defining the dates for the first and second cycles leaving examinations and the calendar of the national festivities, this latter valid also for the pre-primary level (Decree 297/1994). The Regions are responsible for defining the school calendar (starting and end of school activities, length of holidays for national festivities, other holidays) to adapt it to the needs of the area (Decree 31 March 1998, no. 112). Every year, the Ministry publishes a summary table, on its website, providing the dates established

at regional level of the beginning and end of the school activities, the dates of national festivities and of those established at local level.

The teaching time for primary school, which has been established by the Legislative Decree 59/2004 on an annual basis, has been defined again on a weekly basis through DPR 89/2009.

The District/School Council (**2.6.4.1.**) is responsible for the decision concerning the distribution of the adopted timetable in the various days of the week (not less than five)

The out-of-school reception of pupils before or after school time 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.

D.Lgs. 16 April 1994, no. 297

D.Lgs. 19 February 2004, no. 59

D.Lgs. 31 March 1998, no. 112

DPR 20 March 2009, no. 89

### 3.9.1. Organisation of the year

Educational activities take place between the 1st of September and the 30th of June, for a total of 35 weeks. The annual teaching time ranges from a minimum of 875 hours (corresponding to 25 hours a week), with activities only in the morning, to a maximum of 1750 hours (corresponding to 50 hours a week). Usually the annual teaching time is 1400 hours (corresponding to 40 hours a week).

D.Lgs. 16 April 1994, no. 297

D.Lgs. 19 February 2004, no. 59

### 3.9.2. Weekly and daily timetable

Usually, the weekly timetable at pre-primary level is 40 hours a week. It is also possible to extend it up to 50 hours a week. Upon families request, schools can organise classes with a shorter timetable of 25 hours a week, with activities only in the morning. All timetables include the hours devoted to the Catholic religion.

Schools autonomously define the model/models to offer, according to their education plans and taking into account the requests submitted by parents and human resources available. In case of schools offering different timetables, children are grouped according to the timetable chosen by their families at enrolment.

The District/School Council (**2.6.4.1.**) 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.

C.M. 15 January 2009, no. 4

D.Lgs. 16 April 1994, no. 297

D.Lgs. 19 February 2004, no. 59

D.Lgs. 31 March 1998, no. 112

DPR 8 March 1999, no. 275

Law 15 March 1997, no. 59

### 3.10. Curriculum, types of activities, number of hours

At pre-primary level, the curriculum is defined through the 'National Guidelines (*Indicazioni nazionali*) for the personalised plans of the educational activities in scuole dell'infanzia', introduced on a temporary basis by Decree 59/2004 and updated through the Guidelines for the curriculum (*Indicazioni per il curricolo*), introduced in 2007.

As for pre-primary school, the *Indicazioni nazionali* of 2004 establish what follows:

- general objectives of the formative process (strengthening of personal identity, independence attainment, competencies development);
- specific learning objectives indicate the performance levels that all pre-primary schools 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 specific learning objectives 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; the objectives of Catholic religion, **(1.3.)** have been approved through Decree of the President of the Republic, according to the Concordat rules;
- the criteria for the selection of the formative objectives and the formulation of the personalized plans of the educational activities.

Furthermore, the *Indicazioni nazionali* had also provided for the introduction of the portfolio of competences, 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, aptitudes and aspirations. In 2006, the Ministry has specified that the portfolio is not mandatory for schools. It has to be considered a form of documentation of the formative process and, therefore, it has only a formative and didactical value and, according to school autonomy, schools are free to decide whether to adopt it or not.

From school year 2007/08 the *Indicazioni nazionali* have been applied together with the Guidelines for the curriculum (*Indicazioni per il curricolo*), introduced on an experimental basis in order to collect proposals for the final drafting of the document.

The new aspects of Guidelines of 2007 are: the curriculum is made up of the so called 'fields of experience'; specific learning objectives are replaced with 'goals for the development of competences'; specific indications on planning and evaluation models and on organization restraints are replaced with the proposal of few general methodological criteria useful to schools, in the respect of their autonomy, for creating the learning environment.

The DPR 89/2009 has then established that, starting from school year 2009/2010 and up to school year 2011/2012, the National Guidelines of 2004, updated through the Guidelines for the Curriculum of 2007, will be implemented. In the period 2009/2010-2011/2012, the activities carried out by the schools will be monitored by the National Agency for the Development of School Autonomy **(2.6.1.3.)** and the National Institute for the Evaluation of the Education and Training System **(9.3.)**. The outcomes are likely to be used to amend the National Guidelines of 2004.

Furthermore, law 169/2008 has introduced, on an experimental basis, the teaching of 'Citizenship and Constitution' aimed at deepening the knowledge of Italian Constitution and to develop active citizenship values. In school year 2008/2009, schools were invited to draw up projects on these issues, in order to create a good practice file accessible nationwide. Among the projects produced by schools, 104 projects, involving about 350 schools, have been selected to receive specific funds to be spent for the realisation of the projects

themselves. In school year 2009/2010, the teaching of 'Citizenship and Constitution' has started in all schools, pre-primary schools included, through didactic projects drawn up by single schools that can avail themselves also of the opportunities available in their territory.

D.Lgs. 19 February 2004, no. 59

DPR 20 March 2009, no. 89

Law 30 October 2008, no. 169

### 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; it should create a pleasant atmosphere of curiosity and joy of playing and acknowledges the following elements as fundamental of its educational service:

- the relationship among peers and with adults;
- the improvement 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.

The Guidelines for the curriculum of 2007 (**3.10.**) indicate these elements as the criteria to be followed by schools for creating the learning environment.

### 3.12. Evaluation of children

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 pre-primary school is to promote, support and strengthen processes which allow pupils to develop their abilities at best.

The evaluation of the levels attained foresees what follows:

- an initial moment, aimed at outlining the abilities owned when accessing pre-primary education;
- moments within didactic activities, aimed at adjusting and individualising the educational and learning processes;
- final moments, aimed at verifying the learning outcomes, the quality of the educational and didactic activity and the whole educational experience.

### 3.13. Support facilities

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 provision

Article 33 of Italian Constitution lays down two basic principles:

- 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;
- *paritarie* schools, 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.

Although the Italian Constitution of 1948 provides for the institution of non-State schools, a specific law has been approved only in 2000. In fact, law 62/2000 contains '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 *paritarie* schools as parts of the national education system played an important role in this respect.

Law 62/2000 established that for being recognised as *paritarie*, non State schools must meet the following requirements:

- an educational project in keeping with the Constitution principle; a plan of the educational offer (POF) in accordance with current regulations (**2.6.4.**); certification of the management title and the issue of balance;
- the availability of premises, furniture and teaching equipments peculiar to the type of school and in accordance with the current regulations;
- institution and functioning of collegiate bodies (**2.6.4.1.**) aimed at democratic participation;
- school enrolment for all students upon request of their parents, provided that they have obtained a qualification valid for enrolment in the grade they wish to attend;
- implementation of the current regulation on integration of handicapped or disadvantaged students;
- organisation of complete courses: equality cannot be recognised to single grades, except for when new complete courses are instituted: in this case equality is recognised starting from the first grade;
- teaching staff with a qualifying title (**8.1.2. 8.1.4.**);
- labour contracts for management and teaching staff in accordance with the collective national labour contract.

Furthermore, law 62/2000 establishes that *paritarie* schools 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.

A direct financing is still foreseen; further grants are provided to people who run private primary schools (this financing has been existing since 1928) and the financing of non state scuole dell'infanzia - provided that they are *paritarie* schools - which has existed for very many years, has been maintained. 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.

According to law 62/2000 non state schools are not obliged to apply for equality of status. However, the same law provides for the publication of further provisions aimed at bringing all non-state schools within the two categories of *paritarie* and *non-paritarie* schools.

In 2006, law no. 27 was issued; it includes all non state schools in the two categories of recognised *paritarie* schools according to law 10 March 2000, no. 62, and *non-paritarie* schools.

Law of 3 February 2006, no. 27 establishes that there are only two types of non-State schools: the *paritarie* schools, which have obtained equal status through Law of 10 March 2000, no. 62, and *non-paritarie* schools.

Non-*paritarie* schools are those which carry out an organised teaching activity and have the following functioning conditions:

- educational project or educational offer, in accordance with the principles of the Constitution and of the Italian education system, aimed at the general and specific learning objectives related to the attainment of study titles;
- availability of premises, furniture and equipment in compliance with regulations in force related to hygiene and safety of the school premises which should be suitable to their function on the basis the number of pupils;
- teaching staff and a co-ordinator for the teaching and educational activities with specific qualifications for the educational offer of the school, as well as administrative and technical staff;
- age of pupils not lower than the age of the pupils attending state school or *paritarie* schools.

Non-*paritarie* schools cannot release study titles with legal value. They cannot have the same name of State schools or *paritarie* schools and they should mention 'non-*paritaria* school' in their denomination.

Procedures to obtain and maintain the equal status (*paritarie* schools) are defined through specific regulation (D.M. no. 267 of 29 November 2007); non-*paritarie* schools are included in a specific list kept by the Regional School Office and the procedures to be included in the list are defined through specific regulation (D.M. no. 263 of 29 November 2007).

These dispositions have been followed by other Ministerial Decrees concerning the implementation of the procedures for obtaining and maintaining the equal status: the Decree of 10 October 2008, no. 82, for the inclusion in the regional register for non-*paritarie* schools; the Decree 10 October 2008, no. 83, for the recognition and maintenance of the equal status of *paritaria* school and Decree 10 October 2008, no. 84 on the agreements with pre-primary *paritarie* schools.

For information on non-State non-*paritarie* schools, please see [4.17.](#)

Ministry of Education, University and Research (MIUR)

C.M. 18 March 2003, no. 31



Constitution of the Italian Republic

D.Lgs. 16 April 1994, no. 297

D.P.C.M. 14 February 2001, no. 106

Law 10 March 2000, no. 62

Law 3 February 2006, no. 27

### 3.15. Organisational variation and alternative structures

There are no organisational and structural alternatives to scuole dell'infanzia.

### 3.16. Statistics

**Table 1 - School units, sections, pupils, teachers in State pre-primary schools**

School year	School units	Sections	Pupils	Teaching staff
2008-2009	13.624	42.419	978.302	88.342

**Table 2 - Pupil/teacher ratio and pupil/section ratio in State pre-primary schools**

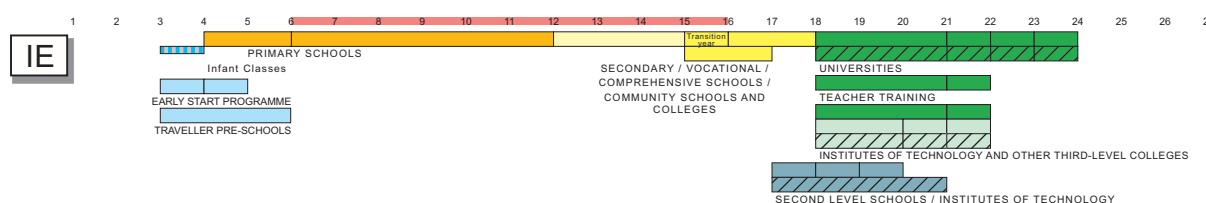
School year	Pupil/teacher ratio	Pupils per section
2008-2009	11.6	22.9

Sources: Ministero dell'Istruzione, dell'Università e della Ricerca - Direzione Generale per gli Studi, la Statistica e i Sistemi Informativi 'La scuola statale: sintesi dei dati a.s. 2008/2009' (Tavola B3 e p. 170) and 'Sedi, alunni, classi, dotazioni organiche del personale della scuola statale. Situazione di organico di diritto, a.s. 2008-2009' (p. XII).

[La scuola statale: sintesi dei dati - Anno scolastico 2008/2009](#)

## 4. Primary education

### Organisation of the education system in Ireland, 2009/10



	Pre-primary – ISCED 0 (for which the Ministry of Education is not responsible)		Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
	Primary – ISCED 1		Single structure (no institutional distinction between ISCED 1 and 2)
	Lower secondary general – ISCED 2 (including pre-vocational)		Lower secondary vocational – ISCED 2
	Upper secondary general – ISCED 3		Upper secondary vocational – ISCED 3
	Post-secondary non-tertiary – ISCED 4		
	Tertiary education – ISCED 5A		Tertiary education – ISCED 5B
Allocation to the ISCED levels:  ISCED 0     ISCED 1     ISCED 2			
	Compulsory full-time education		Compulsory part-time education
	Part-time or combined school and workplace courses		Additional year
	Compulsory work experience + its duration		Study abroad

Source: Eurydice.

Primary school is compulsory, has an overall length of 5 years and is attended by pupils aged 6 to 11 (4.6.). Together with compulsory lower secondary school, it makes up the first cycle of education which lasts eight years altogether. Primary school and lower secondary school are two different education levels, each with its own specificities, even though they are parts of one only school cycle.

Primary school is subdivided, only for didactic purposes, 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, lower secondary schools and also pre-primary schools, managed by one only school manager (2.6.4.1.).

D.Lgs. 19 February 2004, no. 59

Law 28 March 2003, no. 53

### 4.1. Historical overview

The Casati Law (2.1.), 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. At the end of each cycle students sit for written and oral examinations taking place in summer or autumn; the passage to the following grade within the same school cycle doesn't imply any exam, but one only assignment of the term's marks and no exam to be repeated at the autumn session.

The Decree no. 503 of 1955 introduced new curricula in primary schools. These curricula have been applied until 1985, for more than thirty years, until they have been replaced with the teaching programmes provided through D.P.R. no. 104 of 12 February 1958 and come into effect in 1987.

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 (called '*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 delegated Decrees of 1974 introduced further important elements of innovation. In this case the reform provided for the participation of parents in the management of the school.

One of the most significant cultural and social changes in compulsory school were those established with Law no. 517 of 1977, especially as regards teaching planning, pupils' assessment, 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. In addition, the Ministerial Decree of 28 June 1991 has regulated the gradual introduction of a compulsory foreign language.

Primary school has been recently 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 2004/05, implementation has been extended to all primary education grade.

As for the latest developments, please refer to **2.1.**

[D.Lgs. 19 February 2004, no. 59](#)

[DPR 12 February 1985, no. 104](#)

[DPR 14 June 1955, no. 503](#)

[Frame law 10 February 2000, no. 30](#)

[Gentile Reform](#)

[Law 28 March 2003, no. 53](#)

[Law 30 July 1973, no. 477](#)

[Law 4 August 1977, no. 517](#)

Law 5 June 1990, no. 148

Legge Casati

## 4.2. Ongoing debates and future developments

The primary level of education has been recently reformed by Law no. 53/2003 and following Legislative Decree no. 59/2004. The reform was applied in school year 2004/2005.

However, the two Governments, following one another from 2006 up to now and coming from opposite majorities in the Parliament (**2.1.**), have further reformed some sectors of the education system. In particular, as for the primary level, measures introduced concern the organisation of school time, class sizes, the number of teachers working in a class-group, the curriculum and text books. Such interventions are described in the relevant sections of this chapter. As for primary education, there are not ongoing debates at the moment.

D.Lgs. 19 February 2004, no. 59

Law 28 March 2003, no. 53

## 4.3. Specific legislative framework

Some of the fundamental laws and dispositions on primary schools are the following:

- Law no. 477 of 30 July 1973 made the Government responsible for issuing regulations on the legal status of all State school personnel, the establishment of assemblies (collegiate bodies, see **2.6.4.1.**) and educational experimentation with the resulting delegate decrees of May 31, 1974;
- Law no. 517 of 4 August 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 20 May 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;
- Legislative Decree of 16 April 1994, no. 297 (Consolidation Act) which groups together all main rules in force concerning public education; however, laws and decrees later approved have introduced several relevant changes, and therefore a revision of the document is expected;
- Law 59/1997 and following Decree 275/1999 introducing and regulating school autonomy (**2.6.4.**);
- Law 62/2000 on private schools with equal status (**4.16.**);
- Law n. 53 of 2003 for the reform of all levels of the education and training system;
- Legislative Decree no. 59 of 19 February 2004, for the reform of the pre-primary, primary and lower secondary education;
- Decree of 31 July 2007 which introduces the *Indicazioni per il curricolo* (Guidelines for the curriculum) for pre-primary education and for the first cycle of education on an experimental basis (**4.10.**);

- Law no. 133 of 6 August 2008 converting into law the Decree no. 122 of 25 July 2008. It contains measures to reduce public costs also in the field of education. It provides for a range of interventions which will be implemented from school year 2009/2010, aimed at revising the organisation and the didactic of the school system. These interventions will be implemented through specific Decrees. As for the Decrees already published (DPR 81/2009 and DPR 89/2009), please see below;
- Law no. 169 of 20 October 2008, converting into law the Decree no. 137 of 1st September 2008, which introduces, from school year 2008/2009, new criteria for the assessment and progression of students at primary and secondary levels. The law provides also, among other dispositions, for the reorganization of school time at primary level, with only one teacher working in a class. It also introduces the teaching, on experimental basis, of 'Citizenship and Constitution' and new criteria for the choice of text books;
- DPR no. 81 of 20 March 2009 on the reorganisation of the school system and the use of human resources, according to law 133/2008 (in particular, class size and human resources);
- DPR no. 89 of 20 March 2009 providing for the revision of the organization and the didactic at pre-primary, primary and lower secondary levels, starting from school year 2009/2010, according to law 133/2008 (in particular, timetables and curriculum and number of teachers working in a class);
- DPR no. 122 of the 22nd June 2009 for the coordination of all the dispositions concerning student assessment at primary and secondary levels. The Decree, issued according to law 169/2008, is implemented from school year 2009/2010, although some of the dispositions were already applied in school year 2007/2009.

D.Lgs. 19 February 2004, no. 59

DPR 12 February 1985, no. 104

DPR 20 March 2009, no. 81

DPR 20 March 2009, no. 89

DPR 22 June 2009, no. 122

DPR 8 March 1999, no. 275

Frame law 5 February 1992, no. 104

Law 10 March 2000, no. 62

Law 15 March 1997, no. 59

Law 24 September 1971, no. 820

Law 28 March 2003, no. 53

Law 30 July 1973, no. 477

Law 30 October 2008, no. 169

Law 4 August 1977, no. 517

Law 5 June 1990, no. 148

Law 6 August 2008, no. 133

## 4.4. General objectives

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' (Legislative Decree no. 59 of 19 February 2004).

Primary school aims are clarified in the National Guidelines (*Indicazioni nazionali*) for the personalised study plans of 2004 and in the new Guidelines for the curriculum (*Indicazioni per il curricolo*) introduced on a trial basis for school years 2007/08 and 2008/09 (4.10.).

D.Lgs. 19 February 2004, 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 setting up and operating educational establishments all over the national territory, based on the age of the pupils, the geographical environment 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 need has arisen to proceed to a rationalisation in the number of school to optimize the use of the resources.

Today, there is still a demographic drop in the South and on the islands, whereas the opposite trend has been registered in the central and northern regions of the country; it should be taken into consideration not only the increase in the number of Italian children in these regions, but also of foreign pupils.

To foster school attendance of all and to implement the right to study of everyone, different services and support measure are available. The organization of transport services falls under the responsibility of municipalities in accordance with criteria established at regional level. Transport services for pupils with special needs, is provided free of charge.

C.M. 15 January 2009, no. 4

## 4.6. Admission requirements and choice of school

Children who reach six years of age by 31 December of the relevant school year must enrol in the first year of primary school.

Children who reach six years by 30 April of the calendar year in which they begin school (e.g. as for school year 2009/2010, by the 30 April 2010) can be enrolled in the first year, on parents' request (early enrolment).

Families are free to choose the kind of school they want to send their children to. Parents or those who have parental responsibility can choose whether to enrol the pupil at the school of the area of residence or in any other school they may prefer (for example for the educational offer or timetables). 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. Schools accept the requests of enrolment, within the maximum limits of available posts, in accordance with criteria established by the school council (2.6.4.1.) and published before the start of the enrolment procedures.

C.M. 15 January 2009, no. 4

DPR 20 March 2009, no. 89

## 4.7. Financial support for pupils' families

Enrolment and attendance of a State school or a paritaria school are completely free of charge (4.16.). 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, except for some exemptions connected with families' economic conditions.

The possibility to offer financial aids directly to the families falls within the responsibility of single regions; therefore, it changes according to the different legislations. It can be stated, generally, that provisions are contributions in money, 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.

## 4.8. Age levels and grouping of pupils

Primary school lasts five years and, in general, it is addressed to pupils aged from 6 to 11 (4.6.). Primary school is organised, from a didactic point of view, in a first year linked up to the pre-primary level, and in two two-year periods.

In primary schools children are organised in groups called 'classes'. Pupils are enrolled in each class according to their age. However, it is also possible to form groups of pupils from different classes, according to specific school activities or to the objectives to be achieved. A class consists of a minimum of 15 and a maximum of 26-27 pupils (25 only in school year 2009/2010). Usually, the maximum number of pupils per class is lowered to 20 if there are pupils with special educational needs. In schools placed in small villages, usually on the mountains and in small islands, the minimum number of pupils per class is lowered to 10.

If the school is not able to start separate classes according to pupils' age, because the density of school population is too low, the so-called 'multi-classes' are allowed. Multi-classes group together more classes, to make up one only class. This phenomenon, absolutely marginal, involves today a very limited number of pupils. Teachers working in multi-classes should plan and carry out different activities according to the various classes included in their multi-class.

Age is the main criterion also for the enrolment of foreign pupils; however, in this case, the teaching staff can take into consideration other factors like the educational system of the country of origin, their previous study path, the assessment of their attainment level (10.7.).

Teachers in primary schools are generalist. The number of teachers per class varies according to the different available models of school time (4.9.2.). In fact, starting from school year 2009/2010, the first classes adopting a weekly school time either of 24, 27 or 30 hours, usually have only one teacher, who can be supported by English language and Catholic religion teachers. On the contrary, two teachers work, not at the same time, in classes adopting the weekly school time of 40 hours. Classes from the second to the last one, which still adopt the previous weekly timetable of either 27, 30 or 40 hours, can have more than one teacher (up to three) per class, not at the same time.

C.M. 15 January 2009, no. 4

DPR 20 March 2009, no. 81

DPR 20 March 2009, no. 89

DPR 8 March 1999, no. 275

Law 30 October 2008, no. 169

## 4.9. Organisation of school time

The Ministry is responsible for defining the dates of the first and second cycles leaving examinations and for establishing the calendar of the national festivities, valid for all levels of education (Decree 297/1994). The Regions are responsible for defining the school calendar (starting and end of school activities, length of holidays for national festivities, other holidays) to adapt it to the needs of the area (Decree 31 March 1998, no. 112). Every year, the Ministry publishes a summary table, on its website, providing the dates established at regional level of the beginning and end of the school activities, the dates of national festivities and of those established at local level.

The minimum and maximum teaching amount of hours is established at central level. In school year 2009/2010, the first grades of the primary level, follow a new teaching timetable established on a weekly basis, according to DPR 89/2009 and law 169/2008. Grades subsequent to the first ones will be following the annual teaching timetable established by Decree 59/2004 (4.9.2).

The District/School Council (2.6.4.1) is responsible for the decision concerning the distribution of the adopted timetable in the various days of the week (not less than five) as well as in the morning or afternoon.

The out-of-school reception of pupils before or after school time 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.

C.M. 15 January 2009, no. 4

D.Lgs. 16 April 1994, no. 297

D.Lgs. 19 February 2004, no. 59

D.Lgs. 31 March 1998, no. 112

DPR 20 March 2009, no. 89

Law 30 October 2008, no. 169

### 4.9.1. Organisation of the school year

The school year is organized as follows:

- school year starts on the 1st of September and finishes on the 31st of August;
- teaching activities, including scrutini and exams, as well as in service training activities are carried out between the 1st of September and the 30th of June;
- the teaching days in a year are 200;
- as far as the pupils' evaluation is concerned, the school year can be subdivided into two or three terms (periods of three or four months, as established by the Teachers' Assembly of each school).

D.Lgs. 16 April 1994, no. 297

D.Lgs. 19 February 2004, no. 59

### 4.9.2. Weekly and daily timetable

Schools, according to their autonomy, can adopt flexible solutions according to the families' requirements, their available teaching staff, their structures and functioning services. Furthermore, the District/School Council (2.6.4.1) can decide to distribute the annual overall teaching time of the curriculum in a different



way during the various weeks of the school year, in the respect of the distribution of the lessons in less than five days a week.

In school year 2009/2010, starting from the first grades of primary schools, families choose among the following models of weekly timetables:

- 24 hours a week;
- 27 hours a week;
- up to 30 hours a week, including teaching activities additional to the 27-hour timetable (i.e. up to 3 hours more per week);
- 40 hours a week, the time devoted to canteen included, corresponding to the so called 'full time timetable'.

The timetable is chosen by parents at enrolment. Schools make up the classes according to the requests, taking into account that 30-hour or the 40-hour timetable classes can be made up only if the school has both human resources and structures available. Moreover, the requirement of the minimum number of pupils per class must be met.

Subsequent grades will keep following the previous annual timetable, as it was chosen by parents at enrolment in the first grade:

- only a compulsory timetable of 891 annual hours (corresponding to an average of 27 hours per week);
- compulsory timetable of 891 hours + maximum 99 hours destined to facultative and optional activities, corresponding to an average of 30 hours per week (the time destined to the canteen is not included). The school plans the facultative and optional activities in its own education plan (POF, **2.6.4.**), taking into account families' requests and human resources available;
- a timetable of up to 1320 hours per year, corresponding to 40 hours per week (called 'full time timetable'), including the time destined to the canteen.

Lessons must be spread on no less than 5 days a week. Schools have autonomy in the organisation of the daily timetable.

[C.M. 15 January 2009, no. 4](#)

[D.Lgs. 19 February 2004, no. 59](#)

[DPR 20 March 2009, no. 89](#)

[Law 28 March 2003, no. 53](#)

[Law 30 October 2008, no. 169](#)

## 4.10. Curriculum, subjects, number of hours

At primary level, the curriculum is defined through the 'National Guidelines (*Indicazioni nazionali*) for the personalised study plans in primary education', introduced, on a temporary basis, by Decree 59/2004 and updated through the Guidelines for the curriculum (*Indicazioni per il curricolo*), introduced in 2007.

As for primary school, the *Indicazioni nazionali* of 2004 establish 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;

- specific learning objectives, indicated by subject activities. The subjects are 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; first two-year period; second two-year period). The decree also indicates the specific learning objectives related to the education to civil coexistence (citizenship education, traffic education, food education, health and affectivity education), which is not a separate subject but is a unitary offer of educational and teaching activities carried out by the teachers of the class. The specific learning objectives of Catholic religion have been established through an agreement with the Italian Episcopal Conference (CEI) and approved with D.P.R. 30 March 2004, no. 122.

Finally, the Educational, cultural and vocational profile (Pecup) of the pupils at the end of the first school cycle represents what a 14-year old pupil should know, be able to do; it should become the benchmark for the educational and teaching activities of teachers.

The *Indicazioni nazionali* had also provided for the introduction of the portfolio of competences, 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, aptitudes and aspirations. In 2006, the Ministry has specified that the portfolio is not mandatory for schools. It has to be considered a form of documentation of the formative process and, therefore, it has only a formative and didactical value and, according to school autonomy, schools are free to decide whether to adopt it or not.

From school year 2007/08 the *Indicazioni nazionali* have been applied together with the Guidelines for the curriculum (*Indicazioni per il curricolo*), introduced on an experimental basis in order to collect proposals for the final drafting of the document.

According to the new Guidelines for the curriculum, the school is mainly aimed at promoting the development of the human being, by helping pupils to understand the meaning of what they are experiencing, at promoting active citizenship, at achieving the learning objectives necessary for developing the competences as foreseen by the Guidelines themselves.

The Guidelines of 2007 differ from those of 2004 for: greater importance given to curricula instead of to personalised study programmes; education to active citizenship is considered as a goal for all subjects and not as a separate subject; definition of goals for the development of competences as a reference for teaching activities; definition of general learning objectives instead of analytically described learning objectives, in order to give more importance to school autonomy and to the professionalism of teachers in the planning of the curriculum.

The DPR 89/2009 has then established that, starting from school year 2009/2010 and up to school year 2011/2012, the National Guidelines of 2004, updated through the Guidelines for the Curriculum of 2007, will be implemented. In the period 2009/2010-2011/2012, the activities carried out by the schools will be monitored by the National Agency for the Development of School Autonomy (**2.6.1.3.**) and the National Institute for the Evaluation of the Education and Training System (**9.3.**). The outcomes are likely to be used to amend the National Guidelines of 2004.

Furthermore, law 169/2008 has introduced, on an experimental basis, the teaching of 'Citizenship and Constitution' aimed at deepening the knowledge of Italian Constitution and to develop active citizenship values. In school year 2008/2009, schools were invited to draw up projects on these issues, in order to create a good practice file accessible nationwide. Among the projects produced by schools, 104 projects, involving about 350 schools, have been selected to receive specific funds to be spent for the realisation of the projects themselves. In school year 2009/2010, the teaching of 'Citizenship and Constitution' has started in all schools,

through didactic projects drawn up by single schools that can avail themselves also of the opportunities available in their territory.

At primary level, there are not specific subject timetables. Only the subjects English and Catholic religion have a specific timetable: one hour teaching for English in the first grade, two hours in the second grade, three hours in the third, fourth and fifth grades, for a total minimum compulsory amount of 396 hours throughout all primary education. Two weekly hours are destined either to the teaching of Catholic religion or to alternative activities for those who choose them as an alternative to Catholic religion.

D.Lgs. 17 October 2005, no. 226

D.Lgs. 19 February 2004, no. 59

DPR 20 March 2009, no. 81

DPR 20 March 2009, no. 89

DPR 30 March 2004, no. 121 and no. 122

Law 30 October 2008, no. 169

Law 6 August 2008, no. 133

## 4.11. Teaching methods and materials

The Freedom of teaching is a principle established by the Constitution of the Italian Republic (section 3); the freedom of the teachers' methods springs from this principle. However, such freedom is assured to teachers not just because they are teachers, in the view of a better attainment of the educational objectives established by law. Regulations on school autonomy (D.P.R. 275/1999) establish that 'the choice, adoption and use of teaching methods and instruments, including text books, are consistent with the Plan for the educational offer (POF, **2.6.4.**) [...] and they are carried out according to transparency and timeliness criteria. They foster the introduction and use of teaching technologies'.

The POF should be consistent with the general and educational objectives of the different types and branches of study established at national level.

Without prejudice to teaching freedom, study programmes of 1985 made explicit the following fundamental general peculiarities of teaching in primary school: to start from pupil experience; to start up social solicitations (dialogues, conversations, discussions, team works, plays), operative solicitations (materials, tools, equipments, labs), cultural solicitations (knowledge) in order to promote the first cultural literacy (mastery of the basic types of language, of the survey procedures and of the concept framework of every subject) as well as democratic living together.

Textbooks are chosen by the Teachers' Assembly (**2.6.4.1.**) according to the indications of teachers. Textbooks are free for pupils and costs are paid by municipalities, in accordance with the regional legislations on the right to study. The Ministry establishes the cover price of textbooks.

As for school year 2009/2010, the cover price of textbooks is the following (Ministerial Decree no. 41 of 8 April 2009 – Annex 2):

Grade	First grade textbook	Primary school textbook (all subjects)	Language textbook	Various subjects textbook	Religion	Foreign language	Total
1st	€ 9,87				€ 6,05	€ 2,99	€ 18,91
2nd		€ 13,82				€ 4,46	€ 18,29
3rd		€ 19,76				€ 5,95	€ 25,71
4th			€ 12,78	€ 15,86	€ 6,06	€ 5,95	€ 40,66
5th			€ 15,50	€ 18,50		€ 7,44	€ 41,44
<b>Total</b>	€ 9,87	€ 33,58	€ 28,28	€ 34,36	€ 12,12	€ 26,80	€ 145,00

Starting from school year 2009/2010, adoption of new textbooks at primary level will take place every 5 years, instead of every year. Schools are also expected to adopt textbooks that the publishers have committed themselves not to change the relevant contents for 5 years (except for the necessary updates). Moreover, schools are asked to choose textbooks that are also available in digital/mixed version. Starting from school year 2011/2012 schools will adopt only textbooks available in digital and/or mixed versions. The Ministry of education has provided the publishers with the technical requirements for the realisation of textbooks (Ministerial Decree 41/2009).

Primary schools are usually provided with many teaching materials and tools related to the various subjects. Schools are encouraged to arrange labs or rooms destined to libraries, gyms, scientific or music labs. Starting from the mid nineties, ministerial programmes for the diffusion of new information and communication technologies in schools have been promoted and carried out. Today, many primary schools are provided with ICT labs.

More recently, the Guidelines for the curriculum (*Indicazioni per il curricolo*, **4.10.**), provide for the following basic methodological approaches: to exploit pupils' experiences and knowledge; to foster exploration and discovery, to encourage cooperative learning and awareness of one's own learning method, and to carry out in-lab learning pathways. Each school pays for didactic materials, tools and equipments within the limits of its financial resources. Local authorities can share in the expenses in accordance with the regional legislations on the right to study.

Constitution of the Italian Republic

DPR 8 March 1999, no. 275

Law 30 October 2008, no. 169

Law 6 August 2008, no. 133

## 4.12. Pupil assessment

Recurrent assessment takes place at the end of each term. The school year is subdivided, for assessment purposes, into three-month or four-month terms, as established by each school (**4.9.1.**).

Final assessment refers to the assessment procedures that take place at the end of each school year and at the end of each didactic period (primary school is subdivided, only for didactic purposes, into a first year linked up to pre-primary school and two two-year periods).

The recurrent and final evaluation of the pupils of a class falls under the tasks of the class teachers. It focuses on both pupils' learning process, their behaviour and the overall learning outcomes. Such assessments should be consistent with the learning objectives established in the Plan for the Formative Offer (POF, **2.6.4.**) of each school. In the POF, the Teachers' Assembly of each school also defines the methods and criteria for

assuring that pupils' assessment is homogeneous, transparent and equal. Teachers are also committed with the certification of the competencies attained by the pupils at the end of primary school (**4.14.**).

Recurrent and final evaluation of pupils' learning outcomes in each subject is expressed through numerical marks in tenths (from 0 to 10). Pupil's behaviour is instead evaluated through a report assessment, which can be either analytical or synthetic, according to the teachers' assembly decision.

The pupil's personal assessment paper must include the marks obtained in each subject, except Catholic religion, and expressed both in numbers and letters, as well as the report assessment on the pupil's behaviour.

Except for these fundamental requirements, schools are free to develop their own model of assessment paper.

Pupils are not admitted to the following grade only if exceptional circumstances occur. Decision must be taken by teachers upon unanimous agreement and be specifically justified.

At the end of primary school, students do not take final examinations (**4.13.**).

Pupils' learning outcomes undergo an external assessment carried out by the Invalsi (National Institute for the Evaluation of the Education System), see **9.2. 9.4.**

Daily pupils' assessment is autonomously carried out by each teacher.

National Institute for the Evaluation of the Education and training System (Invalsi) (former CEDE)

D.Lgs. 16 April 1994, no. 297

DPR 22 June 2009, no. 122

Law 30 October 2008, no. 169

### 4.13. Progression of pupils

Pupils are admitted to the following grade on the basis of the outcomes of the final scrutinio, carried out by all teachers working in the class. Pupils do not take exams to progress to the following grade.

Non admission of a pupil to the following school grade is only exceptional and decided by all class teachers upon unanimous agreement and specific motivations. If a pupil is admitted to the following grade despite some learning gaps, the school could inform parents through a note on the personal assessment paper.

The above mentioned procedure applies also to the passage from the last grade of primary school to the first grade of lower secondary school. A final exam at the end of primary school is not foreseen because primary school, together with lower secondary school, is part of one only school cycle called "first cycle". In fact, the Italian Constitution foresees final exams only at the end of each cycle of education.

D.Lgs. 19 February 2004, no. 59

DPR 22 June 2009, no. 122

Law 28 March 2003, no. 53

Law 30 October 2008, no. 169

### 4.14. Certification

Recurrent and final assessments related to learning and behaviour, as well as global analytic assessments, are documented in the pupils' personal assessment paper (**4.12.**). Admission or non admission to the following

grade is certified in the final certificate, on the frontispiece of the personal assessment paper released at the end of each school year. The personal assessment paper is delivered to pupils' families.

As in the previous grades, also at the end of the last grade of primary education, pupils receive the personal assessment paper, on which frontispiece is certified the admission or non admission to the first grade of lower secondary school. The assessment paper is released together with a certification attesting the competences acquired by the pupil at completion of primary school. A specific certification attesting the completion of primary education is not foreseen, since primary school is part of the first cycle of education which includes also lower secondary school.

Schools draw up both the personal assessment paper and their own certificate, provided the fundamental requirements established by the Ministry are respected (pupil's family name and surname, date of birth, class the pupil has attended, legal/administrative references, reference to the class teacher's assessment, statement on admission or non-admission of the pupil to the next year, signature of the school manager). Anyway, the Ministry has provided schools with a certificate form which the schools can conform to (Circular letter 85/2004). The Ministry will also provide schools with a model for the certification of pupils' competences but, in the meantime, schools draw up their certification autonomously.

C.M. 3 December 2004, no. 85

DPR 22 June 2009, no. 122

Law 30 October 2008, no. 169

## 4.15. Educational guidance

Guidance has an educational function in primary education; it aims at promoting the pupils' identity construction and autonomy development. According to ministerial directive no. 487 of 6 August 1997, guidance 'finds expression in a series of activities aimed at forming and develop the students' self-knowledge, the environment where they live, the cultural and social-economic changes, the educational offers, so that they can manage the project of their own life'; it is, therefore, 'an integral part of the study curricula from the very beginning of the scuola dell'infanzia' as well as 'an institutional activity of every school type and level'.

## 4.16. Private education

Please refer to [3.14.](#)

D.Lgs. 16 April 1994, no. 297

Law 10 March 2000, no. 62

Law 3 February 2006, no. 27

## 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.

However, it is given the possibility to fulfil compulsory education also through the parental school (*scuola familiare*) or at institutions which are neither State nor paritarie schools.

By parental school it is meant the provision of primary education undertaken directly by parents or by a person whom they designate by the parents. These latter are required to certify they hold both technical skills and economic capacity to carry out this kind of education on their own, through a declaration

addressed to the head teacher of the school the pupil was supposed to attend to. The truth of this declaration, which must be submitted every year, is verified by the head teacher.

Children who fulfil compulsory education through parental school are required to sit an aptitude exam every year and if willing to enrol in a State or *paritaria* school. Pupils attending private schools (neither State nor *paritarie*) must take the aptitude exam only if willing to return to a State or *paritaria* school and at completion of primary school in order to enrol in lower secondary education.

Pupils who fulfil compulsory education either in a private or parental school take their aptitude exams at a state primary school or a *paritaria* school.

The possibility to accomplish compulsory education and, in general, to exercise the right to study is guaranteed also to hospitalized children. Education to children staying in hospital is offered, at all levels, both through schools in hospitals and home education. Major hospitals and paediatric wards offer hospital classes where adequately trained teachers provide children with a formative offer equal to the one of mainstream classes. Furthermore, teachers in the hospital classes work closely with teachers of the class children belong to, also for the recurrent and final assessment activities which, in case of long-lasting hospitalization, are carried out directly by hospital teachers.

Pupils who are not hospitalized but still are unable to attend school for a long time due to their health problems, can receive education at home and be followed by one or two teachers. In order to access this service, parents must submit a duly documented request to the school the child belongs to. The school then draws up a specific didactic project to be approved by the competent Regional School Office (**2.6.1.2.**).

Finally, the Ministry of education also promotes projects aimed at supporting education and training of juvenile prisoners in order to facilitate their reintegration into mainstream education pathways and to avoid drop-outs.

[D.Lgs. 19 February 2004, no. 59](#)

[DPR 22 June 2009, no. 122](#)

[Law 28 March 2003, no. 53](#)

## 4.18. Statistics

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

School year	Units	Classes	Pupils	Teaching staff
2008-2009	16.031	137.095	2.571.627	261.079

**Table 2 - Pupil/teacher (with tenure) and pupil/class ratio in state primary schools**

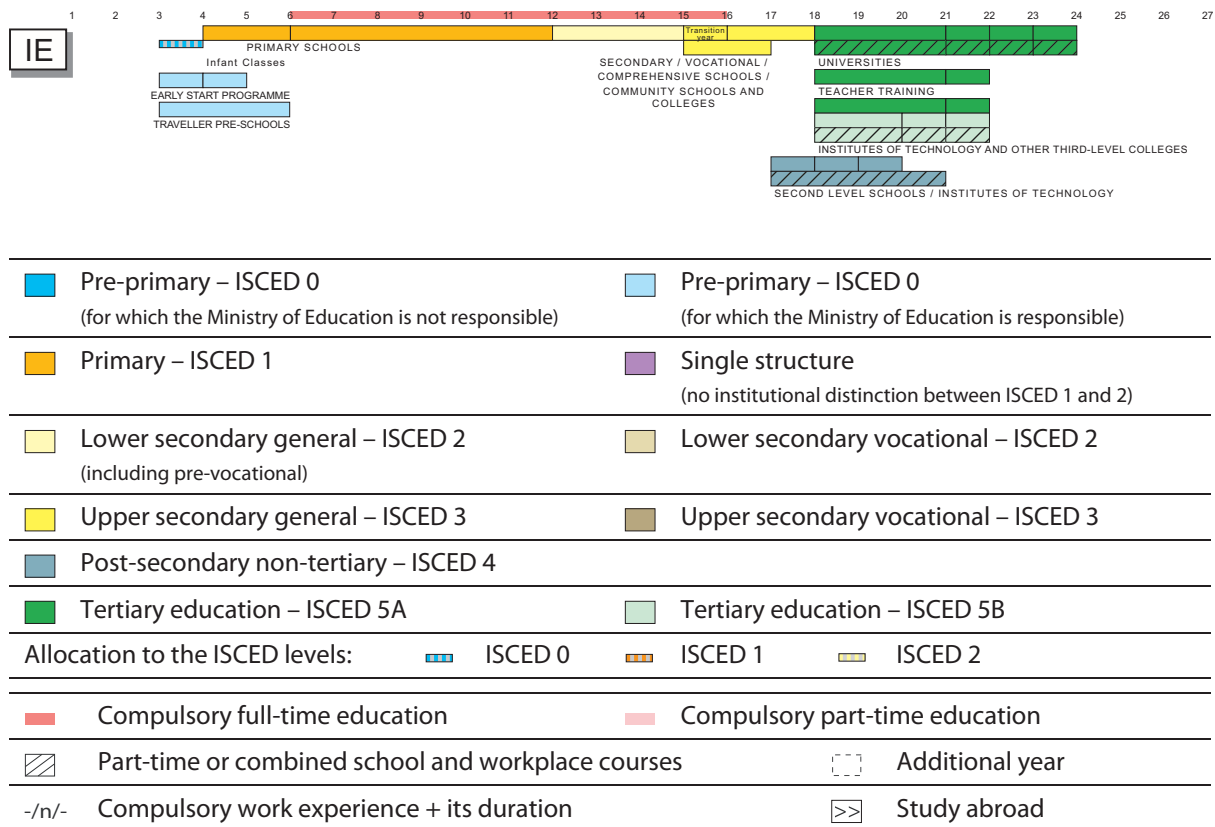
School year	Pupil/teacher ratio	Pupils/class
2008-2009	10,5	18,8

Source: Ministero dell'Istruzione, dell'Università e della Ricerca - Direzione Generale per gli Studi, la Statistica e i Sistemi Informativi 'La scuola statale: sintesi dei dati a.s. 2008/2009' (Tavola B3 e pp. 102, 170).

[La scuola statale: sintesi dei dati - Anno scolastico 2008/2009](#)

## 5. Secondary and post-secondary non-tertiary education

### Organisation of the education system in Ireland, 2009/10



Source: Eurydice.

Secondary education is made up of a lower level, called *scuola secondaria di primo grado* (first-level secondary school) and an upper level, called *secondo ciclo di istruzione* (second cycle of education).

Lower secondary school is compulsory, has an overall length of 3 years and is attended by pupils aged 11 to 14 (5.7.1). Together with compulsory primary school, it makes up the first cycle of education which lasts eight years altogether. Primary school and lower secondary school are two different education levels, each with its own specificities, even though they are parts of one only school cycle.

The second cycle of education of education is made up of the upper secondary school falling under the responsibility of the State, and the vocational and training system falling under the responsibility of the Regions. The first two years of the second cycle of education are compulsory (2.4.). These two years of compulsory education can be fulfilled attending either the State upper secondary schools or the Regional vocational education and training courses.

The State upper secondary education is offered by the *licei*, the technical institutes and the vocational institutes. The overall length of study is 5 years (from 14 to 19 years of age) both in the *licei* and in the technical institutes, except for the *liceo* specialising in arts subjects which offers a course of study of 4 years plus an additional year. Vocational institutes offer 3-year courses that can be followed by further 2-year courses.

Initial Vocational Training (FPI), is offered by the recognised formative agencies (5.5.4.) operating nationwide. The FPI provides for:



- Basic (or first-level) vocational education and training pathways, addressed to those who have completed the first cycle of education (2.4.). These paths have a three-year length and lead to the obtainment of a regional qualification certificate. In most cases they are organised in partnership with schools;
- Second-level training pathways addressed to those who have completed the upper secondary level of education or who have obtained a basic vocational qualification;
- Apprenticeship (5.4.4.).

The Constitution, at art. 117 as modified in 2001, has entrusted the Regions with exclusive legislative powers on vocational education and training, but the provision has not been applied yet (5.1.).

Finally, at post-secondary level, within the higher technical education and training system, two different training pathways are available: those offered by the Higher Technical Institutes (*Istituti Tecnici Superiori, ITS*) and those offered by the Higher Technical Education and Training (*Istruzione e formazione tecnica superiore, IFTS*) (5.4.5.).

D.Lgs. 17 October 2005, no. 226

D.Lgs. 19 February 2004, no. 59

D.M. 22 August 2007, no. 139

Law 27 December 2006, no. 296

Law 28 March 2003, no. 53

## 5.1. Historical overview

The Italian education system, in particular of secondary education, is still structured according to what established by the Gentile reform of 1923 (2.1.), except for some amendments introduced during the Fascism, such as the transfer of technical and vocational education under the responsibility of the Ministry of public education. In 1939, minister Bottai had the 'Charter of the school' approved by the National council for Fascism; this document outlined a new reform which was never carried out for the outbreak of the second world war, except for the unification in one only lower secondary level (called '*scuola media*') of the lower level of Ginnasio, the lower courses of scientific and girls' licei, technical and commercial institutes, institutes for land surveying and istituti magistrali (Law no. 899 of 1st July 1940).

A new phase, started in the post war period, introduced democratic concepts which aimed at guaranteeing equal school access to all students. According to section 34 of the Italian Constitution, 'lower education is compulsory, free of charge and lasts eight years. Able and deserving pupils, even though without means, have the right to achieve the highest levels of education'. Moreover, art. 117 of the Constitution entrusts the Regions with the competences on 'artisan and vocational education'.

Vocational training has been regulated for the first time by law 264 of 1949, which has remained the main legislative reference for the vocational training system up to the 70s. This law has entrusted the Ministry of Labour with the competences on this matter. The law is addressed to an adult target, providing for the professional re-qualification of both unemployed workers and employed workers aged less than 45. Different bodies, institutions, associations and training centres are entrusted with the organisation of this training, which in 1951 was extended to a younger target. This constitutes the basis for the future initial vocational training system, as the main part of the regional vocational training system.

In 1962, the unified and compulsory *scuola media* was instituted; it lasted three years and replaced the pre-existing branches of study of the former '*scuola media Bottai*' which gave access to upper secondary schools, and of vocational secondary school for agriculture, industry and crafts, commerce, nautical sector. Further

amendments have been introduced with Law of 16 June 1977, no. 348. The first national programmes for the unified *scuola media* were in 1963; new programmes were subsequently introduced in 1979 within a framework of school policies aimed at guaranteeing the formative success foreseen by section 3 of the Italian Constitution. According to section 3 of the Constitution 'it is a task of the Republic to remove financial or social obstacles which limit freedom and equality of citizens and, as a consequence, prevent the development of the human person and the real participation of all workers in the political, economic and social organisation of the country'. In order to assure the right to education for all, school is required to offer a personalised teaching, adapted to the different learning approaches of everybody and to reduce the conditioning of the social-economic-cultural environment.

The Presidential Decree no. 10 of 1972, issued just after the establishment of the Regions, provided for the transfer of the competences on 'artisan and vocational education' from the Ministry to the Regions. It applies exclusively to the outside-school system.

The new policies on equality and inclusion result in the law no. 517 of 1977 providing for the integration of handicapped pupils in ordinary schools.

As for upper secondary school, the new situation led to an experimental amendment (it lasted actually about thirty years) of the state exam (D.Lgs. no. 9 of 15 February 1969) and to the deregulation of the access to university (law no. 910 of 11 December 1969).

However, it is worth it to point out that this school, due to a lack of a reform, met the requirements of modernisation of the society, and in particular of the professional world, through experimentations autonomously promoted upon authorisation of the Ministry and, subsequently, upon projects directly promoted and co-ordinated by the Ministry itself. Some experimentation started up in the nineties involved more types of education, like the National plan for informatics, the 'Brocca' project, the curricula adopted according to school autonomy. In 1997, the three-year courses of the *scuola magistrale* and the four-year courses of the *istituto magistrale* were been abolished and replaced by the social-psycho-pedagogical *liceo* and the social sciences *liceo*.

In year 2000, D.M. no. 234 acknowledged the experimentation carried out in school year 1999-2000. With the introduction of school autonomy, schools have been able to start new formative paths in agreement with the Regions and in accordance with D.Lgs. 112/1998.

As a result, beyond the official definition of the existing branches of study according to D.Lgs. 297/1994 (i.e. the classic, scientific and arts *licei*, *istituto magistrale*, technical institutes, vocational institutes and arts institutes), there are approximately one hundred official experimentations and more than eight hundred autonomous experimentations; a school can offer official courses of its study branch as well as of other study branches, but also experimental courses of its and of other study branches, as shown in a table of the report of the Statistical service of the Ministry of education 'The educational pathways of the state upper secondary school among the official courses, experimentations and school autonomy': "young people who enrol in a secondary school have often to chose not only the school, but also one of the many study branches/experimentations offered by the school itself. Schools offer generally an official course and other experimental courses. For example, some technical institutes can offer also an experimental study course which releases a certificate of scientific or linguistic *liceo*".

In year 2000, law no. 30, after a thirty-year debate on the reform of upper secondary school, had provided for the transformation of all institutes in *licei* with reference to the following teaching areas: humanities, scientific, technological, art and music. Law 30 has never been implemented and was abrogated by Law 53/2003 (see below).

Law no. 3 of 2001 reformed the Title V of the Constitution. In particular, art. 117 makes a distinction between: a) general education, which falls under the exclusive competence of the State as for general rules, essential levels of performance and fundamental principles of legislation at regional level; b) vocational education and

training, which falls under the responsibility of the Regions, although the essential levels of performance remain under the responsibility of the State.

In 2003, a reform process of the whole education and training system has started. According to law no. 53 of 28 March 2003, the education system consists of a pre-primary level (*scuola dell'infanzia*), a first cycle of education comprising the primary and the lower secondary levels, and a second cycle of education comprising the *licei* system (artistic, classical, economic, linguistic, music and dance, scientific, technological, human sciences) and the vocational education and training system.

Law 53/2003 has also introduced the *diritto/dovere* to education and training. It guarantees to all the right to education and training for at least 12 years or, anyway, until the obtainment of a vocational qualification within 18 years of age. This right can be exercised both in the *licei* system and in the vocational education and training system.

The Legislative Decree no. 59 of 2004, issued in application of the reform law 53/2003, has established the general rules to be applied to the pre-primary, primary and lower secondary levels. The reform has been gradually applied to these school levels starting from school year 2004/2005.

On the contrary, regulations for the implementation of the reform of the upper secondary level have never been issued and, therefore, legislation in force before law 53/2003 still applies. As for the latest developments, subsequent to law 53/2003, please refer to **2.1.**

As for the Initial vocational training (FPI), on 19 June 2003 an agreement between the State and the Regions has been signed establishing the three-year experimental vocational education and training courses for the fulfilment of the right/duty to education and training. According to law 286/2006 and Decree 139/2007 the length of compulsory education is now set at 10 years (16 years of age) and the three-year courses have become, together with the upper secondary education, a segment of the education system where it is possible to accomplish the compulsory education (law 133/2008).

#### Ministry of Labour and Social Policies

#### Constitution of the Italian Republic

Constitutional law 18 October 2001, no. 3

D.Lgs. 16 April 1994, no. 297

D.Lgs. 17 October 2005, no. 226

D.Lgs. 19 February 2004, no. 59

D.M. 22 August 2007, no. 139

#### Gentile Reform

Law 2 April 2007, no. 40

Law 28 March 2003, no. 53

Law 4 August 1977, no. 517

Law 4 August 1977, no. 517

## 5.2. Ongoing debates and future developments

Both lower and upper secondary levels of education have been recently reformed by law 53/2003 and subsequent Decrees. However, only the reform of the lower secondary level has been implemented, starting from school year 2004/2005.

In addition, the two Governments, following one another from 2006 up to now and coming from opposite majorities in the Parliament (**2.1.**), have further reformed some sectors of the education system. As for the lower and upper secondary levels, new provisions concerned the length of compulsory education, the reform of the upper secondary level of education, the evaluation of pupils and a few aspects of the organization and curriculum at lower secondary level (2.2.). Provisions already applied are described in the relevant chapters and paragraphs. Here below, is provided a brief description of the issues that are, at present, still under debate.

### **Reform of the *licei***

At present, the organisation of *licei* is under reform, according to the plan for the implementation of law 133/2008. The relevant draft regulation is currently undergoing the approval procedures. So far, the final version of this regulation has neither been released, in the form of Presidential Decree, nor published in the Official Gazette.

According to the draft regulation, the reform provides for the reorganisation of the ordinary three *licei* specialising in classical studies, scientific studies and arts subjects plus experimental pathways (like the linguistic and the social-psycho-pedagogical *licei*), in 6 *licei*: arts subjects, classical studies, scientific studies, foreign languages, music and dance, human sciences.

Further innovations are: the introduction of Latin as a compulsory subject in all *licei* except for the arts and the music *liceo*, where it is an optional subject; English as a compulsory subject for 5 years in all *licei*; more teaching hours for mathematics, physics and sciences; the exploitation of economic and legal studies; the introduction of CLIL (Content and Language Integrated Learning) in the fifth grade which foresees the teaching of a subject through a foreign language; the setting up of subject departments and a scientific committee within the teachers assembly.

The reform should be gradually implemented starting from school year 2010/2011.

### **Reform of the technical and vocational institutes**

At present, the organisation of both technical and vocational institutes is under reform, according to the plan for the implementation of law 133/2008. The relevant draft regulations are currently undergoing the approval procedures. So far, the final versions of these regulations have neither been released, in the form of Presidential Decrees, nor published in the Official Gazette.

At the moment, in fact, both technical and vocational paths suffer for a breaking up into a high number of branches.

According to the draft regulations, studies in technical institutes will refer to 2 sectors: the economic sector, subdivided into 2 branches, and the technological sector, subdivided into 9 branches.

Studies in vocational institutes will refer to 2 sectors: the service sector, subdivided into 5 branches, and the industry and handicraft sector. The courses will have a 5-year duration and will release upper secondary school leaving certificates (at present, vocational institutes provide also three-year pathways which release qualification diplomas).

Both pathways present the following changes: a weekly timetable of 32 teaching hours plus some hours dedicated to labs activities; increased teaching time for English language (technical institutes); more stages, apprenticeships and alternance training (vocational institutes); the setting up of subject departments and a scientific committee within the teachers assembly.

The reform should be gradually implemented starting from school year 2010/2011.

### **Higher technical education and training**

The Higher technical education and training system (post-secondary non-tertiary sector) has been recently reformed, according to the Decree of the President of the Council of Ministers (DPCM) of 25 January 2008. The DPCM has involved the following issues:

- the training offer and programmes of the Higher Technical Institutes;
- the training offer of the IFTS course,
- measures to help the development of technical-vocational centres.

At present, the definition of the curricula specific for each pathway is under discussion.

D.Lgs. 19 February 2004, no. 59

D.P.C.M. of 25 January 2008

DPR 20 March 2009, no. 81

DPR 20 March 2009, no. 89

Law 28 March 2003, no. 53

Law 30 October 2008, no. 169

Law 6 August 2008, no. 133

## **5.3. Specific legislative framework**

Please refer to sub-sections.

### **5.3.1. Secondary education**

The fundamental regulations of the lower and upper secondary school are the following:

- Legislative Decree of 16 April 1994, no. 297 (Consolidation Act) which groups together all main rules in force concerning public education; however, laws and decrees later approved have introduced several relevant changes, and therefore a revision of the document is expected;
- Law no. 59 of 15 March 1997 and following Decree no. 275 of 8 March 1999 which, starting from school year 2000/2001 provided schools with didactic, organizational and research autonomy (**2.6.4.**);
- Law no. 425 of 10 December 1997 reformed the upper secondary school leaving State examination 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. 62 of 10 March 2000 concerning equality between public and private education (**5.19.**);
- 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;
- Law of 28 March no. 53 for the reform of the education and training system. (**2.2.**) According to the law and for its implementation, the following six Decrees have been issued:
  - D.Lgs. 19 February 2004, no. 59: definition of the general rules on pre-primary education and the first cycle of education.

- D.Lgs. 19 November 2004, no. 286: institution of the national service of evaluation (9.3.) of the education and training system, as well as reorganisation of the homonymous institute.
- D.Lgs. 15 April 2005, no. 76: definition of the general rules on the *diritto/dovere* to education and training;
- D.Lgs. 15 April 2005, no. 77: definition of the general rules on school-work alternance;
- D.Lgs. 17 October 2005, no. 226: general rules and essential performance levels of the second cycle of education and training;
- D.Lgs. 17 October 2005, no. 227: definition of the general rules on teacher training aimed at access to teaching.
- Decree no. 47 of 13 June 2006 confirming the raising to 20% (implemented with D.M. 28 December 2005) of the share of the compulsory timetable reserved for the schools according to school autonomy. Such share applies to each type and level of education;
- Law No. 296 of 27 December 2006 (Financial law 2007) which establishes what follows:
  - extension of compulsory education to ten years, starting from school year 2007-2008, to be fulfilled by pupils either at school or through three-year vocational courses falling under the responsibility of the Regions (according to the Agreement of 19 June 2003), and extension to 16 years of age for access to the labour market; dispositions for its implementation have been issued through Ministerial Decree no. 139 of 22 August 2007 (see below);
  - reduction of the number of weekly timetable in the vocational institutes;
  - re-organisation of the Higher level technical education and training (*Istruzione e Formazione Tecnica Superiore*, IFTS), see chapter 5.;
- Law no. 1 of 1st January 2007 introducing a new procedure for the state exams organised at the end of upper secondary school level, reintroducing external members in the examination boards. Their number is equal to half the number of the board members, apart the chairman of the examination board. The state exams at the end of school year 2006-2007 have been carried out according to these new rules.
- Decree no. 7 of 31 January 2007 which reintroduces the technical institutes and the vocational institutes and, at the same time, abolishes the economic liceo and the technological *liceo*, foreseen by the D.Lgs 226/2005; the above mentioned D.Lgs. has been subsequently transformed into law 2 April 2007, no. 40;
- Decree of 31 July 2007 which introduces the *Indicazioni per il curricolo* (Guidelines for the curriculum) for pre-primary education and for the first cycle of education on an experimental basis (**5.13.1.**);
- Decree no. 139 of 22 August 2007 which contains dispositions on the prolongation up to 10 years of compulsory education, as foreseen by the financial law 296/2006 (see above);
- Decree no. 147 of 7 September 2007, converted into law no. 176 of 2007, introducing the previously existing judgement from the class council on the admission of the student to the final exam. The Decree also introduces an additional written test to the final examination. This test is held at national level and it is aimed at assessing students' general and specific attainment targets;
- DPR no. 235 of 21 November 2007 which amends the 'Charter of students in secondary schools' (**2.7.1.**). Following several cases of bullying at school, the Charter includes more severe measures in case of offences against the respect of the human being or that can be dangerous for the safety of the others. The

Charter also provides that parents and students shall sign, at the same moment of the enrolment, a joint responsibility Pact, aimed at defining the rights and duties of the school, students and their families;

- Decree of the President of the Council of Ministers of 25 January 2008, including the 'guidelines for the re-organisation of the Higher technical education and training system and the establishment of the Higher Technical Institutes' (**5.3.3.**);
- Law no. 133 of 6 August 2008 converting into law the Decree no. 122 of 25 July 2008. It contains measures to reduce public costs also in the field of education. It provides for a range of interventions which will be implemented from school year 2009/2010, aimed at revising the organisation and the didactic of the school system. These interventions will be implemented through specific Regulations. Furthermore, the law has established compulsory education can be accomplished also in the three-year vocational training courses, falling under the competences of the Regions. As for the Decrees already published (DPR 81/2009 and DPR 89/2009), please see below;
- Law no. 169 of 20 October 2008, converting into law the Decree no. 137 of 1st September 2008, which introduces, from school year 2008/2009, new criteria for the assessment and progression of students at primary and secondary levels (**4.12. 5.15.**). It will be followed by a specific Decree aimed at coordinating all the dispositions issued in the field of student assessment (see, below, DPR 122/2009). The law provides also, among other dispositions, for the reorganization of school time at primary level, the teaching, on experimental basis, of 'citizenship and Constitution' and new criteria for the choice of text books;
- DPR no. 81 of 20 March 2009 on the reorganisation of the school network, the school staff and class sizes, according to law 133/2008;
- DPR no. 89 of 20 March 2009 providing for the revision of the organization and the didactic at pre-primary, primary and lower secondary levels (e.g. timetable at lower secondary levels and group of subjects taught by one teacher), starting from school year 2009/2010, according to law 133/2008;
- DPR no. 122 of the 22nd June 2009 for the coordination of all the dispositions concerning student assessment at primary and secondary levels. The Decree, issued according to law 169/2008, is implemented from school year 2009/2010, although some of the dispositions were already applied in school year 2007/2009;
- DM no. 99 of 16 December 2009 which modifies the criteria for the assignment of full marks at upper secondary level and of the school credit (**5.15.2.**).

Constitutional law 18 October 2001, no. 3

D.Lgs. 15 April 2005, no. 76

D.Lgs. 15 April 2005, no. 77

D.Lgs. 16 April 1994, no. 297

D.Lgs. 17 October 2005, no. 226

D.Lgs. 17 October 2005, no. 227

D.Lgs. 19 February 2004, no. 59

D.Lgs. 19 November 2004, no. 286

D.M. 22 August 2007, no. 139

DPR 20 March 2009, no. 81

DPR 20 March 2009, no. 89

DPR 22 June 2009, no. 122

DPR 8 March 1999, no. 275

Law 10 December 1997, no. 425

Law 10 March 2000, no. 62

Law 11 January 2007, no. 1

Law 15 March 1997, no. 59

Law 17 May 1999, no. 144

Law 2 April 2007, no. 40

Law 25 October 2007, no. 176

Law 27 December 2006, no. 296

Law 28 March 2003, no. 53

Law 30 October 2008, no. 169

Law 6 August 2008, no. 133

### 5.3.2. First-level initial vocational training

Vocational training is responsibility of the Regions and it is regulated through regional laws within the national framework law of 21 December 1978, no. 845 and the reform of Title V of the Constitution approved in 2001.

The legislative framework is made up of the general legislations on the whole education and training system (**2.3.**) and the following specific provisions:

- Italian Constitution which, following the constitutional reform law 3/2001, assigns exclusive competences to the Regions on vocational education and training;
- framework law 845/78, which assigned to the Regions primary, but not exclusive, competence in vocational education and training. While waiting for the regulations implementing the constitutional reform of 2001, this framework law remains the reference for the system;
- Law No. 196/97 which introduced a radical renovation and re-qualification process of the vocational training system. This renovation is part of a wider context of reform of the public administration and decentralisation of powers and functions implemented under the terms of the so called Bassanini laws (Law 59/97, Decree 469/97 and Decree 112/98) and of the recent reform of Title V of the Constitution;
- law 53/2003 has established that the diritto/dovere to education and training can be fulfilled also through the three-year vocational education and training courses (foreseen by the Agreement of 19 June 2003). Afterwards, several Agreements between the State and the Regions have been signed, in order to facilitate students to pass from the State school system to the Regional training system and vice-versa. In particular, these agreements and documents had the aim of creating a system of credits to pass from one system to the other (Agreement of 28 October 2004) and the definition at national level of minimum formative standards related to the basic and technical-professional competences for vocational training;
- Law no. 30/2003 (Biagi Reform) and Legislative Decree 276/2003 which have introduced the three types of apprenticeship (**5.4.4.**);
- Law No. 296/2006 (financial law 2007) which has raised the work access age from 15 to 16 years and the length of compulsory education up to 10 years (16 years of age). Compulsory education can be



accomplished either at school or in the three-year vocational education and training courses. However, the diritto/dovere to education and training for at least 12 years remains;

- Ministerial Decree no. 139/2007 which extended the length of compulsory education up to 10 years. It also defined the key competences (called 'competences for citizenship') students are expected to have acquired at the end of compulsory education, regardless of the school path, as well as the basic competences to be acquired at the end of compulsory education, in relation to four 'cultural areas' (cfr. [5.4.2.](#));
- Decree of the Ministries of Education and of Labour issued on 29 November 2007, defining the quality requirements of training agencies offering three-year vocational courses for the fulfilment of compulsory education;
- Law 133 of 6 August 2008 which establishes that compulsory education can be accomplished also in the three-year vocational training courses, falling under the competences of the Regions.

[D.M. 22 August 2007, no. 139](#)

[Inter-Ministerial Decree of 29 November 2007](#)

[Law 2 April 2007, no. 40](#)

[Law 27 December 2006, no. 296](#)

[Law 6 August 2008, no. 133](#)

### **5.3.3. Post-secondary non-tertiary education and training**

Post-secondary education and training is organised both in the higher technical education and training system and in the second-level vocational training courses managed by the Regions.

#### **Second-level initial vocational training**

Please refer to 5.3.2..

#### **Higher technical education and training system**

The Higher technical education and training (IFTTS) courses have been instituted through Law of 17 May 1999, no. 144, and are regulated through Inter-ministerial decree of 31 October 2000, no. 436.

Based on the above mentioned provisions, Regions plan the institution of IFTTS courses in order to assure integration among educational systems, on the basis of guidelines defined by a National Committee and approved by the Unified Conference. 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 IFTTS; the role of the Regions for the planning of the educational offer still holds good.

The IFTTS system has been re-launched in the last few years by the MIUR and the Ministry of Labour which stipulated an important agreement with the Regions and the local authorities on 25 November 2004, for the 2004/06 period. The agreement has instituted Formative Centres for IFTTS, corresponding to specific productive sectors and constituted by subjects involved in this type of training in order to foster connection and collaboration in a network at national and European Community level. Furthermore, new professional figures of insurance services and of financial services have been drawn up ([5.11.5.](#)).

Financial law of 2007 provides for the reorganisation of the IFTTS system, in view of strengthening the high level vocational training and improving the technical-scientific sector.

The guidelines for the reorganisation of the IFTTS system have been issued through Decree of the President of the Council of Ministers on 25 January 2008, which has defined the standards, access requirements and

certifications of the training pathways (**5.13.5**). According to this reorganization, the offer at this level is the following:

- training offer and programmes provided by Higher Technical Institutes (ITS)
- training offer provided through the IFTS courses.

Ministry of Labour and Social Policies

State/Regions unified Conference

Agreement 25 November 2004

Constitution of the Italian Republic

Law 2 April 2007, no. 40

## 5.4. General objective

Please refer to sub-sections for more details.

### 5.4.1. Lower secondary education

The lower secondary school, "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' aptitudes 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". (Legislative Decree no. 59 of 19 February 2004)

The National guidelines (*Indicazioni nazionali*) for the personalised study plans in the lower secondary school provide the general objectives of the educational process and the specific learning objectives that teachers should interpret and transform into formative objectives.

On 2007 the new Guidelines for the curriculum (*Indicazioni per il curricolo*) have been introduced on experimental basis for the school years 2007/08 and 2008/09. According to the new guidelines, the common aims for both primary and lower secondary school are to help pupils elaborating the meaning of their own experiences, to promote active citizenship, to acquire cultural basis, etc. The guidelines also define the learning objectives to be reached for each subject (less than those of 2004) in accordance with the curriculum drawn up by schools and the goals for the development of competences (**5.13.1**).

Furthermore, the Educational cultural and vocational profile (Pecup) represents what a 14-year old pupil (at the end of the first cycle of education) should know and be able to do to be the person and the citizen he/she is expected to be at the end of the first cycle of education (**5.13.1**).

D.Lgs. 19 February 2004, no. 59

### 5.4.2. General upper secondary education

Education offered by the licei specialising in classical and scientific studies aims at preparing students to university studies, whereas education offered by the *liceo* specialising in arts subjects aims at teaching art, independently from its industrial applications.

However, each school establishes its own aims in its Plan for the educational offer (POF, [2.6.4.](#)), taking into consideration changes and trends occurring at the social-cultural economic level, as well as regulations introduced in the meantime, peculiarities of the various ordinary and experimental study courses.

The last two years of the 10-year compulsory education ([2.5.](#)) cover the first two years of the upper secondary level of education, both general and vocational. As a consequence, in order to assure an education and training equal to all types of school (general and vocational), the Ministry has defined knowledge and competences that all students are expected to have acquired at completion of compulsory education. Such knowledge and competences integrate the curricula, specific for each type of school, currently applied at upper secondary level ([5.13.2.](#) [5.13.3.](#)).

These knowledge and competences are organised into 4 'cultural areas': area of languages, area of mathematics, area of sciences/technology and historic-social area. Knowledge and competences are then the basis for building learning pathways aimed at acquiring key competences that can help students for their adult lives and for their lifelong learning. Key competences are: learning to learn, planning, communicating, collaborating and participating, acting autonomously, problem solving, creating connections and relations, acquiring and interpreting information (Ministerial Decree 139/2007).

D.M. 22 August 2007, no. 139

### 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.

The aims established by each school in its POF take into account changes and trends occurring at the social-cultural economic level, as well as regulations introduced in the meantime, peculiarities of the various ordinary and experimental study courses.

Moreover, at completion of compulsory education students are expected to have acquired the knowledge and the competences common to all types of upper secondary education and training (Ministerial Decree 139/2007). For further details see [5.4.2.](#)

D.Lgs. 16 April 1994, no. 297

D.Lgs. 17 October 2005, no. 226

### 5.4.4. First-level initial vocational training

Three-year basic vocational training (FPI), which is under the competence of the Regions, is intended to provide a qualification to those who have finished the first cycle of education and want to fulfil the compulsory education (16 years of age) within the vocational training and to acquire a three-year qualification by the 18th year of age (fulfilment of the *diritto/dovere*, [2.4.](#))

Three-year courses are organised according to two types:

- vocational training courses organised by accredited training agencies and aimed at helping students obtain a vocational qualification certificate. Teachers are employed by the training agencies;
- education courses combined with vocational training modules organised by schools and aimed at the obtainment of the qualifications required by the mainstream education system, as well as a vocational qualification certificate or the recognition of credits for the transition to vocational training. In some Regions

it is still possible to attend two-year or one-year vocational training courses following one or two years of school attendance in order to complete the minimum of three years of education and training.

As for technical-vocational competences foreseen for the three-year vocational courses, the minimum formative standards (organised into competences) have been established. The objectives refer to 19 vocational qualifications (5.11.4). They have been introduced in order to make the vocational qualifications spendable throughout the national territory and to allow students to switch from the school system to the vocational training system.

Beside three-year basic vocational training, there is also the apprenticeships system, which is organised as follows:

- an apprenticeship aimed at the fulfilment of the diritto/dovere to education and training: young people who have reached 16 years of age can be enrolled for all the fields of activity. The contract lasts a maximum of three years and is aimed at helping students obtain a vocational qualification;
- a profession-oriented apprenticeship: students aged between 18 and 29 years can be enrolled. Depending on the type of qualification to be obtained, the collective contracts define the duration of the contract which, however, cannot be less than two years or more than six years. There is also a quota of both internal and external training;
- an apprenticeship enabling the student to obtain a second level diploma (within the Initial vocational training) or higher education qualifications. It is addressed to students between 18 and 29 years of age.

For all the different types of apprenticeships, the definition of the training profiles is referred to the Regions and the institutions involved, according to the type of apprenticeship (Ministries, social partners and universities). In case of profession-oriented apprenticeship, if training is carried out exclusively in the company, the definition of training profiles is referred to national collective contracts.

The student's Individual Training Plan must be enclosed to the employment contract. This document includes the programme of training that the apprentice will follow throughout the contractual period. In addition, there must be a tutor with sufficient training and competence to monitor the apprentice's progress within the company.

The apprenticeship aimed at the fulfilment of the diritto/dovere to education and training, is not yet available for businesses and young people, as the Regions and Autonomous Provinces do not have issued the specific regulation through an agreement with the Ministry of Education. Therefore the apprenticeship contract for those aged less than 18 years is the one designed by the previous Law No. 196/1997 and relevant implementing decrees.

On the contrary, the profession-oriented apprenticeship is being gradually implemented both through regional regulations the collective contracting.

Finally, with regard to the apprenticeship for a second level diploma or for advanced training courses the Ministry of Labour has promoted and financed some trial training offers which have only concerned some Regions.

#### **5.4.5. Post-secondary non-tertiary education and training**

##### **Second-level initial vocational training**

Second-level vocational training courses aim at acquiring vocational skills with a high theoretical, technical and managerial content, also through practical work and stages in enterprises. These courses are designed to meet the professional needs of a specific area and to offer a range of different opportunities, also taking into accounts the business system.

These are full-time courses (generally lasting from 400 to 600 hours) leading to a second-level vocational qualification.

### **Higher technical education and training system**

The higher technical education and training system offers course aiming 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.

The professional figures related to the various pathways have a high level of cultural knowledge, basic skills, cross-curricular as well as deep technical-vocational skills corresponding to the IV EEC level (Decision 85/368/EEC).

Since 2002, the minimum standards of basic skills, cross-curricular skills and technical-vocational skills of each professional figure have been defined.

One of the main goals of this type of education and training is to make both young people and adults obtain a higher level technical specialisation, together with specific cultural knowledge coming from both the private and public labour market, and referred in particular to small and medium enterprises and to those sectors that are more interested by technological innovations and internationalization of markets.

This level of education and training is offered both by Higher Technical Institutes, through courses leading to higher technical qualifications, and through IFTS courses (**5.13.5**).

## **5.5. Types of institutions**

Please refer to sub-sections.

### **5.5.1. Lower secondary education**

Lower secondary education is offered by State and paritarie lower secondary schools which are present all over the national territory.

The possibility to establish comprehensive schools including primary schools, lower secondary schools and scuole dell'infanzia managed by one only school manager (**2.6.4.1**), is also foreseen. There are no different types of lower secondary schools. However, it is given the possibility to fulfil compulsory education also through the parental school (*scuola familiare*, **4.17**) or at institutions which are neither State nor *paritarie* schools (**5.19**).

### **5.5.2. General upper secondary education**

Upper secondary education includes the following schools:

- *liceo* specialising in classical studies. It includes five years of study structured in a two-year cycle called '*ginnasio*' (classes IV and V of *ginnasio*, because before the establishment of the general lower secondary school, it was preceded by a three-year lower cycle of *ginnasio*) and a three-year upper cycle (classes I, II and III of *liceo*);
- *liceo* specialising in scientific studies. It comprises a five-year course, focusing on scientific training in the last three years of study;
- *liceo* specialising in arts subjects. 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 'complementary course' in order to enrol in the University. It's worth it to note that almost all *licei* in arts

subjects 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 complementary course.

- *liceo* specialising in social-psycho-pedagogical studies: it has replaced the istituto magistrale on an experimental basis (according to school autonomy or 'Brocca' experimentation project). It prepares to university studies, in particular to teacher training for future teachers of all types of schools, and to work in the social sector;
- *liceo* specialising in foreign languages: it formally exists in some paritarie schools, while it was introduced on an experimental basis in state schools.

The upper secondary level of education is currently under reform. For further details, please see [5.2.](#)

### 5.5.3. Vocational upper secondary education

Schools offering vocational secondary education are the following:

- technical institutes: 5-year courses subdivided into a common basic two-year cycle and a three-year cycle with more branches of study and specialisations [5.11.3.](#);
- vocational institutes: courses are organised into a three-year cycle, leading to a qualification diploma, and a post-qualification two-year cycle (4th and 5th years) that grants admission to the university ([5.17.3.](#));
- arts institutes: three-year courses 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. At the end of these courses students obtain the certificate of Master of Art. Students can also attend further two-year courses, leading to an upper secondary school leaving certificate in applied arts, which grants admission to University ([5.17.3.](#)).

Students aged 15 to 18 years are allowed to attend second-level courses through alternation of study and work periods. Courses are carried out under the responsibility of schools or training institutions, on the basis of agreements with enterprises or associations of professional classes, public or private bodies. Furthermore, students can attend 'integrated' courses organised at vocational training institutes offering study programmes planned by the two systems (education and vocational training systems) together. Following the extension of the length of compulsory education to 10 years, up to 16 years of age, the minimum age required to enter the labour market is now fixed at 16 years of age and, therefore, this is also the minimum age limit for starting alternance training activities.

The upper secondary level of education is currently under reform. For further details, please see [5.2.](#)

[D.Lgs. 15 April 2005, no. 77](#)

[Law 27 October 1969, no. 754](#)

### 5.5.4. First-level initial vocational training

Three-year vocational education and training courses are provided by vocational training Agencies.

All training agencies wishing to give courses with public resources must first be accredited by the Regions.

To be accredited by the Regions, they must meet the following requirements: adequate logistics structures and management capacities, economic situation, professional competence, levels of efficacy and efficiency in the activities carried out and relations with the social and production system of the territory.

The criteria and the minimum levels for accreditation of agencies have been determined at national level; the requirements and procedures have been defined by the Regions.

All the Agencies offering 3-year courses for the fulfilment of compulsory education must meet quality criteria that have been recently defined in order to guarantee the achievement of the formative and technical-vocational objectives as well as the successful formative results for all young people who have chosen to complete compulsory education within the initial vocational training.

### **5.5.5. Post-secondary non-tertiary education and training**

#### **Second-level initial vocational training**

Please refer to [5.5.4.](#)

#### **Higher technical education and training system**

Higher Technical Institutes (ITS) ([5.13.5.](#)) are specific types of foundations (half a way between associations and a private foundations). They can be set up by:

- an upper secondary school, either State-funded or paritaria, belonging to the technical/vocational branch (as defined by the law 40/2007), situated in the same province of the foundation;
- a training institution which has been accredited by the Region for the purpose of higher level training and situated in the same province of the foundation;
- an enterprise belonging to the same productive branch of the ITS;
- university department or any other body belonging to the technological/scientific research system;
- a local authority (municipality, province, extended urban area, etc).

IITS 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.

## **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 setting up and operating educational establishments all over the national territory, based on the age of the pupils, the geographical environment 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 need has arisen to proceed to a rationalisation in the number of school to optimize the use of the resources. Today, there is still a demographic drop in the South and on the islands, whereas the opposite trend has been registered in the central and northern regions of the country; it should be taken into consideration not only the increase in the number of Italian children in these regions, but also of foreign pupils.

The general planning of the educational offer and of the school network is assigned to the Regions. In this way it is possible to provide a territorial distribution closer to the users. The purpose is, in fact, to allow the provision of a high quality educational offer also at the sub-provincial level, in the big and medium towns.

As for vocational training falling under the competences of the Regions, the distribution of the centres throughout the national territory is not homogeneous and, therefore, users may find it difficult to choose and attend courses leading to different qualifications.

D.Lgs. 31 March 1998, no. 112

## 5.7. Admission requirements and choice of school

Please refer to sub-sections.

### 5.7.1. Lower secondary education

Enrolment in lower secondary school is compulsory for pupils who have obtained the final admission certificate at the end of primary school (**4.14.**). Pupils attending state or *paritarie* schools are not required to sit for any final exam to pass from primary to lower secondary school, because an examination is only required at the end of each education cycle (the first education cycle finishes at the end of lower secondary school).

Pupils attending primary education at a private school (neither State nor *paritaria*) or through parental school (**5.19. 5.20.**), obtain admission to the first year of lower secondary education upon the successful results of the *esame di idoneità* in a state or *paritaria* primary school. Pupils coming from private schools can also be admitted to the 2nd or 3rd grades upon *esame di idoneità* reserved to pupils who have turned respectively the age of 11 and 12 within 30 April, and who have obtained the admission certification to the first grade of lower secondary school, as well as candidates who have obtained the above mentioned certificate respectively one or two years before.

In general, families are free to choose the school. However, limitations may be due to the lack of available facilities or to the lack of school staff assigned to each school by the School administration. Each school will establish its own criteria for the enrolment of students in case applications exceed the number of posts available. Enrolment request to the chosen lower secondary school is submitted directly by the primary school.

At enrolment, students and their families are required to sign an agreement called 'Joint responsibility agreement'. This document defines in details the rights and duties (e.g. use of mobiles and electronic devices at school) of all the subjects involved in the school life, i.e. the school itself, students and their families.

C.M. 15 January 2009, no. 4

D.Lgs. 19 February 2004, no. 59

D.M. 22 August 2007, no. 139

### 5.7.2. General upper secondary education

Enrolment to one of the possible paths offered at upper secondary education level (*licei*, technical institutes, vocational institutes) is compulsory for students who have passed the first cycle of education leaving exam (**5.15.1.**). In fact, compulsory education lasts 10 years and is accomplished at the end of the second year of upper secondary education. Compulsory education can be fulfilled also in the three-year vocational courses organised by the Regions (**5.7.4.**).

Families are free to choose the school. However, limitations may be due to the lack of available facilities or to the lack of school staff assigned to each school by the School administration. Each school will establish its own criteria for the enrolment of students in case applications exceed the number of posts available. Enrolment request to the chosen lower secondary school is submitted directly by the primary school.

At enrolment, students and their families are required to sign an agreement called 'Joint responsibility agreement'. This document defines in details the rights and duties (e.g. use of mobiles and electronic devices at school) of all the subjects involved in the school life, i.e. the school itself, students and their families.

C.M. 15 January 2009, no. 4



D.M. 22 August 2007, no. 139

### 5.7.3. Vocational upper secondary education

Please, refer to paragraph [5.7.2.](#)

### 5.7.4. First-level initial vocational training

To access the first-level Initial Vocational Training ([5.4.4.](#)) the completion of the first cycle of education is required. To enrol in the first year, it is also required to be less than 15 years, while those coming from other education pathways are required to be less than 18 years.

Apprentices are required to be at least 16 years old (at 16 compulsory education ends and the access the labour market is allowed); regional and provincial authorities enrol apprentices through the local employment services.

Law 27 December 2006, no. 296

### 5.7.5. Post-secondary non-tertiary education and training

#### **Second-level initial vocational training**

Second-level course are addressed to those who have obtained an upper secondary school leaving certificate (post-diploma courses) or a first-level qualification (post-vocational qualification courses).

Admission to courses is often subject to selective procedures that may include entrance tests as well as interviews; sometimes also additional specific requisites may be required, for example a certain upper secondary school certificate, or a previous specific working experience.

#### **Higher technical education and training system**

Anyone (adults included) holding an upper secondary education leaving certificate ([5.17.2.](#)), can access to courses offered by the Higher Technical Institutes (ITS).

Anyone (adults included) holding an upper secondary education leaving certificate or a three-year vocational diploma, can access to IFTS courses (800/1000 hours). Access is allowed also to those who have been admitted to the fifth year of the liceo as well as to those who do not hold any upper secondary certification. These latter are required to hold a certification of competences acquired through previous training and working experiences undergone after the fulfilment of compulsory education.

D.M. 22 August 2007, no. 139

## 5.8. Registration and/or tuition fees

The lower secondary level of education is compulsory, which means that enrolment and attendance are free of charge.

Payment of enrolment and attendance fees is required only for upper secondary schools. The amount is low and established at the central level.

However, students who enrol in the first, second and third grades of upper secondary schools, are exempted from paying school fees. This is due to the fact that the diritto/dovere to education and training can be fulfilled by acquiring a 3-year qualification at upper secondary level, both in the state educational and training system and in the regional initial vocational training ([2.4.](#)).

Exemptions may be granted also according to the family income. The income limits are indicated through ministerial circular every year.

Schools can request the families to pay minimum contributions for labs functioning, integrative and sport activities as well as for the purchase of consumption materials.

Both vocational training courses offered by the Regions ([5.4.4](#), [5.4.5](#)) and Higher level technical education and training courses are offered free of charge ([5.13.5](#)).

## 5.9. Financial support for pupils

Financial aids are foreseen both by the state and regional legislation. As for students of both State and paritarie schools, Law of 10 March 2000, no. 62, ([5.19](#)) 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, which are 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 national boarding schools and State girls' boarding schools as well as in the boarding schools annexed to the technical institutes and vocational institutes.

Basic vocational training courses are offered free of charge. Regions finance these courses through their own funds and also through funds allocated by the Ministry of Labour and by the Ministry of Education. Second level courses are financed through the European Social Fund.

IFTS courses are free of charge. They are co-financed by the Ministry and by the Regions; however, also private financing can be foreseen.

[Law 10 March 2000, no. 62](#)

## 5.10. Age levels and grouping of pupils

Please refer to sub-sections.

### 5.10.1. Lower secondary education

Lower secondary education ([2.4](#)) 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 second cycle, in order to permit a reasoned choice by pupils as regards their study prosecution.

This level of education is generally attended by pupils aged from 11 to 14. In the future, due to the possibility to anticipate the enrolment at primary schools (see [4.6](#)), also pupils aged 10 years onwards will be able to attend the lower secondary school.

Class-groups are organised according to the age of pupils. In the first grade a class is made up of a minimum of 18 and a maximum of 27-28 pupils (25 only for school year 2009/2010), while in the second and third grades classes are required to have a minimum of 20 pupils. Usually, the maximum number of pupils per

class is lowered to 20 if there are pupils with special educational needs. In schools placed in small villages, usually on the mountains and in small islands, the minimum number of pupils per class is lowered to 10. If the school is not able to start separate classes according to pupils' age, because the density of school population is too low, classes made up of pupils with different ages are allowed.

Class teachers are specialists in one or more subjects. Teachers usually follow the same class throughout the whole three-year course of studies.

D.M. 24 July 1998, no. 331

DPR 20 March 2009, no. 81

### 5.10.2. General upper secondary education

From a didactic point of view, study courses at licei are organised into a first two-year period and in a second three-year period. The two-year period is attended by students aged from 14 to 16 years, the three-year period by students aged from 16 to 19. In the future, pupils who have enrolled earlier in primary school ([4.6.](#)) will start upper secondary school six months in advance, if they have followed a regular study path.

Generally, classes at upper secondary level should have not less than 27 and no more than 30 students in the first year (28 only in school year 2009/2010), while in the following years the minimum required is 22 students. Usually, the maximum number of students per class is lowered to 20 if there are students with special educational needs. The above-mentioned figures can increase or decrease according to the number of school staff units available, as established by the Regional School Office ([2.6.1.2.](#)).

Class teachers are specialist in one or more subjects.

D.M. 24 July 1998, no. 331

DPR 20 March 2009, no. 81

Law 6 August 2008, no. 133

### 5.10.3. Vocational upper secondary education

Please, see [5.10.2.](#), taking into account that vocational institutes, unlike licei and technical institutes, offer 3-year courses followed by 2-year courses ([5.17.3.](#)).

### 5.10.4. First-level initial vocational training

First-level initial vocational training courses are addressed to those who have completed the first cycle of education (14 years of age) and either wish to accomplish the compulsory education (16 years of age) within this training pathway or wish to obtain a qualification within the 18th year of age, to accomplish the diritto/dovere.

Classes are usually made up of about 20 people. However, a minimum of 12 students per group is required to run a course.

Each class corresponds to the year of the course (i.e. first, second and third year) and to the qualification released at the end of the course itself (e.g. first year class 'catering worker').

### 5.10.5. Post-secondary non-tertiary education and training

#### **Second-level initial vocational training**

Second-level courses are addressed to those who have obtained an upper secondary education certificate (18 years) or a first-level qualification (generally obtained in the three-year basic courses, [5.10.4.](#)). According

the type and aims of the courses required by specific calls, the Regions establish organisation, participation and carrying out. Classes are usually made up of about 20 people and the minimum of 12 students per group is usually required to run a course.

### **Higher technical education and training system**

Courses organised by the Higher Technical Institutes (**5.13.5.**) as well as the IFTS courses, are addressed to young people and adults in general. Courses are not organised according to age levels.

## **5.11. Specialisation of studies**

Please refer to sub-sections.

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

The lower secondary level of education is compulsory and organised in one single structure, therefore it doesn't offer any study specialisation.

However, due to schools autonomy as for the definition of the curriculum, there may be differences from the common programme. Please refer to **5.13.1.**

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

The *licei* specialising either in classical studies or in scientific subjects offer a five-year course of studies without specialisations.

*Licei* specialising in arts subjects, instead, after a common two-year period, offer two specialisation courses (lasting 2 years): figurative arts and architecture. After the four-year course, it is also possible to attend a 'complementary course' which completion grants access to higher education.

Furthermore, many institutes have started additional experimental five-year courses of study, in order to meet the new requirements of the social, economic and cultural reality (**5.5.2.**).

At present, the reform of *licei* and of technical, vocational and arts institutes is undergoing the approval procedures. The reform will be gradually implemented starting from school year 2010/2011. For further details, see **5.2.**

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

Information included in this section refer to school year 2009/2010. At present, the reform of *licei* and of technical, vocational and arts institutes is undergoing the approval procedures. The reform will be gradually implemented starting from school year 2010/2011. For further details, see **5.2.**

#### **Technical institutes**

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

- Aeronautical sector: air navigation, assistance to air navigation specialisations;
- Agricultural sector: agricultural and food, agro-industrial, agro-territorial, viticulture and wine-making, breeding, zootechnic specialisations;
- Commerce: legal-financial-business, business technical expert, qualified accountable specialisations, etc.;
- Industry: mechanics, electrical engineering, electronics, data processing, chemicals, textiles specialisations, etc.;

- Surveying: building, territorial specialisations;
- Nautical sector: captain, machinery operator, shipbuilder specialisations;
- Business technical expert and foreign languages correspondent;
- Tourism;
- Social studies (the former technical institutes for girls): artistic, chemistry and biology, dietist, community manager specialisations.

Experimentation branches 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](#)).

### **Vocational institutes**

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

- Agricultural sector – branches of study:
  - Agro-environment
  - Agro-industry
  - Agro-tourism
- Industry and crafts sector – branches of study:
  - building
  - electrical industry
  - electronic industry
  - clothing and fashion
  - chemical-biological industry
  - mechanical industry
  - energy systems
- Service sector – branches of study:
  - business management
  - business management with a specialisation in foreign languages
  - tourist services
  - advertising graphics
  - hotel and catering services
  - social services.
- Medical assistance sector – branches of study :
  - optician

- dental technician
- non-conventional branches of study :
  - bakery
  - furnishings industry
  - marble industry
  - ceramics
  - graphics industry
  - nautical-shipping industry
  - audio-visual industry
  - art of making stringed instruments
  - photography
  - goldsmith's art

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

### **Arts institutes**

Approximately 40 specialisations are offered by the arts institutes in the following sectors: printing and lithography; fabrics and decorations; goldsmith's art; metals; furnishings; painting; glass; ceramics; stagecraft.

After the first three-year period of specialisation, two-year courses can be instituted to offer cultural and artistic education at upper secondary school level and the attainment of an upper secondary education leaving certificate in applied arts.

### **5.11.4. First-level initial vocational training**

The purpose of initial vocational training (FPI) is to qualify 14/17-year olds willing to enter the labour market after a short period of training. However, these courses guarantee to students the acquisition, required at completion of compulsory education, of the key competences and knowledge relating to four 'cultural areas': area of languages, area of mathematics, area of sciences/technology and historic-social area ([5.4.2.](#)).

According to the Agreement of 5 February 2009 between the State and the Regions, there are 19 vocational qualifications. For each qualification, minimum standards, organised into activities, competences and skills, are defined. At present, training objectives and qualifications are under revision.

At present, the 19 vocational qualifications are:

- tourist promotion and reception worker
- waitress/waiter, cook, catering worker
- wellness worker
- administration worker
- retail shop worker

- warehouse worker
- graphic worker
- building worker
- wood and furniture worker
- car repairs worker
- thermo-hydraulic systems installation and maintenance worker
- electric system installation and maintenance worker
- mechanic systems worker
- mechanic systems fitter
- clothes worker
- agriculture and food worker
- agriculture worker
- arts worker
- chemical productions worker

Some Regions organise also an additional fourth year of specialisation.

In this level of education, on-the-job training activities have a key role, both from a practical and also professional point of view. The length for these activities is established by the Regions, according to the qualification released at the end of the course. However, in the first year activities are usually aimed at guiding trainees in the labour market by organising visits to companies and enterprises. In the following years, activities involve practice in companies and trainees' work is followed by both a tutor from the training agency and a tutor from the company.

Agreement 5 February 2009

### **5.11.5. Post-secondary non-tertiary education and training**

#### **Second-level initial vocational training**

The range of formative offers is quite wide and it usually meets the needs of the local professional and labour market.

#### **Higher technical education and training system**

Courses offered by the Higher Technical Institutes (ITS, **5.13.5.**) are aimed at meeting the formative needs throughout the country, referred to the following 6 technological areas: energy efficiency, sustainable mobility, new technologies in life, new technologies for the 'made in Italy', innovative technologies for arts and cultural activities, ICT.

IFTS courses, on the contrary, are planned by the Regions within their own exclusive competences, to meet the needs of specific productive fields, as established every third year by the State/Regions Unified Conference.

## 5.12. Organisation of school time

The Ministry is responsible for defining the dates for the first and the second cycle leaving examinations and the calendar of the national festivities (Decree 297/1994). The Regions are responsible for defining the school calendar (starting and end of school activities, length of holidays for national festivities, other holidays) to adapt it to the needs of the area (Decree 31 March 1998, n.112). Every year, the Ministry publishes a summary table, on its website, providing the dates established at regional level of the beginning and end of the school activities, the dates of national festivities and of those established at local level.

At present, the compulsory annual teaching time for lower secondary school is established by the DPR 89/2009, while at upper secondary level dispositions vary according to the type of education ([5.13.](#)).

The District/School Council ([2.6.4.1.](#)) is responsible for the decision concerning the distribution of the adopted timetable in the various days of the week (not less than five).

For further details on the organization of the timetable, see [5.12.](#)

At present, the reform of *licei* and of technical and vocational institutes is undergoing the approval procedures. The reform will be gradually implemented starting from school year 2010/2011. For further details, see [5.2.](#)

C.M. 15 January 2009, no. 4

D.Lgs. 16 April 1994, no. 297

D.Lgs. 31 March 1998, no. 112

DPR 20 March 2009, no. 81

### 5.12.1. Organisation of the school year

#### Lower and upper secondary school

D. Lgs. 297/1994 establishes what follows:

- the school year starts on the 1st of September and ends on the 31st of August.
- teaching activities, including the time devoted to assessments, exams and in-service training, are carried out between the 1st of September and the 30th June. Upper secondary school leaving state exams should finish within July.
- the school year includes at least 200 school days;
- as far as the pupils' evaluation is concerned, the school year can be subdivided into two or three terms (periods of three or four months as established by the Teachers' Assembly of each school).

As for lower secondary school, the compulsory annual timetable consists of 990 hours, corresponding to 30 hours per week ([5.12.2.](#)).

At upper secondary level the timetable is defined on a weekly basis ([5.12.2.](#)).

For further details on annual/weekly timetable per subject, please refer to [5.13.5.4.4.](#)) organised by training Agencies ([5.5.4.](#)), the range of total hours of vocational training in courses is about 1 000 hours per year. The hourly breakdown refers to basic and transverse competences, technical – vocational competences, personalisation and stage. The latter is the provision students most prefer and it is considered as a mean to facilitate their access to the labour market. In general, students attend 5 or 6 days a week for about 5-6 hours a day with a break during the morning. Teaching activities usually start in September and finish in June-July, although the dates may vary according the Regional plans and to the availability of funds allocated by the



Ministries of Labour and Education every year. The training year can be subdivided into either two or three terms (periods of three or four months each). At the end of each term students are assessed and families are kept informed on the students' learning outcomes.

As for courses organised at school (5.4.4.), training activities are performed within the normal timetable of the institute with curricular flexibility (20 % of total hours), using in depth hours foreseen for the vocational institutes for a total, in general, not exceeding 300 hours annually.

Generally, in all courses, the stage is fundamental for its personalised nature which length (mainly of an orientating nature in the first years and applicative in subsequent ones) is determined by the individual Regions, also based on the qualification to be attained (5.11.4.).

The second-level courses are organised into short one-year cycles (400-600 hours). They only rarely last two years.

### **Higher technical education and training system**

Courses organised by the Higher Technical Institutes (*Istituti Tecnici Superiori, ITS*) last 4 semesters for a total of 1800/2000 hours and, for specific subjects, up to a maximum of 6 semesters.

IFTS courses last 2 semesters, for a total of 800/1000 hours.

Given the great variety of courses and their flexible organization, it is not possible to give information on the timetable, which is defined specifically for each course.

D.Lgs. 16 April 1994, no. 297

D.Lgs. 31 March 1998, no. 112

DPR 20 March 2009, no. 89

## **5.12.2. Weekly and daily timetable**

### **Lower secondary level**

At lower secondary school level, the following weekly school time models are available. Pupils' parents choose the timetable at enrolment:

- the 'mainstream compulsory timetable' with 30 hours per week (29 hours + 1 hour dedicated to the in-depth study of literary subjects), corresponding to the compulsory annual 990 hours of teaching activities;
- the 'extended timetable' with an average of 36 hours a week or, exceptionally, 40 hours including the time destined to meals.

In both models, the number of hours includes the Regions share (still to be defined), the schools share, at present equal to the 20%, and the weekly hour destined to students who chose Catholic religion as a facultative subject.

Lessons must be spread on no less than 5 days a week. Schools have autonomy in the organisation of the daily timetable.

As for details on the weekly timetable per subject, see 5.13.1.

### **Upper secondary level**

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.

In the classic *liceo* 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. In the scientific *liceo* 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. In the arts *liceo* 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. In the technical institutes the weekly timetable foresees 32-38 hours, according to the different classes and branches of study, while in the vocational and arts institutes the average weekly timetable is of 36 hours.

For details on the weekly timetable per subject, see **5.13.2. 5.13.3.**

At present, the reform of *licei* and of technical, vocational and arts institutes is undergoing the approval procedures. The reform will be gradually implemented starting from school year 2010/2011. For further details, see **5.2.**

### **Regional vocational training courses and Higher technical education and training**

As for vocational education and training offered by the Regions and the Higher technical education and training courses it is not possible to give general information on the timetable of courses, due to the great variety of courses and their flexible organization (**5.12.1.**).

C.M. 15 January 2009, no. 4

D.Lgs. 16 April 1994, no. 297

D.Lgs. 31 March 1998, no. 112

DPR 20 March 2009, no. 89

## **5.13. Curriculum, subjects, number of hours**

Please refer to sub-sections.

### **5.13.1. Lower secondary education**

At lower secondary level, the curriculum is defined through the 'National Guidelines (*Indicazioni nazionali*) for the personalised study plans in lower secondary education', introduced, on a temporary basis, by Decree 59/2004 and updated through the Guidelines for the curriculum (*Indicazioni per il curricolo*), introduced in 2007.

As for the lower secondary level, the *Indicazioni nazionali* of 2004 establish what follows:

- 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.
- Specific learning objectives related to subjects. The subjects concerned are the following: religion (facultative subject), Italian, English, a 2nd 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 lower secondary school (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. *Indicazioni nazionali* indicates also the specific learning objectives 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 all class teachers. The specific learning objectives 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; furthermore, it aims, above all, at allowing pupils to mature in all the dimensions outlined in the Pecup (see below) foreseen at the end of the first school cycle.

Moreover, the pupil's Educative and cultural profile (Pecup) represents what a pupil aged 14 should know and should be able to do at the end of the first cycle of education. 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.

Furthermore, the *Indicazioni nazionali* had also provided for the introduction of the portfolio of competences, 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, aptitudes and aspirations. In 2006, the Ministry has established that the portfolio is not mandatory for schools. It has to be considered a form of documentation of the formative process and, therefore, it has only a formative and didactical value and, according to school autonomy, schools are free to decide whether to adopt it or not.

From school year 2007/08 the *Indicazioni nazionali* have been applied together with the Guidelines for the curriculum (*Indicazioni per il curricolo*), introduced on an experimental basis in order to collect proposals for the final drafting of the document.

According to the new Guidelines for the curriculum, the school is mainly aimed at promoting the development of the human being, by helping pupils to understand the meaning of what they are experiencing, at promoting active citizenship, at achieving the learning objectives necessary for developing the competences as foreseen by the Guidelines themselves.

The Guidelines of 2007 differ from those of 2004 for: greater importance given to curricula instead of to personalised study programmes; education to active citizenship is considered as a goal for all subjects and not as a separate subject; definition of goals for the development of competences as a reference for teaching activities; definition of general learning objectives instead of analytically described learning objectives, in order to give more importance to school autonomy and to the professionalism of teachers in the planning of the curriculum.

The DPR 89/2009 has then established that, starting from school year 2009/2010 and up to school year 2011/2012, the National Guidelines of 2004, updated through the Guidelines for the Curriculum of 2007, will be implemented. In the period 2009/2010-2011/2012, the activities carried out by the schools will be monitored by the National Agency for the Development of School Autonomy (**2.6.1.3.**) and the National Institute for the Evaluation of the Education and Training System (**9.3.**). The outcomes are likely to be used to amend the National Guidelines of 2004.

The following tables show the weekly teaching timetable for each subject according to the two different school-time models (**5.12.2.**). These tables apply to each year of lower secondary school (DPR 89/2009, art. 5).

**Mainstream compulsory timetable (30 hours per week)**

<b>Subjects</b>	<b>Weekly amount</b>	<b>Annual amount</b>
Italian, History, Geography	9	297
In-depth studies in literary subjects	1	33
Mathematics and Science	6	198
Technology	2	66
English	3	99
2nd Foreign Language	2	66
Art and Design	2	66
Motory sciences and Sport	2	66
Music	2	66
Catholic Religion	1	33
	<b>30</b>	<b>990</b>

**Extended timetable (from 36 to 40 hours per week)**

<b>Subjects</b>	<b>Weekly amount</b>	<b>Annual amount</b>
Italian, History, Geography	15	495
Mathematics and Science	9	297
Technology	2	66
English	3	99
2nd Foreign Language	2	66
Art and Design	2	66
Motory sciences and Sport	2	66
Music	2	66
Catholic Religion	1	33
In-depth studies in one subjects included in this table	1/2	33/66
	<b>39/40*</b>	<b>1287/1320</b>

\* The table shows the maximum number of hours foreseen for the 'extended timetable'. The Teachers assembly, according to its autonomy, can deliberate a lower weekly amount of hours, which cannot be less than 36 hours. The timetable always includes the time devoted to canteen obtained by reducing the weekly timetable of subjects with a higher number of hours.

Upon parents' request, and upon availability of school staff, the time devoted to the English language can be increased up to 5 hours per week, by using the two weekly hours foreseen for the teaching of the second foreign language. These latter can also be used for the teaching Italian language to foreign students.

Furthermore, law 169/2008 has introduced, on an experimental basis, the teaching of 'Citizenship and Constitution' aimed at deepening the knowledge of Italian Constitution and to develop active citizenship values. In school year 2008/2009, schools were invited to draw up projects on these issues, in order to create a good practice file accessible nationwide. Among the projects produced by schools, 104 projects, involving about 350 schools, have been selected to receive specific funds to be spent for the realisation of the projects

themselves. In school year 2009/2010, the teaching of 'Citizenship and Constitution' has started in all schools, through didactic projects drawn up by single schools that can avail themselves also of the opportunities available in their territory.

DPR 20 March 2009, no. 81

DPR 20 March 2009, no. 89

Law 30 October 2008, no. 169

### 5.13.2. General upper secondary education

The last two years of the 10-year compulsory education cover the last two years of the upper secondary level of education, both general and vocational (2.5). As a consequence, in order to assure an education and training equal to all types of school (general and vocational), the Ministry has defined knowledge and competences that all students are expected to have acquired at completion of compulsory education. Such knowledge and competences integrate the curricula, specific for each type of school, currently applied at upper secondary level (see below).

These knowledge and competences are organised into 4 'cultural areas': area of languages, area of mathematics, area of sciences/technology and historic-social area. Knowledge and competences are then the basis for building learning pathways aimed at acquiring key competences that can help students for their adult lives and for their lifelong learning. Key competences are: learning to learn, planning, communicating, collaborating and participating, acting autonomously, problem solving, creating connections and relations, acquiring and interpreting information (Ministerial Decree 139/2007).

Furthermore, law 169/2008 has introduced, on an experimental basis, the teaching of 'Citizenship and Constitution' aimed at deepening the knowledge of Italian Constitution and to develop active citizenship values. In school year 2008/2009, schools were invited to draw up projects on these issues, in order to create a good practice file accessible nationwide. Among the projects produced by schools, 104 projects, involving about 350 schools, have been selected to receive specific funds to be spent for the realisation of the projects themselves. In school year 2009/2010, the teaching of 'Citizenship and Constitution' has started in all schools, through didactic projects drawn up by single schools that can avail themselves also of the opportunities available in their territory.

However, it must be taken into account that, at present, the reform of *licei* is undergoing the approval procedures. The reform will be gradually implemented starting from school year 2010/2011. For further details, see 5.2.

As for the organisation of school time, see 5.12.

#### **Liceo specialising in classical studies (*Liceo classico*)**

Teaching programmes were approved in 1945; however, in the course of the years, besides the introduction of some regulations and experimentations, schools have been enabled to adapt school programmes to their educational offer, for example, by introducing new subjects or by modifying the teaching timetable.

The subjects taught in the five years are the following: Italian language and literature, Latin language and literature, Greek language and literature, foreign language and literature, history, philosophy, natural sciences, chemistry, geography, mathematics and physics, history of art, physical education. Religion or alternative activities are optional subjects.

In the first two grades (called IV and V *ginnasio* like the last two grades of the old lower secondary school system) humanities subjects prevail (Italian, Latin, Greek, history), whereas philosophy, sciences and physics are also introduced starting from the third grade.

The weekly timetable of the 1945 programmes is the following:

SUBJECT	IV ginnasio*	V ginnasio	I liceo	II liceo	III liceo
Italian language and literature	5	5	4	4	4
Latin language and literature	5	5	4	4	4
Greek language and literature	4	4	3	3	3
Foreign language and literature	4	4	.	.	.
History	2	2	3	3	3
Geography	2	2	.	.	.
Philosophy	.	.	3	3	3
Natural sciences, chemistry and geography	.	.	4	3	2
Mathematics	2	2	3	2	2
Physics	.	.	.	2	3
History of art	.	.	1	1	2
Religion	1	1	1	1	1
Physical education	2	2	2	2	2
	27	27	28	28	29

**Liceo specialising in scientific studies (Liceo scientifico)**

Teaching programmes were approved in 1945; however, in the course of the years, besides the introduction of some regulations and experimentations, schools have been enabled to update the school programmes (timetable and contents) according to their autonomy in order to adapt school programmes to their educational offer, for example, by introducing new subjects or by modifying the teaching timetable.

The subjects taught in the five years are the following: Italian language and literature, Latin language and literature, foreign language and literature, history, philosophy, natural sciences, chemistry and geography, mathematics, physics, drawing, physical education. Religion or alternative activities are optional subjects.

More teaching time is destined to mathematics and scientific subjects in the *Liceo scientifico*. The foreign language is taught for all five years.

The weekly timetable of the 1945 programmes is the following:

SUBJECT	I year	II year	III year	IV year	V year
Italian language and literature	4	4	4	3	4
Latin language and literature	4	5	4	4	3
Foreign language and literature	3	4	3	3	4
History	3	2	2	2	3
Geography	2	-	-	-	-
Philosophy	-	-	2	3	3
Natural sciences, chemistry and geography	-	2	3	3	2
Physics	-	-	2	3	3
Mathematics	5	4	3	3	3
Drawing	1	3	2	2	2
Religion	1	1	1	1	1
Physical education	2	2	2	2	2
<b>Total</b>	25	27	28	29	30

**Liceo specialising in arts subjects (*Liceo artistico*)**

Teaching programmes were approved with Royal Decree of 19 June 1924, no. 1239; however, in the course of the years, besides the introduction of some regulations and experimentations, schools have been enabled to adapt school programmes to their educational offer, for example, by introducing new subjects or by modifying the teaching timetable.

The subjects taught in the five years are the following: Italian literature and history, history of art, mathematics and physics, natural sciences, chemistry and geography, physical education, drawn figure and modelling figure, decoration, geometrical drawing, perspective, anatomy. Religion or alternative activities are optional subjects.

**Liceo specialising in social-psycho-pedagogical subjects (*Liceo socio-psico-pedagogico*)**

This type of licei have been instituted as an experimentation and replace the abolished istituti magistrali; therefore, they don't correspond to an official study course.

A project called 'Progetto Brocca', foresees 34 weekly hours for the five years of the liceo and the teaching of the following subjects: religion or alternative activities (optional subject), Italian, history, Latin, foreign language, mathematics, geography, science of the earth, music, right and economy, history of art, philosophy, pedagogy, sociology, social legislation, methodology of the social-pedagogical research, physics, chemistry, biology, physical education.

D.M. 22 August 2007, no. 139

Law 30 October 2008, no. 169

**5.13.3. Vocational upper secondary education**

The last two years of the 10-year compulsory education cover the last two years of the upper secondary level of education, both general and vocational (**2.5**). As a consequence, in order to assure an education and training equal to all types of school (general and vocational), the Ministry has defined knowledge and competences that all students are expected to have acquired at completion of compulsory education. Such knowledge and competences integrate the curricula, specific for each type of school, currently applied at upper secondary level (see below).

These knowledge and competences are organised into 4 'cultural areas': area of languages, area of mathematics, area of sciences/technology and historic-social area. Knowledge and competences are then the basis for building learning pathways aimed at acquiring key competences that can help students for their adult lives and for their lifelong learning. Key competences are: learning to learn, planning, communicating, collaborating and participating, acting autonomously, problem solving, creating connections and relations, acquiring and interpreting information (Ministerial Decree 139/2007).

Furthermore, law 169/2008 has introduced, on an experimental basis, the teaching of 'Citizenship and Constitution' aimed at deepening the knowledge of Italian Constitution and to develop active citizenship values. In school year 2008/2009, schools were invited to draw up projects on these issues, in order to create a good practice file accessible nationwide. Among the projects produced by schools, 104 projects, involving about 350 schools, have been selected to receive specific funds to be spent for the realisation of the projects themselves. In school year 2009/2010, the teaching of 'Citizenship and Constitution' has started in all schools, through didactic projects drawn up by single schools that can avail themselves also of the opportunities available in their territory.

However, it must be taken into account that, at present, the reform of technical, vocational and arts institutes is undergoing the approval procedures. The reform will be gradually implemented starting from school year 2010/2011. For further details, see **5.2**.

As for the organisation of school time, see [5.12](#).

### **Technical institutes**

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;
- the weekly timetable varies from 32 to 38 hours, according to the grades and specializations.

### **Vocational institutes**

Whereas technical education was updated mainly through experimentation co-ordinated at ministerial level, vocational education was reformed in 1992 as indicated below.

The courses leading to vocational qualifications have been considerably reduced

Moreover, 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:

- common area: 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;
- specialisation area: technological and vocational subjects for 14 hours per week in the first and second class, 21-24 hours per week in the third class;
- in-depth area: 4 hours per week in each class. As the weekly timetable has been reduced from 40 to 36 hours, schools will have to adopt a flexible organisation of their teachings according to their autonomy.

Curricula outline standards and contents for the common area and the specialisation area, 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 in-depth area 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 teachers' assembly ([2.6.4.1](#)), when identifying educational activities of the in-depth learning area, must consider the specific conditions of the district, in order to stress the specific requirements of each of the two-year cycles.



While waiting for the general re-organisation of the second cycle, the weekly timetable has been set at 36 teaching hours; this number of hours includes the teaching hours of the common and specialisation areas, whereas the aims and objectives of the specialisation will be realised through instruments provided by school autonomy (within the limit of 20% of the timetable).

### **Arts institutes**

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

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.

The minimum weekly timetable foresees generally from 36 hours to a maximum of 44 hours.

D.M. 22 August 2007, no. 139

Law 30 October 2008, no. 169

### **5.13.4. First-level initial vocational training**

The training agencies offering three-year courses in partnership with schools, do not refer to syllabuses established at national level. In order to implement the training intervention, they draw up a teaching plan based on an analysis of the tasks carried out and the necessary skills required for the trade targeted by the intervention, financed by the Region. It is now common for course projects to be structured according to modules that can be subsumed into three types of skills: basic, transversal and technical-vocational. In some cases, the Regions determine the percentage and the minimum number of hours to devote to the different types of skills and to the placement.

Formative planning and the drawing up of curricula take into account the key competences defined at national level (**5.4.2.**).

In general, the formative planning for three-year courses (for 14-17 year olds) take into account the minimum formative standards established for the acquisition of technical-vocational competences referred to 14 qualifications (**5.11.4.**).

Three-year courses offered by schools in partnership with the training agencies, refer to the organisation and curriculum of the school organising the course, i.e. either technical or vocational.

D.M. 22 August 2007, no. 139

### **5.13.5. Post-secondary non-tertiary education and training**

#### **Second-level initial vocational training**

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.

#### **Higher technical education and training system**

There are two types of offer within the higher technical educational and training system:

a) the formative offer and the programmes organised by the Higher Technical Institutes (*Istituti Tecnici Superiori, ITS*) leading to a higher level technical diploma in one of the following areas: energy efficiency, sustainable mobility, new technologies in life, new technologies for the 'made in Italy', innovative

technologies for arts and cultural activities, ICT. Courses last 4 semesters for a total of 1800/2000 hours and, for specific subjects, up to a maximum of 6 semesters.

b) the formative offer of the IFTS courses organised by the Regions. Courses last 2 semesters, for a total of 800/1000 hours, and lead to a higher technical specialisation certificate.

## 5.14. Teaching methods and materials

Please refer to sub-sections for more details.

### 5.14.1. Lower secondary education

Teachers choose the textbooks, which are then formally adopted by the Teachers' Assembly. Textbooks are generally not free of charge.

Partly free textbooks can be provided according to specific regional situations and within certain income limits. Every year, the Ministry of education establishes the total maximum cost of textbooks. Teachers should choose the textbooks within this total price limit.

As for the school year 2009/2010 the maximum cost for textbooks has been established as follows (Ministerial Decree no. 41 of 8 April 2009 – Annex 3):

	1st year	2nd year	3rd year
<b>Total cost</b>	286,00 €	111,00 €	127,00 €

Measures introduced to help families to limit the costs for textbooks include the hiring and commodate of textbooks, as well as the partial reimbursement of costs.

Starting from school year 2009/2010, adoption of new textbooks at lower secondary level will take place every 6 years, instead of every year. Schools are also expected to adopt textbooks that the publishers have committed themselves not to change the relevant contents for 5 years (except for the necessary updates). Moreover, schools are asked to chose textbooks that are also available in digital/mixed version. Starting from school year 2011/2012 schools will adopt only textbooks available in digital and/or mixed versions. The Ministry of education has provided the publishers with the technical requirements for the realisation of textbooks (Ministerial Decree 41/2009).

The Freedom of teaching is a principle established by the Constitution of the Italian Republic (section 3); the freedom of the teachers' methods springs from this principle. However, such freedom is assured to teachers not just because they are teachers, in the view of a better attainment of the educational objectives established by law. Regulations on school autonomy (D.P.R. 275/1999) establish that 'the choice, adoption and use of teaching methods and instruments, including text books, are consistent with the Plan for the educational offer (POF, **2.6.4.**) [...] and they are carried out according to transparency and timeliness criteria. They foster the introduction and use of teaching technologies'.

The POF should be consistent with the general and educational objectives of the different types and branches of study established at national level.

As the teaching methods are concerned, according to the *Indicazioni nazionali* (**5.13.1.**), 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 specific learning objectives 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.

The *Indicazioni nazionali* don't provide indications on particular teaching methods; they generally propose the 'personalisation' of teaching interventions which is distinguished from the 'individualisation'. The individualisation aims at enabling all pupils to attain the same objectives, and at varying only the teaching methods in accordance with their learning attitudes; personalisation foresees diversified study plans with particular reference to the facultative or optional teaching hours.

The Guidelines for the curriculum (*Indicazioni per il curricolo*, **5.13.1.**) provide teachers, within the limits of their teaching autonomy, with a few methodological approaches that are suitable for creating a learning environment which is able to guarantee successful learning outcomes for students. These approaches are: to exploit pupils' experiences and knowledge; to foster exploration and discovery, to encourage cooperative learning and awareness of one's own learning method, and to carry out in-lab learning pathways.

The most used teaching methods in the classes are the classical lessons, exercises, group works. Generally, schools are provided with a gym, a library as well as ICT, science and multimedia labs.

D.Lgs. 19 February 2004, no. 59

Law 30 October 2008, no. 169

Law 6 August 2008, no. 133

### 5.14.2. General upper secondary education

Subject teachers choose the textbooks, which are then formally adopted by the Teachers' Assembly.

There are many different textbooks some of which are extremely expensive, as is the case for dictionaries, and atlases. The Ministry of education sends out annual circular letters on textbooks adoption pointing out 'the binding need to pay the greatest attention to the expense reduction for the families'.

Every year, the Ministry of education establishes the total maximum cost of textbooks. Teachers should choose the textbooks within this total price limit.

As for the school year 2009/2010 the maximum cost for textbooks has been established as follows (Ministerial Decree no. 41 of 8 April 2009 – Annex 4):

Type of school	1st year	2nd year	3rd year	4th year	5th year
Liceo classico	320,00 €	181,00 €	370,00 €	305,00 €	315,00 €
Liceo scientifico	305,00 €	210,00 €	310,00 €	280,00 €	300,00 €
Liceo artistico	260,00 €	170,00 €	250,00 €	190,00 €	200,00 €

Measures introduced to help families to limit the costs for textbooks include the hiring and commodate of textbooks, as well as the partial reimbursement of costs.

Starting from school year 2009/2010, adoption of new textbooks at upper secondary level will take place every 6 years, instead of every year. Schools are also expected to adopt textbooks that the publishers have committed themselves not to change the relevant contents for 5 years (except for the necessary updates). Moreover, schools are asked to chose textbooks that are also available in digital/mixed version. Starting from school year 2011/2012 schools will adopt only textbooks available in digital and/or mixed versions. The Ministry of education has provided the publishers with the technical requirements for the realisation of textbooks (Ministerial Decree 41/2009).

As for teaching methods, it is difficult to offer an overview of the methods of management of teaching/learning, due to the variety of branches of study. Generally, planning requires the definition at the department level of subject objectives according to the various school grades, and the definition of cross-curricular objectives at the level of class council (**2.6.4.1.**). In the last ten years, a special attention has been

dedicated to drop-out prevention, study methods, catching-up activities as well as the use of information and communication technologies has increased. Schools are equipped with a gym, library, scientific and computer labs, and labs adequate to the specificities of the various educational offers.

### 5.14.3. Vocational upper secondary education

Subject teachers choose the textbooks, which are then formally adopted by the Teachers' Assembly.

There are many different textbooks some of which are extremely expensive, as is the case for dictionaries, and atlases. The Ministry of education sends out annual circular letters on textbooks adoption pointing out 'the binding need to pay the greatest attention to the expense reduction for the families'.

Every year, the Ministry of education establishes the total maximum cost of textbooks. Teachers should choose the textbooks within this total price limit.

The table below shows the average maximum cost of textbooks for technical and vocational institutes (data processing from Ministerial Decree no. 41 of 8 April 2009 – Annex 4):

Type of school	1st year	2nd year	3rd year	4th year	5th year
Technical institutes	290,00 €	170,00 €	300,00 €	250,00 €	200,00 €
Vocational institutes	250,00 €	150,00 €	190,00 €	185,00 €	130,00 €

Measures introduced to help families to limit the costs for textbooks include the hiring and commodate of textbooks, as well as the partial reimbursement of costs.

Starting from school year 2009/2010, adoption of new textbooks at upper secondary level will take place every 6 years, instead of every year. Schools are also expected to adopt textbooks that the publishers have committed themselves not to change the relevant contents for 5 years (except for the necessary updates). Moreover, schools are asked to chose textbooks that are also available in digital/mixed version. Starting from school year 2011/2012 schools will adopt only textbooks available in digital and/or mixed versions. The Ministry of education has provided the publishers with the technical requirements for the realisation of textbooks (Ministerial Decree 41/2009)

As for teaching methods in general, please refer to section **5.14.2.** In addition, projects promoted by the Ministry on experimental basis, involving almost all technical institutes, provide many general indications on methods and specific indications on subjects.

### 5.14.4. First-level initial vocational training

Three-year vocational training courses consist of reception moments (making the class group, making others' acquaintance, etc), didactic modules based on the acquisition of competences, support measures for special needs (immigrants, disabled or at risk people), guidance and support to work (especially in the last year).

The use of non-traditional teaching methods in the class is becoming more and more common. Beside traditional class teaching, the use of project-based learning methods, problem solving, cooperative approach, simulations, role plays etc, is quite widespread. These methods help creating a more individualised learning, in order too meet the needs of a great variety of users, many of them with a high level of demotivation towards traditional learning methods, with an inconsistent school curriculum and with a strong interest in practical and experience-based learning. These courses aim at matching these learning needs with the acquisition of cultural and technical/professional competences. The above mentioned teaching/learning methods are supported by other tools such as stages, use of labs and the generalised use of ICT. Specific textbook for vocational training are published by the same publishers of school textbooks. Teachers are free to use both textbooks and other teaching materials.

## 5.14.5. Post-secondary non-tertiary education and training

### Second-level initial vocational training

Please refer to 5.14.4.

Specific methods indications are, generally, provided by the projects that institute the courses. The use of distance learning and active learning methods (cooperative learning, multimedia, simulation, etc.) are becoming more and more common.

### Higher technical education and training system

At the moment, the issue of methods and learning materials is under debate.

However, in school year 2008/2009, the system of modular courses and formative units has been applied.

Formative units foresee the development of basic, cross-curricular 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 transforming knowledge into an efficient working behaviour in a specific context.

## 5.15. Pupil assessment

In general, the "Charter of students in secondary schools" foresees the right of students to 'a transparent and quick evaluation aimed at starting a self-evaluation process to identify his/her own strong and weak points and to improve his/her own performance'.

### 5.15.1. Lower secondary education

For the validity of the school year, each pupil is required to attend at least three quarters of the annual teaching time (5.12.2.). Exceptionally, schools can foresee justified derogations. However, in cases of a particular high number of absences which could jeopardize the possibility of regular assessment, pupils cannot be admitted to the following grade or to the state exam at the end of the first cycle of education.

Recurrent assessment takes place at the end of each term (the school year is subdivided, for assessment purposes, into three-month or four-month terms, according to what established by each school, 5.12.1.), while the final assessment takes place at the end of each school year and, at completion of the first cycle of education, at the final State exam.

Recurrent and final assessments, as well as the assessment of the first-cycle leaving state exam and the certification of competences acquired by pupils, are carried out by class teachers.

### Recurrent/annual assessment

The recurrent and annual evaluation of the pupils of a class focuses on both pupils' learning process, their behaviour and the overall learning outcomes. Such assessments should be consistent with the learning objectives established in the Plan for the Formative Offer (POF) of each school. In the POF, the Teachers' Assembly of each school also defines the methods and criteria for assuring that pupils' assessment is homogeneous, transparent and equal. Teachers are also committed with the certification of the competencies attained by the pupils at the end of lower secondary education (5.17.1.).

At the end of both each term and school year, class teachers, grouped together in the Class council, assign the final marks to each student (scrutinio). Marks are proposed by teachers of each subject to the Class

council (**2.6.4.1.**) and approved by the majority of teachers. If no majority is reached, the vote of the headmaster prevails.

The end of term and annual assessment of pupils' learning outcomes and behaviour, as well as the certification of the competences at the end of lower secondary school, foresees the assignment of a mark expressed in tenths. A mark equal to 6/10 corresponds to a sufficient assessment.

Admission to the next grade requires, besides the minimum school attendance, to have obtained a mark equal to or higher than 6/10 in each subject, or group of subjects assessed with one single mark, and the behaviour. Non admission, as well as admission despite some low marks, should be deliberated by the Class council through a majority resolution.

A mark lower than 6/10 in behaviour, generally assigned in serious cases and duly justified, implies non admission to the following grade and to the final exam.

Daily pupils' assessment is autonomously carried out by each teacher.

### **First-cycle leaving state exam**

The first-cycle leaving State exam takes place at the end of the third year of lower secondary school.

To be admitted to the State exam, pupils are required to:

- have attended at least three quarters of the annual teaching time
- have obtained, at the end of the third year, a mark equal to or higher than 6/10 in each subject, or group of subjects assessed with one single mark,
- have obtained, at the end of the third year, a mark equal to or higher than 6/10 in their behaviour (a mark lower than 6/10 always implies non admission to the exam).

Admission to the exam is deliberated by the majority of the Class council by assigning a numerical mark in tenths.

An examination board composed of the teachers of the various classes and chaired by an external member is set up in every school. The examination board is subdivided into examination sub-commissions, corresponding to the various classes, which administer the examination tests and carry out the assessment.

The exam foresees three or four written tests (Italian, mathematics, rudiments of Science and ICT, foreign languages assessed either together or separately in different days), developed by the examination board, an oral test on the subjects of the last school grade and a national written test developed by the *Invalsi* (National institute for the evaluation of the education system, **9.4.**). The tests are carried out in different days according to a calendar established at the school level, except for the national test which is carried out the same day in the whole country. The date is established by the Ministry.

The final exam is assessed altogether through one only numerical mark in tenths, equal to the average calculated on marks assigned at all written tests, including the national test, at the oral test on all subjects and at the admission to the exam. The exam is successfully passed if the overall assessment is equal to or higher than 6/10. A full mark (*lode*) can be assigned, upon unanimous decision, to students who have obtained a final mark of 10/10.

The final mark obtained by students is analytically described through the certification of competences acquired and of the overall level of development of the student.

A positive result in the first-cycle leaving state exam and the attainment of the Diploma (**5.17.1.**) enable access to the second cycle of education.

DPR 22 June 2009, no. 122

Law 25 October 2007, no. 176

Law 30 October 2008, no. 169

### 5.15.2. General upper secondary education

Recurrent assessment takes place at the end of each term. The school year is subdivided, for assessment purposes, into three-month or four-month terms, according to what established by each school (**5.12.1.**), while the final assessment takes place at the end of each school year and, at completion of the second cycle of education, at the final State exam.

#### **Recurrent/annual assessment**

The recurrent and annual evaluation of the pupils of a class falls under the tasks of the class teachers. It focuses on both pupils' learning process, their behaviour and the overall learning outcomes. Such assessments should be consistent with the learning objectives established in the Plan for the Formative Offer (POF) of each school. In the POF, the Teachers' Assembly of each school also defines the methods and criteria for assuring that pupils' assessment is homogeneous, transparent and equal. Teachers are also committed with the certification of the competencies attained by the pupils at the end of compulsory education (16 years of age) and at completion of the second cycle of education (**5.17.2.**)

At the end of both each term and school year, class teachers, grouped together in the Class council, assign the final marks to each student (scrutinio). Marks are proposed by teachers of each subject to the Class council (**2.6.4.1.**) and approved by the majority of teachers. If no majority is reached, the vote of the headmaster prevails.

Both learning outcomes and behaviour are assessed through the assignment of a mark in tenths: a positive mark is from 6 to 10, a negative one from 0 to 5.

As for the evaluation of students aimed at their progression, please refer to **5.16.2.**

In addition, the Class Council, in the final scrutinio of the last three grades of upper secondary school, assigns specific points (credits) to students. Such points correspond to the mean of final marks obtained in each subject and behaviour, taking also into account other aspects such as school attendance, activities carried out outside the school, etc. The sum of points obtained at the end of each year is called 'school credit' (*credito scolastico*) and it cannot exceed 25 points. The final mark assigned to students in the upper secondary leaving State exam also includes the school credit.

The Ministry has published the following table for the conversion of marks into points. The table is gradually applied, from school year 2009/2010, starting from the third last grade (Ministerial Decree no. 99 of 16 December 2009, Table A 'internal candidates'):

Average of marks	School credit (points)		
	3rd grade	4th grade	5th grade
$M^* = 6$	3-4	3-4	4-5
$6 < M \leq 7$	4-5	4-5	5-6
$7 < M \leq 8$	5-6	5-6	6-7
$8 < M \leq 9$	6-7	6-7	7-8
$9 < M \leq 10$	7-8	7-8	8-9

\*M = average of marks obtained in the assessment of each subject and of the behaviour

As for the 4th and 5th grade, until school year 2010/2011, the previous table still applies (Ministerial Decree no. 42 of 22 May 2007):

Average of marks	School credit (points)		
	3rd grade	4th grade	5th grade
$M^* = 6$	3-4	3-4	4-5
$6 < M \leq 7$	4-5	4-5	5-6
$7 < M \leq 8$	5-6	5-6	6-7
$8 < M \leq 10$	6-8	6-8	7-9

Finally, students are awarded 'formative credits' (*crediti formativi*) corresponding to any qualified experience carried out outside the school (for example through training activities in the culture, arts, sports sectors, etc.) Such experiences must be duly documented, and be consistent with the type of study course which the state exam refers to.

**Upper secondary education leaving exam (State exam)**

At the end of the upper secondary school, both general and vocational, students take a State examination (law 425/2007 and law 1/2007).

Upper secondary school leaving state exam aims at verifying knowledge and skills attained during the last year of the study path with reference to the general and specific objectives of each brunch of study and to the general cultural components, as well as the critical ability of the candidate.

**Admission of internal candidates**

Students sit for the exams at the school they have attends.

Admission to the state exam requires that pupils have obtained a mark equal to or higher than 6/10 in each subject, or group of subjects assessed with one single mark, and behaviour. A mark lower than 6/10 in behaviour implies non admission. Moreover, students must have caught up the debiti formativi they have got in the previous years

The Class council (**2.6.4.1.**) carries out an overall assessment of the student taking into consideration knowledge and competences he/she attained in the last year of studies, critical and expressive abilities and the student's efforts to fill the gaps and achieve an adequate preparation in order to be able to face the state exam.

Following the overall assessment, the Class council decides for the admittance or non-admittance of the student to the final exam. The decision is given together with the school credit assigned to the student. The outcome of the final assessment, with the indication <admitted> or <non admitted>, is published on the school notice board, whereas the marks assigned to each subject and for the assessment of the behaviour are written on the student's assessment paper.

Students enrolled in the second-last grade, who have obtained not less eight out of ten in each subject, except for Catholic religion, and behaviour in the final assessment, have attended a regular study course at upper secondary level, have obtained marks not lower than seven out of ten in each subject and behaviour in the final scrutiny of the previous two years, have not repeated any school year during the previous two years, are admitted to the state exam.

**Admission of external candidates**

Admission to the state exam is also granted to



- students who turn 19 years of age within the calendar year during which the state exam will take place and who have completed compulsory education;
- students who have obtained the *licenza media* a number of years before which is equal at least to the duration of the study course they are attending, independently from their age;
- students who turn 23 years of age within the calendar year during which the state exam will take place; in this case, the candidates are not required to present any lower qualification;
- students who hold any other qualification obtained at the end of an upper secondary education study course lasting at least four years;
- students who have stopped attending the last year of their study course before the 15th of March.

External candidates, who attend a grade preceding the last one, should have stopped attending school before the 15th of March and are asked to meet the same requirements as ordinary candidates.

External candidates, who have not been promoted to the last grade, are required to pass a preliminary exam on the subjects foreseen in the study programmes of the grade/grades for which they have not obtained a promotion and in the study programme of the last grade.

Finally, candidates who have not attended the last grade, although in possession of the admission to the last grade itself, are also required to pass the preliminary exam on all subjects included in the curriculum of the last grade of the relevant course of study, as otherwise they cannot be assessed for the admission to the final exam.

External candidates are required to present their request for the admission to the State exams to the head of the relevant Regional School Office also indicating, in preferential order, the institutes where they wish to take the exam. The head of the Regional School Office will then assign the students to the institutes of the municipalities where they have their residence (or of the Province or of the Region). Students take preliminary exams, if required, in the same institute they have been assigned to for the State exam (Law 176/2007).

### **Examination board**

The examination board of the state exam is made up of no more than six members: half external and half internal members, plus an external president. The examination subjects assigned to the external members are annually selected according to a decree of the Ministry of public education. The examination board is appointed by the manager of the Regional School Office (**2.6.1.2.**), in accordance with criteria established at the central level.

The president of the examination board and the external members examine the students of two classes. The number of the external members – not more than three - is equal to the number of the internal members for each class. The board members in charge of the subjects of the first and second written tests must be present in the examination board. Every class should include not more than 35 candidates. Each examination board of the non-*paritarie* schools is coupled with an examination board of a State or a *paritaria* school.

The president is appointed according to determined criteria and procedures, on the basis of the following order, among:

- in-service school managers of upper secondary state schools and of national boarding schools and girls' boarding schools;
- in-service school managers of primary and lower secondary schools, in possession of a qualification for teaching in upper secondary schools;

- in-service teachers of upper secondary state schools with at least ten years of permanent employment;
- university professori ordinari and professori associati also fuori ruolo, and confirmed university researchers;
- directors and professors with tenure of the Institutes for high level art, music and dance education;
- school managers and teachers of upper secondary state schools who have retired more than three years before.

The external members of the examination boards are appointed among teachers of upper secondary state schools'. (Law 1/2007).

### **Contents of the state exam**

The state exam includes three written tests and an oral test. The first written test aims at verifying the mastery of the Italian language or of the language of teaching, as well as expressive, logical-linguistic and critical abilities of the candidate; the second test is about one of the characterising subjects of the study course (...) the third test reflects teaching and organisation autonomy of the school and is strictly related to the POF of each school. This latter is a multidisciplinary test about the subjects of the last grade; it consists in the concise treatment of topics, in answers to single or multiple questions or in the solution of problems or practical and professional cases as well as in the development of projects; the structure of this latter test permits also to verify the knowledge of a foreign language (...).

The texts of the first and second written tests are selected by the Minister and sent to the schools by the Ministry of education; the text of the third written test is developed by the examination board (...).

The oral test has a multidisciplinary approach and is about the study programmes of the last school grade'. (Law 1/2007)

Tests take place according to a calendar established by the Ministry every year.

### **Outcome of the exam**

At the end of the state exam, a final mark expressed in hundredths is assigned to each candidate; this mark corresponds to the addition of the marks ascribed by the examination board to the written and oral tests and the marks corresponding to the school credit attained by each candidate.

Written tests are assessed by assigning a maximum of 45 points, to be equally distributed to the three tests. If a test is considered satisfactory, it cannot be assessed with a mark lower than 10 points. The oral test is assessed by assigning a maximum of 30 points. The school credit (maximum of 25 points) is added to the points obtained to the written and oral tests. The minimum mark to pass the exam is 60/100.

The outcomes of the written tests are published on the notice board of the schools where the exam has taken place at least two days before the beginning of the oral tests. The examination board, upon justified decision, can supplement the final outcome with maximum five marks if the candidate has obtained a school credit corresponding to at least 15 marks and an overall outcome of the exam equal to at least 70 marks. The examination board can also award the full mark (lode) to students who have reached the maximum of 100 marks without the assignment of additional marks and have obtained marks equal or higher than 8/10 in all subjects and the behaviour in the last three years of study.

Candidates who successfully pass the exam are awarded the relevant diploma and certification, according to the form provided by the Ministry of education (**5.17.2**).

For particularly gifted students the following awards are available:

- benefits for accessing libraries, museums and cultural centres;

- admission to training;
- admission to special initiatives organised by scientific centres at national level;
- educational journeys and visits to specialised centres;
- economic benefits;
- other benefits according to specific agreements both with public and private subjects.

Finally, for the universities admission exams, 25 marks out of 105 are assigned on the basis of the quality of the upper secondary school path of the student.

As for the external evaluation of students connected to the evaluation of the education system and of schools, see [9.4.9.5.](#)

Finally, a National Observatory has been set up within the National Institute for the Evaluation of the Educational System ([9.3.](#)). It is in charge of monitoring, checking and evaluating the new organisation of the state exam. It represents a permanent support for the examination boards as far as the preparation of the third written test is concerned.

D.M. 16 December 2009, no. 99

DPR 22 June 2009, no. 122

DPR 23 July 1998, no. 323

Law 10 December 1997, no. 425

Law 11 January 2007, no. 1

Law 24 November 2009, no. 167

Law 25 October 2007, no. 176

Law 30 October 2008, no. 169

O.M. 8 April 2009, no. 40

### 5.15.3. Vocational upper secondary education

See the previous paragraph [5.15.2.](#) taking into account what follows.

External students are granted admission to the state exam in the vocational institutes and arts institutes under the following requirements:

- students who turn 19 years of age within the calendar year during which the exam takes place and have obtained the three-year qualification certificate at least one year before;
- students who have obtained the three-year qualification certificate a number of years before which is equal at least to the duration of the study course they are attending, independently from their age;
- students who turn 23 years of age within the calendar year during which the state exam will take place; in this case, the candidates are not required to present any lower qualification, including the qualification certificate;
- students who hold any other qualification obtained at the end of an upper secondary education study course lasting at least four years and the relevant qualification certificate;
- students who have stopped attending the last year of their study course before the 15th of March.

External candidates who attend a grade preceding the last one should have stopped attending school before the 15th of March and should meet the requirements foreseen for ordinary candidates.

Furthermore, the candidates should prove by documents that their vocational training or work experiences is consistent with the training offered by the type of vocational institute where they take the exam. Their vocational training or work experiences should be referred to the specific brunch of study; in particular, the work experience should consist in an activity which includes not only executive contents.

In the technical institutes, vocational institutes, and arts institutes and arts liceo, the second written test takes into account the technical, practical and laboratorial dimension of the subjects; therefore, the second written test can last even more than one day.

In the vocational institutes and arts institutes, the school credit (5.15.2.) is assigned, for the first year of the three-year period, on occasion of the exam for the qualification certificate.

#### **5.15.4. First-level initial vocational training**

Evaluation activities are carried out by the training agency/school (depending on the type of course, 5.4.4.). The assessment of students is both continuous, throughout the three-years of course, and final, when the certification and the credits are released. The student is also assessed in case of shifting to another system of education (i.e. school education system) before finishing the three-year course.

As for courses organised by training agencies (those organised by schools follow the dispositions applied for the general and vocational school education), final assessment, beside an evaluation of the possession of the admission requirements, may consist of a written exam on basic competences, a practical exam on professional competences and an interview.

Students are given marks in thirtieths; at the end of the year marks are converted into credits from 60 to 100. To access the exam, at the end of the three-year course, the overall number of credits (from 180 to 300) is calculated. The final exam is also assessed through a mark in thirtieths. The maximum number of absences allowed is 20% in the three-year period of the overall amount of hours or 30%, in exceptional cases and in agreement with the teachers' assembly.

Regions decide procedures for certifications, taking into account the minimum standards and qualifications established at national level.

Certifications released at regional level, as well as credits obtained in the regional vocational courses, have been recognised at national level, in order to favour transit between the State school system and the regional vocational training system.

Agreement 28 October 2004

#### **5.15.5. Post-secondary non-tertiary education and training**

##### **Second-level initial vocational training**

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.

##### **Higher technical education and training system**

For the issue of the relevant certification, courses offered by Higher Technical Institutes (ITS) end up with final assessments of the competences acquired by students. Assessments are carried out by specific board of examiners made up of representatives of the school, university and vocational training sectors as well as of

experts belonging to the world of work. The certification is released by the technical/vocational institute which the ITS refers to.

For the issue of the relevant certification, IFTS courses end up with final assessments of competences acquired by students. Assessments are carried out by specific boards of examiners made up of representatives of the school, university and vocational training sectors as well as of experts belonging to the world of work. The certification is released by the Regions which establish how the boards of examiners are set up and give general indications both for the final assessment of acquired competences and for the relevant certification, for making the certification obtained spendable both at national and European level.

For further details see also [5.16.5](#), [5.17.5](#).

## 5.16. Progression of pupils

Please refer to sub-sections for more details.

### 5.16.1. Lower secondary education

Please, refer to paragraph [5.15.1](#).

### 5.16.2. General upper secondary education

Admission to the following grade requires marks equal to or higher than 6/10 in each subject, or group of subjects assessed with one single mark, and behaviour ([5.15.2](#)).

The assessment is suspended if a student obtains a mark lower, but not too lower, than 6/10 in one or more subjects. In this case, students should fill in their gaps within the beginning of the following school year. According to their autonomy, schools can organise catching up courses or other activities to help students fill in their gaps. The students' learning outcomes are assessed before the beginning of the school year. Students who obtain at least 6/10 are admitted to the following grade. If marks lower than 6/10 persist, non admission will be deliberated.

A mark lower than 6/10 in behaviour, generally assigned in serious cases and duly justified, implies non admission to the following grade and to the final exam.

The student can even change his course of study and transfer to a different kind of school, after passing an additional exam 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 lower secondary school leaving certificate and how long it would have taken him/her to reach the class he/she wants to be admitted to. The additional exam is based on all or part of the subjects not included in the curriculum of the original course of study.

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 Class council establishes which subjects must be attended and assessed in the final *scrutinio*, which subjects must not, 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.

[D.Lgs. 16 April 1994, no. 297](#)

[DPR 22 June 2009, no. 122](#)

Law 30 October 2008, no. 169

### **5.16.3. Vocational upper secondary education**

Please refer to **5.16.2.**

### **5.16.4. First-level initial vocational training**

Progression in the formative path is guaranteed by both the intermediate and final certifications (**5.17.4.**).

Generally, returning to the school education system can take place at the school in partnership with the training agency or in other institutes, on the basis of the contents of the course attended by the student. The student is anyhow followed by a tutor or a person with guidance functions.

Holding a three-year vocational qualification allows the enrolment to a fourth specialisation year (only available for a few qualifications and offered only by few training agencies) and to the third or fourth year of upper secondary education (in general, technical and vocational institutes). Furthermore, with a first level vocational qualification it is also possible to enrol in second-level vocational training courses and to apply for apprenticeship with professional purposes (for people aged more than 18). Also access to IFTS courses (**5.13.5.**) is possible, upon verification of competences acquired.

### **5.16.5. Post-secondary non-tertiary education and training**

#### **Second-level initial vocational training**

Post-diploma courses (**5.7.5.**) allow progression to IFTS courses, to apprenticeship aimed at acquiring a profession (**5.2.**) and to university. In case of post-vocational qualification courses, instead, other requirement may be necessary. For example, to access IFTS courses the acquisition of specific competences is verified during the selection procedures.

#### **Higher technical education and training system**

In the general framework of lifelong learning, certifications of courses offered by the Higher Technical Institutes (ITS) and of IFTS courses is designed on the basis of transparency criteria which favour the integration of the systems of post-secondary education and training and facilitate the recognition of the relevant courses and qualifications.

The 'formative credit' acquired in this type of courses, is the whole of competences that can be recognised in a further training or working experience. Recognition of credits is carried out by the institution which the person accesses to, taking into account the characteristics of the course she/he is going to start.

The recognition of credits is done:

- a) when accessing the courses;
- b) throughout the courses to shorten them and facilitate possible shifts to other courses or paths within the whole system;
- c) outside the courses, in order to facilitate the partial or total recognition of competences acquired in the world of work, universities and other training systems.

Certified formative credits can be recognised as university credits (CFU, **6.11.**) for the purposes of the three-year university qualification, both by universities and institutes belonging to the Afam system. Recognition procedures and criteria are defined in the didactic regulations of single reception institutes. Besides, acquired credits are useful to access the State qualification exam for the professions of agro-technician, surveyor, agricultural expert and industrial expert.

Certifications qualify for the access to open competitions.

Certifications will be issued by ITSs according to transparency criteria to foster the integration of the education and training systems, thus facilitating the recognition and equivalence of paths and certifications. Provisions also establish that a 'formative credit' is the whole of competences acquired at the end of the training path that can be spent in subsequent training or working paths. The recognition of credits will be carried out by the institution that the user access to, according to the following procedure:

- recognition is carried out when accessing the formative paths;
- during courses in order to make them shorter or to facilitate switches to other courses;
- outside the courses, to facilitate the total or partial recognition, by the labour market universities and other formative systems, of the competences that the user has acquired,.

As for IFTS courses, it is provided that courses end up with a final assessment of competences acquired. The assessment is carried out by an examination board made up of representatives of the schools, universities, vocational training and experts coming from the labour market.

## 5.17. Certification

Please refer to sub-sections.

### 5.17.1. Lower secondary education

Schools autonomously establish how to inform pupils and their families on the results obtained both in recurrent and final assessments. In general, assessment results are documented in the pupil's individual assessment paper.

Pupils passing the final state exam held at the end of the first cycle of education, obtain the lower secondary school leaving certificate (*Diploma di licenza conclusiva del primo ciclo di istruzione*), which has to be signed by the chairman of the examination board. The Diploma shows the final mark obtained at the State exam (5.15.1). Diplomas are printed by the State Graphical Institute, according to the model provided by the Ministry of Education (Ministerial Decree 22/2009) and delivered to schools by the Provincial school offices (2.6.1.2). The Ministry has also provided a model of certificate, to be issued together with the Diploma, quoting the personal data of the students, the final mark, the length of the course of studies, the foreign language and the instrument tested at the exam and the number assigned to the Diploma in the 'Register of Diploma'. This latter is kept by the school under the responsibility of the School manager (CM 59/2009).

The Ministry, through its specific decree, will also provide schools with a model for the certification of competences acquired by pupils at the end of lower secondary education. In the meantime, schools will draw up their certification autonomously, on experimental basis (CM 51/2009).

[DPR 22 June 2009, no. 122](#)

[DPR 8 March 1999, no. 275](#)

### 5.17.2. General upper secondary education

Schools autonomously establish how to inform pupils and their families on the results obtained both in recurrent and final assessments. In general, assessment results are documented in the pupil's individual assessment paper.

A diploma and a certificate are issued to the students who pass the final state exam (5.15.2, 5.15.3).

The certification attests the branch of study and the duration of the study course, the final mark, the total mark obtained in the written tests, the mark obtained in the oral test, the points assigned with the 'school

credit', the points assigned with the formative credit and the additional points assigned by the examination board (if applicable), the subjects included in the curriculum and the total number of teaching hours dedicated to each subject.

The certification model and the Diploma are drawn up by the Ministry of education, university and research (Ministerial Decree no. 26 of 3 March 2009).

Both the Diploma and the certificate are issued in four European languages in order to make them readable throughout Europe.

The Ministry will also provide schools with models for the certification of competences acquired by students at the end of compulsory education (**5.4.2.**) and at completion of the second cycle of education. As for the former, a draft model has been recently approved and its adoption is expected soon.

DPR 22 June 2009, no. 122

DPR 23 July 1998, no. 323

Law 11 January 2007, no. 1

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

Please refer to **5.17.2.**

Students of vocational and arts institutes obtain a qualification after a three-year course of study. Students can afterwards attend further two years of study in order to obtain an upper secondary level qualification, after successfully getting through the final exam (**5.15.3.**).

Therefore, after having obtained the qualification at the end of the first three-year period, students can either access to the labour market or enrol in two-year post-qualification courses to obtain the upper secondary school leaving certificate or enrol in the vocational education and training system offered at regional level.

At present, the upper secondary level of education is under reform. The new organisation will be applied starting from school year 2010/2011 (**5.2.**).

### **5.17.4. First-level initial vocational training**

Certification issued within the initial vocational training system is aimed at ensuring the transparency of the formative paths and the recognition of competences and qualifications, in order to enable students to enter or re-enter the system of vocational education and training. Certification focuses on competences as a structured set of knowledge and abilities pertaining to specific professional figures that can be acquired through training courses, work experience and self-tuition. The certified competences constitute training credit. The educational establishment attended by the student provides for the recognition of the credit, sometimes in cooperation with the establishment previously attended.

Competences can be certified in the following cases:

- at the end of a vocational course aimed at obtaining a qualification. At the end of the course, students take an examination before a board of examiners made up, among others, of representatives from the Region awarding the qualification;
- in the case of part-time attendance of vocational training courses, if the student has dropped out of the training course before the end;
- following on-the-job or self-tuition experiences. In this case, the certification is issued upon request and is aimed at gaining access to the various levels of the vocational education and training system or to obtain a qualification (certification upon training credits).



Recently, the training booklet has been introduced. This document is released at the time of the registration in an education or vocational training course. It can be used to record all the initiatives with a training content, all the types of certification and relative credits obtained by the owner, who is the only responsible for updating the document. The booklet is issued by the Region and Provinces, or other subjects they may have delegated. In 2006 the Training Booklet was introduced on an experimental basis only in some Regions and with application procedures which are differentiated on a territorial level, but in accordance with a common and shared work plan. At the end of 2006 the opportunity of a more generalised distribution and set up of the Book for all the citizens requiring it has been under discussion.

As for the definition, at national or regional level, of final and intermediate competences and for the recognition of credits for passing to another system, please refer to paragraphs [5.4.4](#), [5.11.4](#), [5.13.4](#), [5.15.4](#).

The Regions are responsible for certification and they organise the implementation procedures taking into account the minimum standards and the types of certification defined at national level.

### **5.17.5. Post-secondary non-tertiary education and training**

#### **Second-level initial vocational training**

Please refer to [5.17.4. Higher technical education and training system](#)

Courses offered by Higher Technical Institutes (ITS) lead to the obtainment of a Diploma of high level technician, while IFTS courses lead to the obtainment of a Certificate of higher level technical specialisation. Both qualifications are accepted to apply for open competitions ([5.16.5](#)).

Ministry of Labour and Social Policies

### **5.18. Educational/vocational guidance, education/employment links**

In 2004, the Ministry of education, university and research (MIUR), has established the National Committee for guidance. It is chaired by the Minister and made up of representatives of the MIUR, of the Ministry of Labour, of the 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 of *INVALSI* (National Institute for the evaluation of the education system, [9.3](#).) and *ANSAS* (National Agency for the development of school autonomy, [2.6.1.3](#).). 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.

From school year 2004/2005, the Ministry has started the National Plan for Guidance, according to development lines established by the above mentioned committee also for the training of guidance staff at regional level.

#### **Lower secondary school**

Guidance falls within the fundamental tasks of the lower secondary school. 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 second cycle. Lower secondary school should help students to orientate themselves towards their future education and training choice. Furthermore, the National Guidelines of 2004 ([5.13.1](#).) underline the guidance character of the school that lies in particular within the subjects, the interdisciplinary and cross-curricular activities and that the study and activities carried out by the students can become more effective through the facultative paths. Particularly relevant is the teacher-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 lower secondary school. Such provisions should be harmonized with the amendments introduced in the meantime, in particular concerning the extension of compulsory education, the non-application of provisions concerning the teacher-tutor the different function assigned to the portfolio and the review process of the National Guidelines.

### **Upper secondary school**

At the end of upper secondary school, students can continue their studies in the following paths:

- university higher education;
- non university higher education;
- Higher technical education and training (IFTTS) courses; enrolment is also permitted to students who have obtained admission to the fifth grade;
- second level vocational training courses;

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 MIUR, but also from companies, industrial associations, artisans, professionals, local banks, etc.

Starting from the school year 1998-1999, 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.

### **Regional firsts-level vocational education and training**

The principal centres with responsibility for offering guidance to young people and adults in the labour market, also directing them to vocational training courses, are the 'Territorial employment services'. These centres are organised at provincial level and they have many local branches that operate within the framework of active employment policies defined at regional level. The employment services provide information and guidance on the opportunities for training and work in the territory. In fact, they are also responsible for mediating between the demand and supply of jobs. The role of the employment services is particularly important in the case of young people who have not attained the *diritto/dovere* to education and training: in fact, they also manage the register based on training status of young people and provide information, guidance and tutoring in order to control the phenomenon of dispersion.

In addition to the employment services, within many vocational training agencies there is also a guidance service that helps young people to choose among the course options and helps them to join the job market at the end of the course.

Other guidance centres are organised by the municipalities.

Guidance to the labour market is also included in the curriculum of three-year vocational courses and it is carried out by teachers: throughout the course, an amount of hours is destined to guidance activities in order to detect problems deriving from students' choices, or to prevent drop-outs, etc. in the third year, a specific amount of time is destined to activities which help the student to enter the labour market by providing

him/her with competences and skills, for example on how to make a research for a suitable job, how to answer an interview or how to draw up a correct curriculum vitae.

Institute for the development of professional training of workers (ISFOL)

Ministry of Education, University and Research (MIUR)

Ministry of Labour and Social Policies

National Agency for the Development of the School Autonomy (former INDIRE, former BDP, former IRRE)

National Institute for the Evaluation of the Education and training System (Invalsi) (former CEDE)

Law 28 March 2003, no. 53

## 5.19. Private education

Please refer to [3.14.](#)

Before the law 27/2006 entered into force, the two types of non-State upper secondary schools were the legally recognised schools and the *pareggiate* schools. In those schools which have not requested or obtained equality recognition in accordance with Law no. 62 of 2000, the study courses already started up before the implementation of law 27/2006 keep on working until they are phased out.

Law 10 March 2000, no. 62

Law 3 February 2006, no. 27

## 5.20. Organisational variations and alternative structures

State schools do not have alternative structures. The "Nunziatella" and "Morosini" 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 April 1962. 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 the certificate attained after having passed the State examination at the end of classic and scientific *liceo*. Since the school year 1993-1994, a project of European classical *licei* has been experimented in some national boarding schools, i.e. national and girls' State boarding schools. It aims at favouring a European awareness.

For information on parental education and education at hospitals, please see [4.17.](#)

## 5.21. Statistics

**Table 1 - Number of enrolled students in lower and upper secondary school, school year 2008/2009**

Level of education	Enrolled (total number)
Lower secondary school	1 651 680
Upper secondary school	2 566 462

Source: Ministero dell'Istruzione, dell'Università e della Ricerca - Direzione Generale per gli Studi, la Statistica e i Sistemi Informativi 'La scuola statale: sintesi dei dati a.s. 2008/2009' (Tavola A)

**Table 2 - School units, classes and teachers in lower and upper secondary school, school year 2008/2009**

Educational level	School units	Classes	Permanent and temporary teachers
Lower secondary school	7 099	77 645	167 251
Upper secondary school	5 193	117 787	230 694

Source: Ministero dell'Istruzione, dell'Università e della Ricerca - Direzione Generale per gli Studi, la Statistica e i Sistemi Informativi 'La scuola statale: sintesi dei dati a.s. 2008/2009' (Tavola A)

**Table 3 - Outcomes of lower secondary school leaving exams and final assessment, scuola secondaria di I grado, school year 2007/2008**

School leavers	Final assessment of school leavers			
	Fair	Good	Very good	Excellent
99.5	36.9	26.7	19.3	17.2

Source: Ministero dell'istruzione, dell'università e della ricerca – Rilevazione sugli scrutini ed esami di Stato conclusivi del I e II ciclo – a.s. 2007/2008, p.13

**Table 4. Outcomes of upper secondary school leaving exams and marks obtained at the exam, by type of school, school year 2007/2008**

Type of school	School leavers	Marks obtained by school leavers						
		60	61-70	71-80	81-90	91-99	100	100 cum laude
Classic liceo	99,0	6,5	21,9	24,4	19,5	13,5	11,9	2,3
Scientific liceo	98,6	8,6	26,0	25,3	17,5	11,5	9,4	1,6
Linguistic liceo	96,3	15,2	29,1	24,6	15,6	8,6	6,1	0,8
Social-psycho-pedagogical liceo	98,2	10,0	27,8	25,9	17,4	10,6	7,6	0,7
Technical institutes	96,4	16,3	34,4	24,0	13,3	7,0	4,5	0,4
Vocational institutes	96,8	16,3	36,7	24,6	12,7	6,5	2,9	0,1
Arts liceo and arts institutes	98,2	10,3	30,6	28,2	17,0	8,8	4,7	0,5
<b>Total</b>	97,5	12,6	30,6	24,8	15,4	9,1	6,5	0,9

Source: Ministero dell'istruzione, dell'università e della ricerca – Rilevazione sugli scrutini ed esami di Stato conclusivi del I e II ciclo – a.s. 2007/2008, pp. 15-16.

**Table 5 - Breakdown of students enrolled in state upper secondary schools, per type of school, school year 2008/2009**

Types of school	Students
Classic liceo	277.524
Scientific liceo	592.248
Arts liceo	41.528
Social-psycho-pedagogical liceo	201.258
Vocational institutes	538.709
Technical institutes	862.349
Arts institutes	52.846
<b>TOTAL</b>	<b>2.566.462</b>

Source: Ministero dell'Istruzione, dell'Università e della Ricerca - Direzione Generale per gli Studi, la Statistica e i Sistemi Informativi 'La scuola statale: sintesi dei dati a.s. 2008/2009', pp. 65-89

**Table 6 – Courses financed since 1998 until 2009, subdivided by economic sectors, in the Istruzione e Formazione Tecnica Superiore (IFTS).**

Economic sectors	Total number of courses
Agriculture	269
Industry and handicraft - manufacturing	726
Industry and handicraft - ICT	683
Industry and handicraft – building industry	159
Trade and tourism, transport - Transports	246
Trade and tourism, transports - Tourism	530
Public and private services of social interest - Environment	361
Insurance-financial	25
Arts	261
Other	376
<b>Total</b>	<b>3 636</b>

Source: Servizio IFTS – Agenzia nazionale per lo sviluppo dell'autonomia scolastica

**Table 7 – Participating rates of young people aged 14-17 to three-year vocational education and training courses**

years	Number of students
2004/2005	72 034
2005/2006	96 580
2006/2007	117 481
2007/2008	130 431

Source: Isfol, *Le misure per il successo formativo*, VIII monitoring report. April 2009.

**Table 8 – Training status of people aged 14-17, year 2007-2008**

	Number	%
Enrolled at school	2 080 148	88,7
Enrolled within the vocational training system	102 297	4,4
Apprenticeship contracts	41 028	1,7
Out of any training path	121 070	5,2
<b>Total</b>	<b>2 344 543</b>	<b>100 00 00</b>

Source: ISFOL, processing of Ministry of education, Regions and ISTAT data.

**Table 9. Percentage of young people aged 14-17 in training courses, per geographical area. Year 2007/2008.**

	North-west	North-east	Centre	South	Total
Enrolled at school	86,1	87	92,5	89,2	88,7
Enrolled at training agencies	8,1	8,3	1,7	1,9	4,4
Apprenticeships	2,5	3	1,7	0,9	1,7
None	3,3	1,7	4,1	8	5,2
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

Fonte: Isfol, *Le misure per il successo formativo*, VIII monitoring report. April 2009.

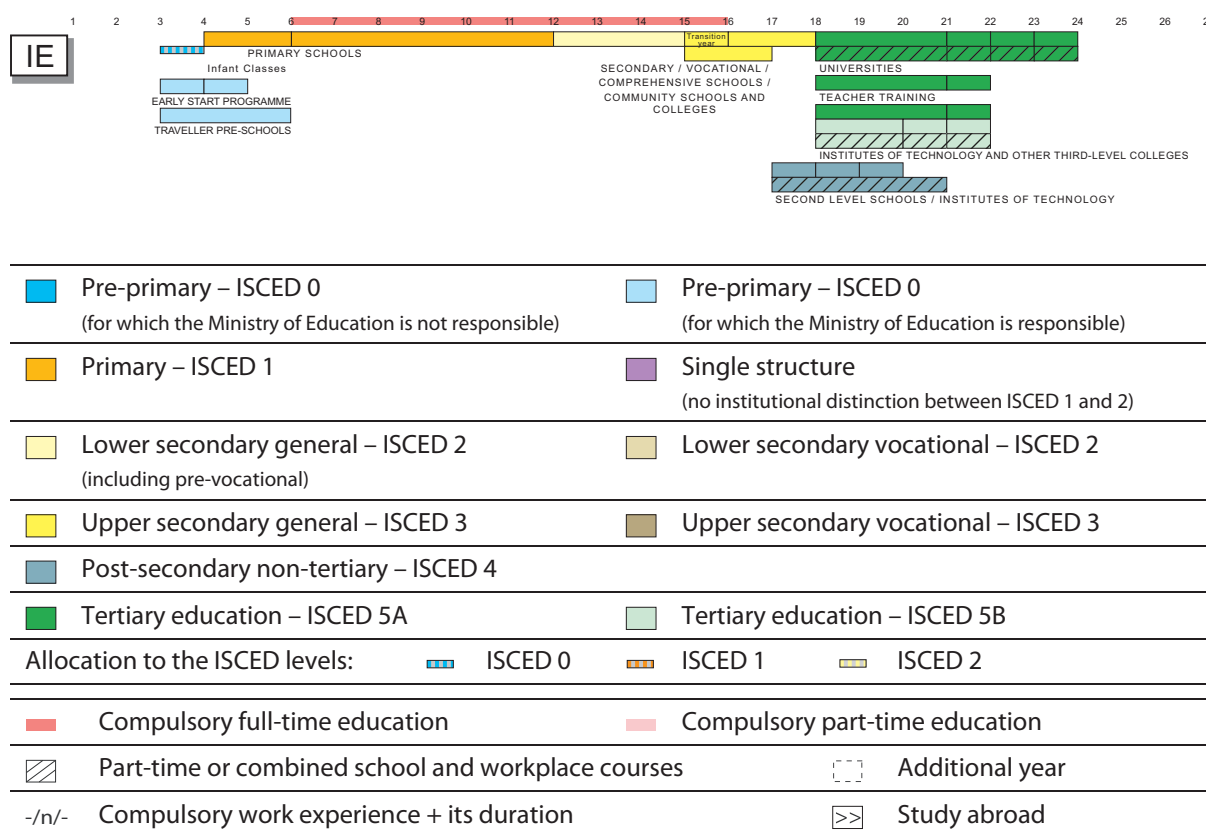
[La scuola statale: sintesi dei dati - Anno scolastico 2008/2009](#)

[Notiziario sulla scuola secondaria di I e II grado](#)

National Agency for the Development of the School Autonomy (former INDIRE, former BDP, former IRRE)

## 6. Tertiary education

### Organisation of the education system in Ireland, 2009/10



Source: Eurydice.

Higher education aims at promoting science progress and supplying the necessary scientific culture for the professional practice.

The whole higher education sector in Italy underwent a reform process to align itself with the European model outlined through the following European agreements: Sorbonne (1998), Bologna (1999), Prague (2001), Berlin (2003) and Bergen (2005). According to the European prospect, the reform of the Italian higher education system provides a system subdivided into three separate sectors:

- university tertiary education
- non-university tertiary education offered by the Higher level Arts and Music Education system (Afam)
- higher technical education and training (post-secondary non tertiary education, see chapter 5.) and non tertiary education offered by higher institutions (6.5.1.).

University is the seat of education and critical transmission of knowledge; it systematically combines research and teaching and assures their freedom. University management is based on the principles of autonomy and responsibility. Universities have adopted new autonomy statutes which establish their governing bodies (rector, Senato Accademico, board of management) as well as their teaching and research structures. The university carries out its institutional aims, like teaching and scientific research, through faculties, courses, departments, institutes and service centres.

The Afam system is made up of the following institutions: Academies of Fine Arts, the National Academy of Drama, Higher institutes for Artistic Industries (ISIA), Conservatoires, the National Dance Academy and

officially recognised music institutes. Such educational institutions are the principal seats of high level education, specialization and research in the art and music sector and they carry out correlated activities. They have legal status and statutory, teaching, scientific, administrative, financial and accounting autonomy.

## 6.1. Historical overview

Please refer to sub-sections for more details.

### 6.1.1. Non-university tertiary education

Academies of Fine Arts, the National Academy of Drama, Higher institutes for Artistic Industries (ISIA), Conservatoires, the National Dance Academy and officially recognised music institutes are part of the High level Arts and Music Education system (*Alta formazione artistica e musicale*, Afam), in accordance with section 33 of the Constitution which foresees high cultural level institutions and their right to autonomous regulations.

The Academy was instituted in Italy in the Renaissance, when free meetings of humanists and artists started consolidating in Naples, Florence, Rome and Milan. Unlike literary and scientific institutions, the Academies of Fine Arts have mainly an artistic identity. The oldest one was the Academy of art and drawing instituted in Florence in 1563; it started the gradual emancipation of artists from the medieval corporations, usually called "Compagnie di San Luca". Academies mainly or even exclusively dedicated to music developed (also in Italy, the institutions mainly with didactical aims were called Conservatorio) together with literary, scientific and artistic institutions. With the passing of time, some of these drama schools within the music education institutes detached themselves and set up the National Academy of Drama and the National Dance Academy in Rome.

Also the relatively recently instituted Higher institutes for Artistic Industries (ISIA) have been actually activated through four experimental institutes in Faenza, Florence, Rome and Urbino, mainly oriented to vocational training and qualification for project designers destined to goods and services companies.

Also the Conservatoires, among institutions with mainly didactical aims, have ancient roots. At the very beginning, they were funded in the 17th century in Naples, as charity institutes, to help orphans chose job; however, the first state Conservatoire was set up in Paris in 1784; it stimulated the institution of the Conservatoires of Milan, Florence, Rome and Naples. With the passing of time, the local authorities have also fostered the constitution of officially recognised music institutes which have similar curricula and issue academic qualifications with a similar legal value.

These institutions, beyond their historical role in the national and international artistic survey, carry out many artistic activities at the local level, with a strong educational impact on the cultural and social structure in our country.

Recently, a reform phase of the Italian art and music institutions has been started up through a law of 1999. These institutions are part of a unique system, inspired to mutual guiding principles and criteria, and aimed at the "exploitation of cultural and technical specificities of the High level arts and music education and of the institutions of this sector, as well as at the definition of quality standards recognised at international level". They are "...the main centres for high level education, specialisation and research in the art and music sectors" which "carry out correlated production activities", of the same quality of the university system.

Their dignity has been subsequently strengthened through the equalisation of their academic qualifications obtained in the art and music Italian system to the university laurea, this equalisation is valid for public competition purposes as well as for acknowledgment of credits (**6.11.**) spendable in the two (AFAM and university) systems under the MIUR guidance and coordination. These institutions are now granted statutory, regulations and financial autonomy and can release the new academic qualifications (**6.15.1. 6.15.3.**).



## 6.1.2. University tertiary education

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, as it happened with the Casati Law of 1859.

The nationalisation of Universities established by the Casati Law was substantially in force until the Gentile reform (1923) which, being conceived in order to reform the whole school system, involved also the University. The laws of 1923 gave to Universities a certain autonomy concerning administrative management, teaching and 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 qualifying State exam for practicing a profession, due to the fact that laurea were considered only academic qualifications.

During the last fifteen years, relevant changes have been carried out as far as the distribution of responsibilities in the university management is concerned:

- the creation, in 1989, of the Ministry of the University and Scientific and Technological Research (MURST), through its separation from the Ministry of Public Education, provided for the unification of the coordination functions of the sectors of the university education and scientific research. The reform law aimed at assigning the responsibility for university policy to the Ministry and for the choices management to universities and research institutes. It aimed also to implement university autonomy. At the end of this process the Ministry of University has been reunified into one only Ministry of education, university and research (*Ministero dell'Istruzione, dell'Università e della Ricerca, MIUR*);
- Progressive and wide transfer of responsibilities from the central government to the single universities. The overall autonomy of universities is therefore increasing: in particular, statutory and regulation autonomy, financial and teaching autonomy, autonomy concerning the recruitment of university teaching staff;
- Transfer of wide regulative powers from the Parliament to the Ministry through deregulation measures, delegation of responsibilities, functions decentralisation and administrative simplification;

Creation, or reform, of the representative bodies of the components of the academic community and of the advisory bodies of the Ministry on the university subject (National University Council, Conference of the Rectors of Italian Universities, National Council of University Students, National Committee for the Evaluation of the University System – CNUSV, which is currently being transformed into National Agency for the Evaluation of University and Research – ANVUR), **2.6.1.3. National Committee for the Evaluation of the University System (CNVSU) Conference of the Rectors of Italian Universities (CRUI)**

National Council of University Students (CNSU)

National University Council (CUN)

Ministry of Education, University and Research (MIUR)

Legge Casati

Gentile Reform

## 6.2. Ongoing debates and future developments

Please refer to sub-sections for more details.

### 6.2.1. Non-university tertiary education

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:

- Conservatoires, the National Dance Academy and officially recognised Music Institutes have been transformed into Higher Institutes of Music and Art of Dancing (*Istituti superiori di studi musicali e coreutici*);
- The MIUR 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 it 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 (**6.15.1. 6.15.3.**);
- 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 and for the recognition on credits (**6.11.**);
- The National Council for Higher Level Arts and Music Education (*Consiglio Nazionale per l'Alta formazione artistica e musicale, CNAM*), with its seat at the MIUR, 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;
- Through Presidential Decree no 132 of 2003 the provisions on autonomy and governing bodies (president, director, board of directors, academic council, board of auditors, evaluation centres, professors' council, students' council) have been approved. Through Presidential Decree no. 212 of 16 September 2005 the provisions concerning the teaching regulations of the Afam institutions have been approved. At the moment a further regulation is in course of approval. It provides for the 'procedures, times and conditions for the planning and development of the higher level arts and music education system, as well as the recruitment of teaching, administrative and technical staff'. The final approval of this latter regulation will conclude the reform of the Afam system, in accordance to the reform law no. 508 of 1999.

National Council for high level art and music education (CNAM)

Ministry of Education, University and Research (MIUR)

Constitution of the Italian Republic

DPR 28 February 2003, no. 132

Law 21 December 1999, no. 508

## 6.2.2. University tertiary education

In November 2008, the Government has published a document with the 'guidelines for the university'. The Government intends to intervene on the following ten issues:

- Autonomy, responsibility, merit (a responsible management and the economic sustainability are the basic conditions to guarantee the autonomy of universities);
- The student as the centre of the interests of the university (the aim is to tackle drop-outs);
- The offer (the aim is to reorganise the already existing courses in a more rational way);
- The right to study (the aim is to increase the resources for building accommodation facilities for students);
- Merit and assessment (the aim is to allocate the resources according to indicators of quality and to allow the newly established National agency for the evaluation (*Anvur*) to start quickly);
- The governance (the aim is to redefine the role of the rector of the university and the duration of its office, by strengthening the managing powers of universities and by favouring an aggregation of university on a federal basis);
- Recruitment and status of teachers (the aim is to revise selection criteria of future university teachers and a new system of recruitment of researchers according to the principles of the European chart of researchers and on the assessment of their merits);
- Research doctorate (the aim is to tackle the fragmentation of doctoral courses and to increase the quality and the internationalization of courses);
- The legal value of qualifications (the aim is the accreditation of qualifications in order to assure a real value of qualifications released by universities and to overcome a too formal approach which has been the cause of several problems in the system);
- Financial responsibility (the aim is to adopt an economic/financial accountancy to tackle borrowings and by using the method of the merit award).

Moreover, law 1/2009, which introduced a reform on the procedures for the recruitment of professors and researchers, establishes that universities with too high costs (more than 90% of the state funds) are not able to recruit new staff. The law also provides for the recruitment of 4000 researchers and introduces the method of financing of universities based on merit: this means that more funds (at least the 7% of the Ordinary and of the Special funds for 2008) will be allocated to universities that provide better didactic offers, better scientific research opportunities, better efficacy and efficiency of facilities. The law increases also the fund destined to grants for students with merits and provides for funding for building new lodgings for students.

On 28 October 2009, the Council of Ministers has approved, upon the proposal of the Minister of Education, University and Research, a draft law for the reform of the university system. Dispositions provide for interventions in the following matters: Universities autonomy; more flexible and efficient governing bodies and organisation; merit-based and assessment-based funding; new procedures for professors' recruitment and relevant rights and duties. In particular, dispositions foresee an internal re-organisation of universities and their bodies, rationalisation of the network and of facilities, a three-year planning for personnel recruitment. The draft law also delegates the Government to issue relevant dispositions for the introduction of merit-based awards, for the rationalisation of accounting dispositions, for the exploitation of didactic activities and human resources. Policies on recruitment and right to study will be then assessed. The draft law also foresees a special fund destined to merit-based awards, aimed at encouraging excellent students through grants and loans. Furthermore, the draft law provides for the establishment of the national scientific qualification, which will be in the future the requirement to access the carrier of university professor.

On 17 December 2009, the Council of Ministries has approved the Regulation on the structure, organisation and functioning of the National Agency for the evaluation of the university and research System (*Agenzia nazionale di valutazione del sistema universitario e della ricerca, Anvur*). The Agency is a public body, based in Rome, which has administrative and accounting autonomy, although under the control of the Ministry of education. Anvur is responsible for the public national quality evaluation system for universities and research bodies, also within the international survey.

National Committee for the Evaluation of the University System (CNVSU)

D.M. 22 October 2004, no. 270

D.M. 3 November 1999, no. 509

## 6.3. Specific legislative framework

The general principles that regulate higher education are established by the Constitution of the Italian Republic. It establishes 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 level 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" (section 33). Furthermore, the right to higher education is defined by the Constitution as follows: able and deserving students, even though lacking in means, have the right to achieve the highest educational levels. The Italian Republic fulfils this right through scholarships, family allowances and other benefits, assigned through competitions (section 34).

Constitution of the Italian Republic

### 6.3.1. Non-university tertiary education

The main legislation on the Afam (**6.5.1.**) system is the following:

- Law of 21 December 1999, no. 508: it sets up the new sector of art and music higher education;
- Decree of the President of the Republic of 28 February 2003, no. 132: it establishes the statutory as well as regulations and organisation autonomy of art and music institutions;
- Decree of the President of the Republic of 8 July 2005, no. 212: it defines the new academic titles and teaching regulations; Afam institutions can set up study courses structured in three cycles; the first one foresees three-year courses; the second one two-year courses; the third one is dedicated to research training;
- Ministerial Decree no. 483 of 22 January 2008, defining the new teaching regulations of Conservatoires;
- Ministerial Decree no. 482 of 22 January 2008, defining the new teaching regulations of Academies of Fine Arts;
- Law of 9 January 2009, no. 1 and Decree of 10 November 2008, no. 180 on the right to study, the merit and the quality of the university and research system;
- Ministerial Decrees no. 123 and 124 of 30 September 2009, defining the courses of study in Fine Arts Academies and Conservatoires.

DPR 28 February 2003, no. 132

DPR 8 July 2005, no. 212

Law 21 December 1999, no. 508

### 6.3.2. University tertiary education

The main stages of the reform process of the university system were:

- Law no. 168 of 9 May 1989: it instituted the Ministry of University and Scientific and Technological Research (MURST) to enlarge organisational, didactic and financial autonomy of Universities;
- Law no. 341 of 19 November 1990: it reformed the university teaching structure (it introduced, among the university titles, the Diploma universitario);
- Law no. 390 of 2 December 1991: it systematically regulated the delicate subject of the right to university studies; rules related to the planning of the university system, which foresee the decongestion of overcrowded universities to increase teaching quality and, consequently, improve teaching offered to students;
- Law no. 210 of 3 July 1998 (followed by DPR 117/2000): it decentralises the recruitment of university teachers with tenure to each individual university, **8.2.5.2.**;
- Law no. 127 of 15 May 1997: it ascribes to the Ministry the power to regulate the new organisation of titles and of the related university teaching structure through one or more decrees; these decrees are issued upon advice of technical bodies representing the university sector (like CUN, CRUI and CNSU, see **2.6.1.3.**), and political bodies (like the competent parliamentary committees);
- Regulation of 3 November 1999, no. 509 on university autonomy, for the implementation of Law 127/1997: it establishes provisions concerning general criteria of the university study system; it determines the types of qualification issued by the university; it 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 law and by the universities statutes. 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.

The most relevant regulations issued after 2001 are the following:

- Decree of 5 August 2004: it provides for the university system planning for the three-year period 2004/06 and the financing of the following new interventions: database of educational offer, national register of students, decongestion of overcrowded universities, institution of new on-line universities, creation of industrial liaison office, scientific laurea project, doctorate schools, higher schools and high level education, internationalisation;
- Regulation of 22 October 2004, no. 270; it amends some rules of the 1999 reform and introduces what follows: new characterisation of the three-year laurea course; new name laurea magistrale of the foregoing laurea specialistica; classes revision; more autonomy and flexibility of universities in defining the curricular contents;
- Law of 4 November 2005, no. 23; it reorganises university teaching as follows: teaching qualification established through national competitions; introduction of the new professional figure of the associated professor ('*professore aggregato*'); more opportunities for external contract teachers; introduction of new, non renewable fixed-term contracts, for young researchers, **8.2.2.2.**;
- Legislative decree of 17 October 2005, no. 227: it establishes new regulations for the training of primary and secondary school teachers, **8.1.2.**;
- Legislative decree of 6 April 2006, no. 164, on the recruitment of university teachers;
- Law of 27 December 2006, no. 296, on the constitution of one only national agency for the evaluation of the university system and research, ANVUR (**9.5.2.**); this new agency replaces two committees; the CNVSU for the university system and the CIVR for research; the new agency will carry out tasks related to

external evaluation of the quality of the activities of the universities and public or private research institutes which are financed through public funds; it will also carry out guidance, coordination and supervision activities of internal evaluation of universities and research institutes, of evaluation of the efficiency and efficacy of the financing and promotion state programmes for research and innovation activities;

- Decree of 16 March 2007, establishing the new classes of the laurea (L) and of the laurea magistrale;
- Ministerial Decree no. 544 of 31 October 2007, defining the essential requirements of courses of *laurea (L)* and *laurea magistrale*;
- Law no. 165 of 27 September 2007, which delegates to the Government the legislative power on the reorganization of the research institutions;
- Law of 9 January 2009, no. 1 which introduced amendments to university professors and researchers recruitment procedures.

Conference of the Rectors of Italian Universities (CRUI)

National Committee for the Evaluation of the University System (CNVSU)

National Council of University Students (CNSU)

National University Council (CUN)

Constitution of the Italian Republic

D.Lgs. 17 October 2005, no. 227

D.M. 22 October 2004, no. 270

D.M. 3 November 1999, no. 509

Law 15 May 1997, no. 127

Law 19 November 1990, no. 341

Law 2 December 1991, no. 390

Law 3 July 1998, no. 210

Law 4 November 2005, no. 230

Law 9 May 1989, no. 168

Law 9 January 2009, no. 1

### 6.3.3. Postgraduate level

The research Doctorate is regulated according to the following provisions:

- section 4 of law no. 210 of 3 July 1998, for the definition of the fundamental objectives and general criteria, from courses setting up and organisation, to candidates' selection and scholarship assignments;
- Ministerial decree no. 224 of 30 April 1999, for the suitability of university seats to set up Doctorate courses, according to Ministerial decree no. 117 of 23 March 2000 for the implementation of law 210/1998;
- Regulations no. 509 of 3 November 1999, which establishes that the laurea specialistica is the qualification required to be admitted to the Doctorate courses; furthermore, it defines the procedures for the acknowledgement of foreign qualifications for the admission to research Doctorate courses;

- Provisions on Doctorates included in the already mentioned sections of Regulation 509/1999 have been confirmed through Ministerial Decree no. 270 of 22 October 2004 which confers to the single universities the responsibility for starting up Doctorate courses.

Courses leading to a second level Diploma di specializzazione (**6.4.3.**) are regulated by Ministerial decrees 509/1999 and 270/2004; courses can be started up exclusively according to specific national regulations or European Union directives; however, specialized university education is offered by laurea specialistica courses Master universitario courses (first and second level).

D.M. 22 October 2004, no. 270

D.M. 30 April 1999, no. 224

D.M. 3 November 1999, no. 509

DPR 23 March 2000, no. 117

Law 3 July 1998, no. 210

## 6.4. General objective

Please refer to sub-sections for more details.

### 6.4.1. Non-university tertiary education

The first and second cycle studies offered by Afam institutions have the following educational objectives:

- Course leading to a first-level Diploma accademico: it aims at assuring an adequate mastery of artistic methods and techniques, as well as the acquisition of professional competencies in specific subjects.
- Course leading to a second-level *Diploma accademico*: it aims at providing students with an advanced level education to offer them a full mastery of artistic techniques and methods and techniques as well as the acquisition of high-level professional competencies.
- Course leading to a specialization *Diploma accademico*: it aims at providing students with high-level professional competencies in specific sectors.
- Course leading to a Diploma di perfezionamento o Master: it meets the requirements of cultural investigation in certain study sectors or of professional updating/requalification and lifelong learning.

See also **6.10.1. 6.15.1.**

### 6.4.2. University tertiary education

The educational objectives of the study courses of first and second cycle are the following:

- The course leading to a laurea (L) is designed to provide students with a high level of understanding of methods, cultural and scientific aspects of their study field, as well as specific professional understanding.
- The course leading to a laurea specialistica/magistrale is designed to provide students with advanced competencies for highly qualified activities in specific sectors.
- The course leading to a first-level Diploma di specializzazione is designed to provide knowledge and abilities for particular professional activities for those who already have obtained a *Laurea specialistica/magistrale*.
- The course leading to a first-level Master universitario aims at ensuring scientific specialisation and high level permanent and recurrent training.

See also [6.10.2.](#) [6.15.2.](#)

### 6.4.3. Postgraduate level

The educational objectives of the third cycle university studies are the following:

- The course leading to a Doctorate aims at providing the competencies required to carry out highly qualified research activities at universities, in public bodies and private structures.
- The course leading to a second-level Diploma di specializzazione aims at providing knowledge and competencies to carry out particular professional activities.
- The course leading to a second-level Master universitario aims at guaranteeing scientific specialisation and high level permanent and recurrent training for those who have already obtained a laurea specialistica/magistrale.

The third cycle studies of Afam education have the following educational objectives:

- The course leading to a Diploma accademico di formazione alla ricerca in the art, music, dance, drama and design fields, aims at providing competencies for planning and carrying out high quality research activities. The final qualification is equivalent to the university Doctorate.

See also [6.5.3.](#) [6.6.3.](#) [6.10.3.](#) [6.15.3.](#)

## 6.5. Types of institutions

Please refer to sub-sections for more details.

### 6.5.1. Non-university tertiary education

Institutes that provide higher level arts and music education (Afam) are the following:

- Academies of Fine Arts (*Accademia di belle arti*): higher institutes of applied arts, which main purpose is preparing students for the practice of the arts (painting, sculpture, decorating and scenery). There are 20 State and 24 legally recognised Academies of Fine Arts (6.17.).
- Higher institutes for Artistic Industries (*Istituti superiori per le industrie artistiche, ISIA*): they are state institutes offering a specific training in the design field (graphic design). There are 4 Higher institutes for Artistic Industries in Italy: in Faenza (specialised in ceramic design); in Rome and Florence (specialised in industrial design); in Urbino (specialised in graphic design).
- National Academy of Drama "Silvio D'Amico" (*Accademia nazionale di arte drammatica*): its seat is in Rome and it offers training courses for actors and directors to Italian and foreign citizens between 18 and 25 years of age.
- Conservatoires (*Conservatori di musica*): higher institutes of applied arts aimed at the teaching of music. There are 54 Conservatoires and 21 officially recognised music institutes.
- National Dance Academy (*Accademia nazionale di danza*): higher institute of applied arts. Its main purpose is to train dancers, soloists, choreographers. It is located in Rome.

#### **Other higher institutes offering non-tertiary education**

Here below, a list of higher education institutions which, at present, do not issue certifications equivalent to those released by tertiary institutions. Furthermore, such institutions fall under the competences of Ministries different from the Ministry of education:



- National School of Cinema (*Scuola nazionale di cinema*), with 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 the Acting course which can accept 16 students (8 females and 8 males);
- Central Institute for Restoration (*Istituto centrale del restauro*) with 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, goldsmithery, 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 (*Scuola di restauro del mosaico*) is managed by the Environment and Architectural Goods Service of Ravenna in collaboration with the Central Institute for Restoration 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 School of the Gemstone Factory (*Scuola dell'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;
- the Schools for the archive systems, palaeography and diplomatic (*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;
- Military academies (*Accademie militari*): Air Academy of Pozzuoli (*Accademia Aeronautica di Pozzuoli*), Revenue Guard Academy (*Accademia della Guardia di Finanza*), Military Naval Academy of Livorno (*Accademia militare navale di Livorno*), Military Academy of the army of Modena (*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 following 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).
- Central Institute for the Pathology of Books "Alfonso Gallo" (*Istituto centrale per la patologia del libro*): 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.

Access to post-secondary non-tertiary institutes is allowed upon attainment of an upper secondary school leaving certificate and through admission exams. This is due to the limited number of available posts established on an annual basis. In some cases, the possession of the requirements of a previous training is necessary and it allows to avoid the admission exams.

Finally, Higher schools for language mediators (*Scuole superiori per mediatori linguistici, SSML*) are former private higher schools for interpreters and translators (SSIT) offering 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 university credits (6.11.) 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 chosen languages; furthermore, these schools 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 an 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) degrees in Linguistic mediation sciences, issued by universities. They permit admission to laurea specialistica courses of classes 39/S (Conference interpreting) and 104/S (Literary translation and Technical-scientific translation).

Ministry of Education, University and Research (MIUR)

Ministry of Cultural Goods and Activities

Law 21 December 1999, no. 508

### 6.5.2. University tertiary education

University higher education is provided in the 95 university institutes, sub-divided as follows:

56 state universities located all over the national territory

3 state polytechnic institutes with their seats in Bari, Milan and Turin

16 free universities, or non-state universities that are legally recognised (6.17.)

3 Universities for foreigners in Perugia, Reggio Calabria and Siena

6 higher schools/institutes, called 'special system high schools' because they offer exclusively study courses and qualifications at the two more advanced levels

11 on-line universities

### 6.5.3. Postgraduate level

Regulation 509/1999 and Ministerial Decree no. 270 of 22 October 2004 (universities teaching autonomy) confer the responsibility for starting up Doctorate courses to each university; they establish the number of courses, admission procedures, educational objectives, duration and study programs. The courses can be started up also through agreements among more universities and with public and private subjects who have high level cultural and scientific qualifications.

Each university establishes the amount and the requirements for the assignment of the grants foreseen for each Doctorate course.

Furthermore, the universities organise courses leading to a second-level Diploma di specializzazione and to a second-level Master universitario

Afam institutes can start up courses for the attainment of Diploma accademico di formazione alla ricerca.

See also [6.4.3.](#) [6.6.3.](#) [6.10.3.](#) [6.15.3.](#)

[D.M. 22 October 2004, no. 270](#)

[D.M. 3 November 1999, no. 509](#)

## 6.6. Admission requirements

Admission conditions are dealt with in paragraphs. Exceptions are not foreseen. In the last years, distance courses (on-line courses) have been developed; they allow also workers or people who reside far from the course seat, to study without attending the course. However, conditions for admission requirements are still valid.

### 6.6.1. Non-university tertiary education

As for the Afam system, admission to the courses leading to a first-level Diploma accademico ([6.15.1.](#)) requires a upper secondary school leaving certificate ([5.17.2.](#)) or another equivalent qualification obtained abroad. Furthermore, teaching regulations require possession or acquisition of an adequate initial qualification. To this end, teaching regulations establish which knowledge is required for admission and its verification procedures also at the conclusion of preparatory formative activities, carried out also in collaboration with upper secondary education institutes.

Conservatoires, officially recognised Music institutes and the National Dance Academy admit to the courses leading to a first-level *Diploma accademico* also highly gifted students, even without an upper secondary school leaving certificate; however, this latter is required to obtain the Diploma.

Admission to courses leading to a second-level, a specialization Diploma accademico and to a Diploma di perfezionamento o Master requires a laurea (L) or a first-level *Diploma accademico*, or another equivalent qualification obtained abroad ([6.15.](#)).

As for the *Diploma di perfezionamento* o Master, each institution establishes in which cases the possession of a second-level *Diploma accademico* or the laurea magistrale is required ([6.10.2.](#)).

The acknowledgement of qualifications obtained abroad for the admission to the courses is decided by the institution itself, in the respect of European Union directives and regulations as well as of the international agreements in force.

### 6.6.2. University tertiary education

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 is restricted in the faculties of medicine and surgery, veterinary science, architecture, for courses leading to a laurea (L) for which practical training is prescribed, and for courses leading to a Diploma di specializzazione ([6.10.2.](#) [6.10.3.](#)).

To access courses leading to a laurea (L) requires the possession of an upper secondary school leaving certificate or other equivalent qualification obtained abroad. However, as for the enrolment in courses for which a limited intake is not foreseen, the Ministerial Decrees on teaching autonomy (DM 509/1999 and DM 270/2004) establish that each university should also define, in its regulations, the possession or acquisition of an adequate initial preparation. To this end, regulations should establish the knowledge required for admittance and should lay down tests procedures.

Tests can be carried out on completion of preparatory training activities in collaboration, at the same time, with institutes of upper secondary education. A non positive test result doesn't preclude 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 school should submit a pre-enrolment application form to the university in order to allow the various universities to plan and improve their organisational and teaching offer and, at the same time, to inform students about their teaching offers (as for school year 2006/07 pre-enrolment application Other forms should be sent in between 6 March and 10 April 2006).

To access courses leading to a laurea magistrale, the possession of a laurea (L), a Diploma universitario or another equivalent qualification obtained abroad is required. As for the admission to courses for which a limited intake is not foreseen, the universities should also establish specific admission criteria including the possession of certain curricular requirements and the verification of each student's preparation. All credits obtained in the previous cycle (180 CFU) will be recognised if the '*laurea /magistrale*' course is fully consistent with the contents of the completed three-year degree course; otherwise, the students will be enrolled with a debito formativo. The one-cycle *laurea magistrale* courses, regulated by the European Union, are an exception: admission to these courses requires the possession of an upper secondary school leaving certificate and getting through a selection test.

Admission to courses leading to a first-level Diploma di specializzazione requires the possession of a laurea (L) or of another qualification attained abroad and recognised equivalent; ministerial decrees establish specific admission requirements for each course, including possible additional credits related to qualifications presented for admission.

Admission requirements for courses leading to a first-level Master universitario are similar to the ones mentioned above for first-level *Diploma di Specializzazione* courses; each university can require an entrance exam or the possession of specific requirements for students' admission.

D.M. 21 July 1997 no. 245

D.M. 22 October 2004, no. 270

D.M. 3 November 1999, no. 509

Law 2 August 1999, no. 264

### 6.6.3. Postgraduate level

Applicants are admitted to the Doctorate courses upon competitive exam carried out according to regulations established at university level. Admission to the competitive exam requires the possession of a laurea magistrale or a foreign qualification recognised by the responsible academic authorities.

As for admission to courses leading to a second-level Diploma di specializzazione the possession of a *Laurea magistrale*, or another equivalent qualification attained abroad is required; ministerial decrees establish specific admission requirements for every course, including possible additional credits related to the qualification presented for admission.

As for admission to a second-level Master universitario course, a *laurea magistrale*, or another equivalent qualification obtained abroad, is required; each university can require an entrance exam or the possession of specific requirements for students' admission.

Admission to AFAM courses leading to a Diploma accademico di formazione alla ricerca require the possession of a second-level Diploma accademico, a *laurea magistrale* or another equivalent qualification attained abroad is required.

See also [6.4.3.](#) [6.5.3.](#) [6.10.3.](#) [6.15.3.](#)

D.M. 22 October 2004, no. 270

D.M. 3 November 1999, no. 509

## 6.7. Registration and/or tuition fees

Please refer to sub-sections for more details.

### 6.7.1. Non-university tertiary education

Enrolment and attendance fees and contributions, is generally established by each institution, according to its 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.

### 6.7.2. University tertiary education

All universities have legal status and financial autonomy; as a consequence, the amount of fees and contribution for each study course is established by the board of directors of each university.

However, it is important to know that:

- a minimum fee for enrolment is foreseen by law; it changes slightly every year. In academic year 2006/07 it was € 174,91 according to Ministerial decree of 16 February 2006.
- Decree of the President of the Republic no. 306 of 25 July 1997 (Regulations on university contributions) established a maximum contribution ceiling that students should pay to cover management and services costs. This ceiling cannot exceed the 20% of the state funds allocated to universities.

In 2005/06, the average fees and contributions a student has to pay was € 880 in year 2004/05 for enrolment in laurea (L) and laurea magistrale courses. There can be a relevant difference in this amount from one university to the other, according to their legal status (state or non-state universities), geographical location on the national territory, various types of study courses: the non-state, legally recognised universities (**6.17.**) 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.

The amount of enrolment fees for first-level Diploma di specializzazione and first level Master universitario courses, is established by each university.

Ministry of Education, University and Research (MIUR)

### 6.7.3. Postgraduate level

Usually, students do not have to pay any fees to enrol in the research Doctorate (**6.15.3.**). On the contrary, the winners of the competitive exam for admission receive a monthly benefit by the university. However, universities can announce Doctorate posts that don't foresee any scholarship. In this case, the students of the doctorate courses have to pay annual enrolment fees, established by each single university. Also the enrolment amount for second-level Diploma di specializzazione and second-level Master universitario courses is established by each university.

## 6.8. Financial support for students

Please refer to sub-sections for more details.

### 6.8.1. Non-university tertiary education

Please 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 Law no. 390 of 2 December 1991 establishing what follows:

The State is responsible for policy, co-ordination and planning of interventions concerning the right to University studies. Every three years, a Prime Minister's Decree indicates the criteria to evaluate the students' outcomes and their 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 the criteria for allocating services not destined to all students (grants, loans, accommodations and contributions for international mobility) for three years starting from academic year 2001/02; 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 Afam institutes (**6.5.1.**).

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. 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. Universities can totally or partially exempt students from fees payment according to their study results and incomes. Furthermore, Universities provide grants to attend post-graduate courses, Diploma di specializzazione courses and grants for Doctorate (**6.15.3.**) (in this case the financial support is not necessarily provided by the University).

In order to grant scholarships to all eligible students, a national "supplementary fund" has been set up starting from 1997. This fund must be allotted to the Regions.

Law no. 390 of 1991 provides Italian and foreign students, as well as stateless and political refugee students with the same services and supports. These regulations have been reconfirmed by Law no. 40 of 1998.

For non-resident students, a detraction of 19% of the costs for accommodation has been established in order to guarantee their right to study.

Ministry of Education, University and Research (MIUR)

Constitution of the Italian Republic

Law 2 December 1991, no. 390

Law 28 December 1995, no. 549

Law 6 March 1998, no. 40

## 6.8.3. Postgraduate level

Real financial aids are not foreseen, at least not from the state. Each university can take into consideration the economic circumstances of students at the time of their enrolment in the Doctorate courses (**6.15.3.**) and at the time of of scholarships assignment, or as far as attendance to courses for the Diploma di specializzazione is concerned.

The financial Law for the year 2008 has provided for an additional State fund of 40 million euros aimed at increasing the allowance for Doctorates.

## 6.9. Organisation of the academic year

In general, academic year starts on the 1st of November and ends on the 31st of October of the following year; actually, each faculty establishes the organisation of its academic year.

In fact, the national legislation on the subject of university autonomy establishes that teaching regulations of each university and teaching regulations of the study courses should regulate the organisation of all teaching activities. In particular, according to Law, such regulations, which should be approved beforehand by the Ministry, lay down the procedures to carry out exams, assessment of students' performance, objectives, times and procedures adopted by the responsible teaching structures for their collective planning, co-ordination and checking of the formative activities results, provisions on compulsory attendance, etc.

Law 19 November 1990, no. 341

## 6.10. Branches of study, specialisation

Please refer to sub-sections for more details.

### 6.10.1. Non-university tertiary education

Afam institutions release qualifications with legal value that are equivalent to university qualifications (lauree, [6.15.1.](#)), and offer a highly qualified specialization in the field of visual arts (painting, sculpture, decoration, set designing and, more recently, photography, multimedia, new technologies for arts, film and TV set designing, preservation and restoration of modern and contemporary works of art), in the field of drama (acting and direction), in the field of dance (classic and contemporary dance, choreography), in the field of music (all instruments, jazz and electronic music), in the field of design (product design, communication, system and fashion design).

The departments co-ordinate teaching, research and production activities and are responsible for the general educational offer of the schools under their responsibility. The schools are responsible for the teaching activities of their courses at various levels. The courses of each school can also be organised in more branches, according to specific contents.

Courses at Afam institutes are organised as follows:

- 1st cycle:
  - three-year courses leading to the first-level Diploma accademico (180 CA or Ects credits);
- 2nd cycle:
  - two-year courses leading to the second-level *Diploma accademico* (120 CA). Its duration may be changed through Ministerial decree according to specific requirements of some art or music subjects, also in the respect of the parameters for the international recognition of qualifications;
  - courses leading to the Specialisation *Diploma accademico*, which duration can vary;
  - courses leading to the Diploma di perfezionamento o Master, which duration is minimum one year (60 CA).

### 6.10.2. University tertiary education

Regulation no. 509 of 3 November 1999 has established the new structure of the Italian university teaching system through general criteria that allow universities to plan autonomously their own study courses. The

courses reform began to be implemented in academic year 2001/02, therefore the old courses have existed until they have been gradually and completely phased out; in some cases, they can still be active.

Each University regulates its study courses through its teaching regulations: it establishes the name and the formative objectives of its courses the general framework of the formative activities of the curricula, the credits for each formative activity as well as the procedures of the final test to obtain the qualification (**6.11.2.**).

The reform foresees a new organisation of the courses to obtain the 1st and 2nd cycle qualifications:

- 1st cycle:
  - three-year laurea (L) course (180 CFU or Ects credits);
- 2nd cycle:
  - two-year laurea magistrale course (120 CFU); it is required a *laurea (L)* for admission;
  - first-level Diploma di specializzazione courses; their duration can vary; it is required a *laurea (L)* for admission;
  - first-level Master universitario course, lasting at least one year (60 CFU); it is required a *laurea (L)* for admission.

The above described (*laurea (L)* and *laurea magistrale*, 3 + 2 years) model doesn't apply to the health/medical area; medicine and surgery, veterinary science and dentistry are still organised in one only cycle (6 or 5 years) according to European regulations.

The same applies to architecture, pharmacy and law: universities of these sectors can decide autonomously to start up their courses according to the 3 + 2 system (*laurea (L)* + *laurea magistrale*), or one-cycle *laurea magistrale* courses lasting 5-6 years; architecture and pharmacy one-cycle courses are activated according to the relevant European Union directives. As far as law is concerned, three-year *Laurea (L)* courses of the laurea class in juridical services, train for professional profiles like work consultant, jurist, judicial operator, expert in trade-union relationships, whereas the one-cycle (five years) *laurea magistrale* courses train for legal professions (lawyer, judge, notary).

The new classes of the laurea (L) and of laurea magistrale have been laid down at national level for all universities: 43 classes of *laurea (L)* and 100 classes of *laurea magistrale*.

One class groups together more *Laurea (L)* or *laurea magistrale* courses with the same qualifying formative objectives and, as a consequence, the same essential formative activities established at national level for each *laurea* class. Universities will decide to activate or not the courses within the various classes; their decision will be taken in the respect of their academic history and tradition as well as according to the labour market requirements and international competition.

Courses and classes are organised in study areas: sanitary, scientific, social and classical areas. A complete list of *Laurea (L)* and *laurea magistrale* classes is accessible on the national data base, regularly updated, on the website <http://offf.miur.it>.

D.M. 3 November 1999, no. 509

### 6.10.3. Postgraduate level

The research Doctorate courses fall within the scientific research big areas and are established by each university regulations, as provided by Law 210/98.



The second-level Diploma di specializzazione courses are principally activated for clinical surgical subjects; furthermore they offer specialised training for legal professions (lawyers, judges, notaries), or secondary school teachers.

The second-level Master universitario courses can be offered in many subject areas.

As for the Afam system, please see **6.4.3.**

Law 3 July 1998, no. 210

## 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.

The official teaching language is Italian, however, many universities have already been offering for many years formative activities (seminars, conferences) in a foreign language (mainly English), while more recently study courses or single subject courses in English have been offered.

Regulation no. 509 of 1999 has introduced the CFU (university credits) system, to fill in the gap between legal and real duration of the courses and limit the high rate of university study dropout.

The CFU have the following characteristics:

- they represent the quantity of learning work, including study at individual level, required to students with an adequate initial training for the teachings foreseen by the regulations of the study courses. A credit corresponds to 25 hours of study;
- the average quantity of learning work carried out by a full-time student 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 CFUs 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, mainly within the European countries, of university students, and of problems related to the recognition of university qualifications, criteria of correspondence between the CFUs 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.

As far as Afam is concerned, it has been introduced the CA (academic credit) with the same peculiarities described above for CFUs (DPR 212 of 2005).

Ministry of Cultural Goods and Activities

D.M. 3 November 1999, no. 509

DPR 8 July 2005, no. 212

### 6.11.1. Non-university tertiary education

As far as Afam institutions are concerned (**6.5.1.**), the 60% of the CA required for each course, can be obtained through the following learning activities:

- basic studies;
- studies specific of the school and the course level.

In addition, the courses provide also for the following activities:

- studies aimed at the final test to obtain the qualification and at the assessment of a foreign language knowledge to obtain an academic diploma;
- further studies aimed at improving linguistic knowledge, as well as knowledge related to information technology and telematics, relational skills and any other skill useful to get into the labour market; among them training and guidance apprenticeships which offer a direct knowledge of the work sector connected to the qualification, in order to facilitate the professional choices;
- studies in one or more subject areas similar or supplementary to basic areas and subject typical areas, also related to the context culture and cross-curricular education.

Furthermore, learning activities include laboratory activities or artistic productions, where relevant.

The mentioned decree establishes also the number of credits corresponding to teachings chosen by the students.

The teaching organisation of Afam courses is regulated through each institution regulations approved by the Ministry. Teaching organisation and its amendments are adopted through decree of the institution director and made public also through the Internet.

Each regulation establishes what follows:

- name and formative objectives of the courses, indicating the respective schools;
- general framework of the teachings which should be included in the curricula;
- each teaching credits;
- description of the final test for the qualification attainment;
- list of the courses teachings and of the possible subdivision into modules, as well as of the other teachings;
- specific formative objectives, credits and possible preparatory aspects of each teaching and of any other formative activity;
- curricula offered to students and presentation rules of the individual study plans, if required.
- teaching organisation, exams and other procedures of assessment of the students performance.

As far as the other non university higher education institutions are concerned, there is not a minimum basis common to the very many different types of institutes. Furthermore, they have, to a different extent, quite a high level of teaching autonomy, even though it doesn't reach the level of autonomy of the Afam institutions.

National Council for high level art and music education (CNAM)

Ministry of Education, University and Research (MIUR)

### 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 concerning the contents and structures of their teaching programmes. Since 1990, this principle has characterised both old and new university systems (**6.10.2**).

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 depending on the position taken by the academic authorities of each university regarding the organisation of the various courses.

Regulation no. 270 of 2004 sets the general criteria to outline university studies and qualifications. These regulations transfer the responsibility to establish the teaching regulations of the study courses to the single universities, in the respect of the subsequent ministerial implementation decrees. 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 its study courses with a decree of the rector approved by the ministry.

The teaching regulations of each university determine what follows:

- name and training objectives of the respective study courses; general framework of the training activities that must be included in the curricula; credits assigned to the various training activities; outline of the final examination for the academic qualification. The final examination to obtain the Laurea magistrale must include the presentation of a thesis elaborated by the student under the supervision of a tutor.
- 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 preparatory 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 no. 270 of 2004 prescribes 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, students can participate in international university exchange programmes and student exchange programmes with universities in the EEC countries and other countries around the world. A few universities offer courses in minority languages.

Furthermore, students may participate in international university co-operation programs and student exchanges with the universities of the member countries of the European Union and of other countries.

At national level, the Ministry established the *Laurea (L)* and *Laurea magistrale* classes (**6.10.2**).

For each **laurea** class, the Ministry established the qualifying educational objectives and the subsequent essential learning activities for each field of study.

The essential learning activities are grouped as follows:

- teachings in one or more study areas related to basic studies;
- teachings in one or more areas typical of the class;

Each course of study should also provide for:

- 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 a foreign language;
- further teachings aimed at improving linguistic knowledge, as well as 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.

Each study course can be subdivided into more branches providing specific curricula.

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%.

Ministry of Education, University and Research (MIUR)

D.M. 22 October 2004, no. 270

### 6.11.3. Postgraduate level

Choices of curricular subjects, study programs, number of hours or credits, etc., are also regulated by each University regulations.

## 6.12. Teaching methods

Teachers are free to chose 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 interdisciplinary. Teachers are also free to chose the teaching materials through their collegiate body. The use of teaching materials is free of charge both for teachers and students.

### 6.12.1. Non-university tertiary education

The procedures for carrying out teaching activities are established through the Afam institutions regulations (**6.11.1.**).

### 6.12.2. University tertiary education

The procedures to carry out teaching activities should be established by each university regulations (**6.11.2.**), in the respect of teaching freedom as well as of teachers' and students' rights and duties.

D.M. 3 November 1999, no. 509

### 6.12.3. Postgraduate level

As far as Doctorate courses are concerned, the main teaching methods are based on the nature itself of this type of university studies aimed at specialising in the scientific research methodology.

As for the teaching methods used for courses leading to a second-level Diploma di specializzazione and to a second-level Master universitario, please refer to section [6.12.](#)

## 6.13. Student assessment

Please refer to sub-sections for more details.

### 6.13.1. Non-university tertiary education

As far as Afam institutions are concerned, teaching regulations ([6.11.1.](#)) establish the teaching organisation, the procedures to carry out evaluation as well as the final examination for the qualification attainment, the 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.

Students receive 'academic credits' (CA). Please see [6.11.](#)

### 6.13.2. University tertiary education

Procedures and methods for students' assessment are laid down in the teaching regulations of each University ([6.11.2.](#)) with the requirement to express grades calculated on a scale of 0 - 30 (the minimum grade is 18) for the examinations and on a scale of 0 – 110 (minimum grade is 66), with the possibility of awarding 'summa cum laude', for both of them (30 cum laude; 110 cum laude).

To achieve the laurea (L), students must obtain 180 CFU credits ([6.11.](#)) including those relating to the knowledge of a language of the European Union; they 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 statute.

To obtain a laurea magistrale, students must obtain additional 120 CFU and dispute a written text in front of the examination committee, as foreseen by the university statute. According to law, the text should be developed by the students under a teacher's supervision.

### 6.13.3. Postgraduate level

Assessment methods and procedures for the Doctorate courses are established by each university regulations. Generally, at the end of their studies, students present their doctorate thesis which is assessed by a teachers' assembly composed of experts for the subject concerned.

Assessment methods and procedures for the second-level Diploma di specializzazione and second-level Master universitario courses are established by each university regulations.

## 6.14. Progression of students

Please refer to sub-sections for more details.

### 6.14.1. Non-university tertiary education

The whole or partial recognition of CFU credits ([6.11.](#)) obtained by students, who ask to switch from one course to another within the same institution or to other Afam or IFTS institutions or universities, is responsibility of the institutions themselves, according to their teaching regulations.

Regulations can provide for a recurrent monitoring of the acquired credits in order to check if the students' knowledge is not obsolete. The number of credits students should acquire in a stated period varies if they study full time or if they are student workers.

Each institution can recognise knowledge and vocational skills acquired in a specific subject as credits, according to its teaching regulations.

Each institutions deliberates on the recognition of qualifications obtained abroad as far as the admission to its study courses is concerned, in the respect of the European Union regulations and directives and of the international agreements in force.

Access to a second-level or Specialization Diploma accademico and to a Diploma di perfezionamento o Master requires the possession of a first-level *Diploma accademico* or a laurea (L).

### 6.14.2. University tertiary education

At present, the teaching regulations of each university (6.11.2.) 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 different degree course of another university, in order to recognise wholly or in part their acquired CFU. Regulations can provide for monitoring the acquired credits in order to check if the students' knowledge is not obsolete. As for the switch from one course to another or from one university to another, teaching regulations must guarantee the recognition of the possible highest number of credits obtained by the student. In the case of switch within the same class of studies the recognition of credits must not be lower than 50%. The non-recognition of credits must be adequately motivated.

Teaching regulations of each university must also provide for the organisation of a service with the task of coordinating 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.

National Committee for the Evaluation of the University System (CNVSU)

### 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

Please refer to sub-sections for more details.

### 6.15.1. Non-university tertiary education

Afam institutions release the following qualifications:

- 1st cycle:
  - first-level Diploma accademico, obtained at the end of the relevant study course and upon attainment of 180 CA (3 years).
- 2nd cycle:
  - second-level Diploma accademico, obtained at the end of the relevant course and upon attainment of at least 120 CA (2 years);
  - Specialization Diploma accademico, obtained at the end of the relevant study course; a minimum number of CA has not been established, as the length of courses may vary and taking into account that each year of course corresponds to 60 credits;

- Diploma di perfezionamento o Master, obtained at the end of the relevant study course and upon attainment of at least 60 CA (at least one 1 year).

The years duration of each course is proportional to the total number of credits, taking into consideration that one year corresponds, as a rule, to 60 CA.

Qualifications obtained at the end of courses at the same level of a school have the same legal value.

According to specific agreements, the institutions can release qualifications together with other Italian and foreign institutions of the same level, qualified to issue qualifications recognised in Italy according to the international and European community law.

The institutions issue a certification, in compliance with the certificate models adopted in Europe (Diploma supplement), with the main references to the curriculum followed by the student to obtain the qualification.

### 6.15.2. University tertiary education

Universities release the following qualifications:

- 1st cycle:
  - laurea (L); the courses have a 3-year duration (corresponding to 180 CFU);
- 2nd cycle:
  - laurea specialistica/magistrale; the courses last 2 more years (equal to 120 CFU), after the 3 years of laurea (L). A limited number of *laurea specialistica/magistrale* courses (medicine, veterinary medicine, dentistry, pharmacy, architecture law) last 5 years (medicine 6 years). Admission to these courses requires an upper secondary education leaving certificate ([5.17.2.](#) [5.17.3.](#)) and getting through an exam. These courses are regulated according to EU directives.
  - First level Diploma di specializzazione; the courses can be set up in compliance with specific Italian laws or EU directives. Admission requires the possession of *laurea (L)* and getting through a competitive exam.
  - First level Master universitario; admission requires the possession of *laurea (L)*; its duration is minimum 1 year, the total number of CFU should be not less than 60.

The university rector, who represents the university itself, is responsible for the qualifications issue. University titles have academic value and don't qualify to carry out regulated professions. They give access to the qualifying State exam for practicing a profession; it is required to get through these exams to be enrolled in the relevant register.

University teaching regulations regulate methods and procedures to issue, as a diploma supplement for each study title, a certificate, in compliance with the models adopted in the European countries, which provides the main information on the curriculum followed by the student to obtain a study title.

### 6.15.3. Postgraduate level

Universities issue the following titles:

- Research Doctorate: the study to obtain this title last at least 3 years; admission requires the possession of a laurea specialistica/magistrale and getting through a competitive exam.
- Second-level Diploma di specializzazione; the courses can be set up in accordance with Italian laws or EU directives; admission requires the possession of a *laurea magistrale* and getting through a competitive exam; between 180 and 360 CFU are required to obtain it;

- Second-level Master universitario; the attainment of this title requires at least 1 year study and 60 CFU.

This subject is regulated by each university regulations ([6.11.2](#)).

Afam institutes issue the Diploma accademico di formazione alla ricerca ([6.4.3](#), [6.5.3](#), [6.6.3](#)).

## 6.16. Educational/vocational guidance, education/employments links

Please refer to sub-sections for more details.

### 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 labour 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 in the University, not compulsory.
- 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 the future possible work opportunities are.

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 ([6.11.2](#)).

The stage or apprenticeship can be carried out during or after the university studies, combined with the qualifying State exam for practicing a profession, 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, Laurea, or at post-degree level), can be carried out through international projects, 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 CFU credits ([6.11](#)).



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 laurea (L) and of the laurea specialistica (**6.4.2.**) have caused a reorganisation of the freelance professions and of the requirements for the admission to the State examination (Presidential Decree 328/2001). 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* qualification; section B can be accessed, after passing the State examination, with a *laurea (L)*. 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.

Subsequently, the organisation of professions like 'professional accountants' or 'bookkeepers' have been amended and it has been instituted a professional association called 'Association of professional accountants and bookkeepers' which includes professionals of two different associations and registers (D.Lgs. of 28 June, no. 139).

Also professions in the fields of health and nursing, obstetrics, rehabilitation, prevention and in the technical-sanitary field have been regulated according to new provisions which have also instituted the respective professional associations (Law of 1 February 2006, no. 43).

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 exams is concerned, and irrespective of the specific content of the formative CFU credits.

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.

D.M. 3 November 1999, no. 509

Law 24 June 1997, no. 196

### **6.16.3. Postgraduate level**

As for the Doctorate and other types of 3rd cycle studies (leading to Diploma di specializzazione and Master universitario), questions concerning guidance and transition to active life - already described at section **6.16.2.** - are foreseen within the teaching activities of each study course; therefore, they fall within the responsibility of the teaching structure which manages the respective study courses.

## 6.17. Private education

There are three kinds of institutions at this level of education:

- institutes for linguistic mediators training. Please refer to **6.5.1.**
- 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;
- within the arts sector, there are several institutions managed by local bodies or purely private subjects.

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, Administrative Director, Senato Accademico, etc.), is even wider.

Ministry of Education, University and Research (MIUR)

Constitution of the Italian Republic

DPR 27 January 1998, no. 25

## 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 Other forms of the students' performances.

## 6.19. Statistics

**Table 1. Enrolled students at the University - academic year 2008-2009**

	Total	Women (out of the total)
Enrolled students	1.776.999	1.014.363
Students enrolled in the first year	465.422	263.681
Graduates (year 2008)	293.299	169.522

Source: MIUR – Statistical Service (<http://statistica.miur.it/>) – data refer to 31 January 2009.

**Table 2. University teachers – academic year 2007-2008**

<i>professori ordinari</i>	18.929
<i>professori associati</i>	18.256
Researchers	25.583
<b>Total</b>	62.768

Source: MIUR – Statistical Service (<http://statistica.miur.it/>) – data refer to 31 December 2008.

**Table 3. Alta formazione artistica e musicale (AFAM) – academic year 2008-2009**

	<b>Total</b>	<b>Women (out of the total)</b>
Enrolled students	70.631	38.463
Students who obtained a qualification	10.023	5.704
Teachers	10.423	3.462

Source: MIUR – Statistical Service (<http://statistica.miur.it/>)

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## 7. Continuing education and training for young school leavers and adults

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### 7.1. Historical overview

Starting from the 50ies, Adult Education has aimed at fighting the widespread illiteracy in our country. Old popular schools for illiterates were first founded in 1947 (they were abolished in 1982); now we have literacy courses for the attainment of the primary school certificate and courses for workers (the so called '150 hours') for the attainment of lower secondary leaving certificate.

In the 60ies, evening classes for student workers have been set up in the technical institutes (Ministerial Circular 8 March 1968, no. 140); in the following decade, they were extended also to the vocational institutes; this extension required some relevant amendments, including the adjustment of the courses to the adults' specific requirements.

However, the main transformations occurred in the 90ies, with the establishment of

Permanent Territorial Centres (*Centri territoriali permanenti*, CTP) and a wider spread of the evening courses in all upper secondary schools (see below).

#### **Permanent Territorial Centres (CTPs)**

The Permanent Territorial Centres (CTPs) have been set up, with Ordinance of the Ministry of Education no. 455 of 29 July 197, for adult education and training. They have been instituted to guarantee a wider educational and training offer, to better meet the different social requirements at national level. Actually, the Ordinance reshaped the adult education system, starting from the previous literacy courses and courses for workers. The main role of CTPs in adult education and training has been reaffirmed within the State/Regions unified Conference of 2 March 2000, according to which it is necessary to assure an 'integrated formative offer among universities, schools and vocational training agencies', with Territorial Centres for adult education as reference points.

#### **Evening classes at lower secondary schools**

Ministerial circular 7809 of 25 July 1990 boosted the evening classes at upper secondary schools, more specifically at the so called 'evening schools'. This circular is particularly innovative because it proposes not only curricula based on modules, but also a new idea of the class that should no more be conceived as 'a unit with rigid composition, educational offer (...) and physical place'.

Five years later, the SIRIO project has been promoted to adjust the ordinary curricula of the technical institutes to the specific requirements of adult students. The leading idea was to introduce a series of flexible elements taking into consideration the approach to knowledge of adult students, the integration of competencies between general and professional cultures, the exploitation of previous experiences of students both in work and cultural fields.

The State/Regions unified Conference agreement of 2 March 2000 specifies that this sector, together with the CTP, is "another barycentre of Adult education activities, able to meet the cultural and training requirements of those who have accomplished compulsory education".

State/Regions unified Conference

Agreement 2 March 2000, no. 223

Ministerial order 29 July 1997, no. 455

## 7.2. Ongoing debates and future developments

Reform law 53/2003 introduced 'lifelong learning' among the principles and directive criteria of the education and training system. For its implementation, the reform law provided a programmatic plan to fund 'interventions for the development of Higher level technical education and training (5.4.5.) and adult education'.

The following strategic actions are being examined to implement the general principle of lifelong learning in the education sector, according to the ongoing debates and to some solicitations of the 2000 Agreement.

- Formulation of new Adult education regulations to regulate the inter-institutional relationships and provide general organisational indications.
- Strengthening of interaction among learning systems, also through the creation of a national technical organisation.
- Exploitation and qualification of the CTP as service structures to meet the learning requirement, to foster guidance for the territorial educational offer and the organisation of integrated learning offer within the objectives established at local and national level.
- Development of the learning offer through strengthening of the network agreements between CTP and evening classes.
- Development of MIUR provisions for the training of staff engaged in Adult Education and for organisation, methodology and teaching innovation aimed at promoting the participation of adults in learning activities and at contributing to the achievement of the Lisbon objectives.

The system of Adult Education (IdA) is currently under reform. The reform process started with the Ministerial Decree of 25th October 2007 that has established the Provincial centres for adult education (*Centri Provinciali per l'Istruzione degli Adulti* – CPIA). These centres have teaching autonomy and their own staff. Courses are aimed at:

- Obtaining the first cycle of education leaving certificate (primary and lower secondary school)
- Obtaining the certifications required for the fulfilment of compulsory education
- Obtaining the upper secondary school leaving certificate
- Functional literacy
- Literacy for immigrants.

The reform involves both courses run by CTP, and evening courses. A recent note from the Ministry (Note prot. 1033 of 22nd April 2009) confirms that the structure and the teaching as well as the management of the Provincial centres for adult education, is an integral part of the whole structure of the upper secondary education level. The same document establishes that the revision and reorganisation of the system will start from the school year 2010/2011.

On 12 June 2009, the Council of Ministry has approved the first draft of the Regulation concerning the re-organisation of the Centres for Adult education (CIA), the evening courses included, according to what established by law 133/2008. The draft Regulation is, at the moment, undergoing the approval procedures at the State/Regions Unified Conference.

Ministry of Education, University and Research (MIUR)

Law 28 March 2003, no. 53

## 7.3. Specific legislative framework

As far as Permanent Territorial Centres (CTP) are concerned, please refer to the following regulations:

- Ministerial Order of 29 July 1997, no. 455, 'Education in Adult Age. Education and Training'. It foresaw the functioning of CTP, with the aim of providing a service to combine the right to education with the right to guidance, re-guidance and vocational training.
- Agreement ratified during the Unified conference on 2 March 2000 on 'reorganisation and strengthening of adult lifelong learning'. With this agreement, government, regions, provinces, communes and
- consortium of communes in mountain areas have established various new actions for the reorganisation and promotion of adult education, in view of reorganising adult education within the integrated education, training and work system. An annex of the agreement points out the requirement of integration of the different institutional levels, of the contents and procedures of the interventions, through a structure of the adult education system which passes from a closed systems to a network organisation. Thus, adult education is made up of all the formal (certified vocational education and training) and non formal (culture, health education, social education, associative life training, physical and motory education) educational transferable and certifiable opportunities, aimed at the attainment of personal basic skills in the various fields.
- Ministerial directive no. 22 of 6 June 2001, on 'guidelines for the implementation of the Agreement ratified by the State/Regions unified Conference on 2 March 2000'. The Directive, which has a multi-year duration and is under review, includes two annexes: annex A represents a technical note for planning and certification of the individual paths of adult functional literacy; annex B provides indications to outline the certification and documentation purviews of adult lifelong learning paths. In addition to the courses foreseen by the school system to obtain licenza elementare, licenza media and upper secondary school leaving certificate, the CTP, according to this directive, are asked to start new formative methods and procedures, through modular and flexible individual paths to favour the acquisition of languages and necessary skills.
- Ministerial circular no. 24 of the 21st of March 2006 on 'guidelines for the reception and integration of foreign students', which points out the fundamental role of CTP in the integration of foreign young people between 15 and 18 years of age, above all in the framework of the CTP collaboration with the vocational education and training organisations.

As for the evening classes at the upper secondary schools, please make reference to:

- Ministerial circulars no. 7809 of 25 July 1990 and no. 305 of 20 May 1997 on the organisation of evening classes. The circulars established the development and transformation of the evening classes at the upper secondary schools of the vocational sector; they provided new directions about the teaching organisation of the courses, about enrolments, assessment, courses institution and formation, post-qualification courses.
- Sirio Project, for the dissemination of new organisation and teaching procedures in the technical institutes.

In addition to the general regulations indicated in section [2.3.](#), please make reference to:

- Agreement ratified at the Unified Conference on 28 October 2004, among MIUR, Ministry of labour and social policies, Regions, Autonomous Provinces of Trento and Bolzano, provinces, communes and consortia of communes in mountain areas, for final and intermediate certification and the recognition of formative credits ([5.15.2.](#)). The agreement corresponds to the transient phase of the implementation of Reform law 53 of 2003; it establishes various general principles on the issued qualifications. Among these principles, it is particularly relevant the exploitation need of the qualifications obtained at the end of

experimental vocational education and training paths and the exploitation extension to those who have reached 18 years of age; this principle aims at allowing the highest number of people to obtain higher educational levels (the agreement includes certification models). In particular, section 9 of the agreement refers to subjects who have to accomplish compulsory education or who have reached 18 years of age, who can be admitted to vocational training paths according to their knowledge and skills acquired in formal, non formal and informal contexts, against recognition of the formative credits through transparent procedures established by the Regions and Autonomous provinces.

- Ministerial order no. 87 of 3 December 2004 on 'Regulations on the passage from vocational training and apprenticeship system to the educational system, in compliance with section 68 of Law no. 144 of 17 May 1999'. It includes ministerial provisions on the passage from vocational training and apprenticeship system to the educational system, with the relevant certification models.

State/Regions unified Conference

Agreement 2 March 2000, no. 223

C.M. 1st March 2006, no. 24

Law 17 May 1999, no. 144

Ministerial order 29 July 1997, no. 455

## 7.4. General objectives

The Agreement of March 2000 establishes that the CTP aims are 'harmonisation and interpretation of the formative needs, planning and organisation of adult education and training initiatives, cultural and functional literacy, cultural strengthening and promotion, re-motivation and re-orientation, acquisition and reinforcement of specific knowledge and skills, professionalisation and professional re-qualification'.

In particular, the activities of these centres concern:

- Reception, listening and guidance;
- Primary functional and post literacy, also aimed at a possible access to higher education levels;
- Language learning;
- recovery and development of basic knowledge and skills;
- recovery and development of cultural and relational skills necessary for a full participation in the social life;
- acquisition and development of a first vocational training or re-qualification;
- recovery of emarginated subjects in educational and training paths;

The Evening classes aim at strengthening and extending basic skills in view of:

- qualifying young people and adults for whom lower secondary school qualification is not a guarantee against cultural and work alienation;
- allowing professional re-conversion or cultural development of adults already integrated in social and work sectors and who want to develop their personal and professional life.

Agreement 2 March 2000, no. 223

## 7.5. Types of institution

According to Ministerial order no. 455/97 the CTP:

- co-ordinate education and training offers on the territory, together with the other formative agencies;
- the MIUR Regional School Offices (**2.6.1.2.**) set up the 'Centri', starting from those situations where well-established experiences already exist, or if there is a request from the community and a flow of 90/100 users during the year is foreseen;
- in order to favour the users, the activities can be dislocated also outside the schools, in different seats placed at disposal by public or private partners;
- in agreement with the Ministry of justice, the initiatives are assured for adults also in prisons and juvenile institutions.
- from the administrative point of view, every CTP depends on a school.
- the school manager (**2.6.4.1.**) of the school appoints the CTP co-ordinator, according to what mentioned at the previous point.

The evening classes set up at the upper secondary schools foresee what follows:

- flexible paths which exploit the students' experiences; they are based on the knowledge approach in adult age both for the integration of general culture competencies and for vocational training;
- modular subdivisions concerning:
  - teaching time (distribution on five days, grouping of subjects per areas according to possible agreements with the regions, to the access to laboratories, etc.);
  - school time (to allow intensive modules and catching up activities);
  - grouping of students per levels.
- in some cases, the schools have started up research and project activities to introduce the distance learning strategy in their educational offer;
- these courses are offered by the technical institutes for trade and industry (60.07%), vocational institutes for trade and tourism services, for industry and handicraft (33.45%), and *licei* (only 6.49%).

Ministry of Education, University and Research (MIUR)

Ministerial order 29 July 1997, no. 455

## 7.6. Geographical accessibility

According to the last monitoring carried out by the National agency for the development of school autonomy (**2.6.1.3.**) on behalf of the Ministry of education in school year 2007/08, both CTP and Evening classes are placed on the national territory as follows:

- 532 CTP, 212 of which are in the North of the country, 94 in the centre and 226 in the South; they have totally 402 288 students. Lombardia is the region with the highest number of centres (65), Molise is the one with the lowest number (3).



- 'Evening classes' (**7.2.**) are totally 894, of which 344 in the North of Italy, 202 in the Centre and 348 in the South; they have totally 80 282 students. Puglia is the region with the highest number of centres (120); Molise is the region with the lowest number (9).

National Agency for the Development of the School Autonomy (former INDIRE, former BDP, former IRRE)

Ministry of Education, University and Research (MIUR)

## 7.7. Admission requirements

All adults, over the age of 16 (compulsory education lasts until 16 years of age, **2.5.**) who do not hold a first cycle of education leaving certificate as well as adults who, although in possession of that certificate, intend to go back to education and training can participate to the activities of the CTP.

Admission to Evening classes is restricted to:

- holders of a lower secondary school leaving certificate;
- those who have obtained a study title obtained in state institutes or legally recognised institutes (formal credits);
- those who have work experience or have carried out personal studies consistent with their study branch (non formal credits).

In the first case, the recognition of the study title is automatic, otherwise assessment is required on the basis of specific verifications.

## 7.8. Registration and/or tuition fees

No payment of fees is required for enrolment and attendance in CTP.

As far as evening classes are concerned, it is foreseen a fees payment equal to that foreseen for diurnal courses.

Expenses for functioning of CTP and evening classes are met through:

- budget funds of the Ministry of education, university and scientific research;
- contributions allocated by the government in accordance with Law 440 of 18 December 1997 on the 'Fund for enrichment and widening of the educational offer and for equalizing interventions', destined to the 'full achievement of school autonomy (...) and development of recurrent and permanent education and training' (section 1, paragraph 1).

In addition:

- CIPE (Inter-ministerial Committee for Prices) funds;
- Contributions from the Regions and local authorities.

Ministry of Education, University and Research (MIUR)

Law 18 December 1997, no. 440

## 7.9. Financial support for learners

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

The educational offer of the CTP refers to the following courses:

- Courses of the first cycle of education (2.4.) (20.74% of the 20 318 courses offered by CTP) subdivided into:
  - courses of cultural alphabetisation for primary school with final assessment (10.35% of the total number of courses);
  - courses of lower secondary education with state exam – 150 teaching hours (10.39% of the total number of courses);
- Courses for foreign citizens for their linguistic and social integration (20.21% of the total number of courses);
- Short and modular courses as well as courses of functional alphabetisation (59.05% of the total number of courses).

Among these courses, the favourite ones have been ICT courses (31.48% of the total number) and foreign language courses, in particular the English courses (28.94%).

A growing number of CTP is starting up educational pathways which release credits to access evening courses aiming at obtaining the upper secondary school leaving certificate and/or qualification diploma () (often organised in collaboration with upper secondary schools which manage evening courses, also as far as experimentations are concerned like the POLIS project).

The educational offer of the evening courses is considerably diversified. The most attended study pathways are offered by technical institutes (80.65% of students enrolled in the evening courses) and vocational institutes (34.88%).

Besides the evening classes, the upper secondary level institutions also provide other kinds of training offer, specifically designed for adults: courses for foreign citizens aimed at their linguistic and social integration (899 enrolled) and literacy courses (1 874 enrolled).

Source: National monitoring of the educational offer for adults provided by the CTPs and upper secondary schools which manage evening courses for school year 2007/08, carried out by the National Agency for the development of school autonomy (**2.6.1.3.**) on behalf of the Directorate General for Higher Technical Education and Training and for the relations with the training systems (statistical data can be consulted on the Adult education portal, at the following Internet address: [www.indire.it/eda](http://www.indire.it/eda)).

National Agency for the Development of the School Autonomy (former INDIRE, former BDP, former IRRE)

## 7.11. Teaching methods

The choices are based on school autonomy and teaching freedom provisions. Generally, the following principles are followed:

- flexibility and personalisation are at the basis of study programmes which are supported through the use of technologies able to arouse interest and participation;
- the modular structure of the educational offer is favoured;
- the use of labs and new ICT is considered fundamental;

- the reception and guidance phases, especially foreseen (for example through Ministerial order 455/97, [7.3.](#)), are considered fundamental;
- the phase of path negotiation with every enrolled student is often carried out through the so called 'formative pact'.

Ministerial order 29 July 1997, no. 455

## 7.12. Trainers

The CTP teachers are part of the teaching staff of the relevant state schools. The permanent staff of each CTP is composed of 5 teachers assigned to the following 4 areas: literary subjects area (2 teachers); mathematics area (1 teacher), foreign languages area (1 teacher); technologies area (1 teacher). Particular qualifications or experiences are not required but they are taken into consideration as preferential titles.

The permanent staff of Evening classes depends on the types of courses started up.

The tutoring function is carried out by one of the teachers of the Class council. Such function is expressly and formally assigned through appointment which requires specific time, procedures and verifications for its fulfilment; it is carried out during the teaching time with possible changes of the timetable or through additional teaching hours.

Tutors help to students with difficulties referred to:

- their integration in the school system;
- their ability to start up strategies to fill cultural gaps;
- assistance in case of difficulties to chose their studies or formative paths.

## 7.13. Learner assessment/progression

Except for the courses of study ending a State examination for the attainment of the lower and upper secondary schools leaving certificates, for which binding rules regulate the examination tests and the composition of the examination boards, all the other courses can be freely organised as for times, ways and students' evaluation criteria; they are decided by teachers within law framework (minimum number of teaching days and hours, etc.).

At compulsory education level no subject assessment is foreseen, neither during the school year, nor during the examination; only the actual cultural level of students at the beginning and at the end of their study course is taken into account.

## 7.14. Certification

The CTPs issue what follows:

- first cycle of education leaving certificate (at the end of lower secondary school courses followed by the relevant State exam);
- certifications of participation in short and modular courses for functional literacy;
- certifications for the recognition of credits valid for attending evening courses for the obtainment of the upper secondary school leaving certificate and/or vocational qualification diploma.

The evening courses issue what follows:

- upper secondary school leaving certificate ([5.17.2.](#));

- vocational qualification diploma (5.17.3).

## 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 vocational skills offered by state schools.

Together with this system, granted that reform laws in course of implementation introduce substantial innovations in this regard, there are the regional and the permanent vocational training, concerning respectively initial and subsequent vocational training, destined to adult employed or unemployed workers for their professional re-qualification and updating. Furthermore, there is the Higher level technical education and training (IFTS) (5.4.5.) which aims at assuring technical training at higher level not only to young people, but also to adults, as well as apprenticeship. As for this latter, the recent reform law on the labour market (14 February 2003, no. 30) distinguishes apprenticeship for the accomplishment of the education and vocational training right-duty for students between 15 and 28 years of age and professionalizing apprenticeship for students between 18 and 29 years of age.

Law 14 February 2003, no. 30

## 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. Statistics

**Table 1. Courses of first cycle of education, school year 2007/2008**

<b>Courses of cultural literacy at primary school level with final assessment</b>	
No. of courses	2 102
No. of enrolled students	43 531
No. of attending students	35 557
<b>Courses of lower secondary school with state exam – (150 hours)</b>	
No. of courses	2 111
No. of enrolled students	42 310
No. of attending students	28 664
Total number of courses of the first cycle of education	4 213
Total number of enrolled students	85 841
Total number of attending students	64 221

**Table 2. Courses in favour of foreign citizens for linguistic and social integration, school year 2007/2008**

<b>Courses in favour of foreign citizens for linguistic and social integration</b>	
No. of courses	4 152 (1)
No. of enrolled students	79 776 (2)
No. of attending students	67 102 (3)

(1) of which 4 107 offered by CTPs and 45 offered by upper secondary schools running evening courses. CTP and 1 874 by upper secondary schools running evening courses.

(2) of which 78 877 enrolled in courses provided by CTP and 899 enrolled in courses provided by upper secondary schools running evening courses.

(3) of which 62 250 attending courses provided by CTPs and 852 attending courses provided by upper secondary schools running evening courses.

**Table 3. Short modular courses for basic literacy and numeracy, school year 2007/2008**

<b>Short modular courses for basic literacy and numeracy</b>	
No. of courses	12.092 (1)
No. of enrolled students	232.802 (2)
No. of attending students	185.294 (3)

(1) of which 11 998 offered by CTPs and 1 874 offered by upper secondary schools running evening courses. CTP and 1 874 by upper secondary schools running evening courses.

(2) of which 230 928 enrolled in courses provided by CTP and 1 874 enrolled in courses provided by upper secondary schools running evening courses.

(3) of which 183 757 attending courses provided by CTPs and 1 537 attending courses provided by upper secondary schools running evening courses.

**Table 4. Evening courses, school year 2007/2008**

<b>Evening courses leading to an upper secondary leaving certificate and/or a vocational qualification diploma</b>	
No. of enrolled students	84 151 (1)
No. of attending students	69 246 (2)

(1) of which 6 642 enrolled in evening courses provided by CTPs and 77 509 enrolled in courses provided by upper secondary schools running evening courses.

(2) of which 5 090 attending evening courses provided by CTPs and 64 156 attending courses provided by upper secondary schools running evening courses.

*Source:* National monitoring of the educational offer for adults provided by the CTP and upper secondary schools running evening courses for school year 2007/08, carried out by the National agency for the development of the school autonomy, on behalf of the Directorate General for Higher technical education and training and of the relations with Training Systems (statistical data can be consulted on the Adult education portal, at the following Internet address : [www.indire.it/ida](http://www.indire.it/ida)).

National Agency for the Development of the School Autonomy (former INDIRE, former BDP, former IRRE)

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## 8. Teachers and education staff

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At present, initial training of teachers and recruitment procedures are under reform (**8.1.2.**). Information included in this chapter refer to school year 2007/2008.

Teachers of state schools can be distinguished as follows:

- teachers of schools;
- teachers of first cycle schools: lower secondary schools;
- teachers of upper secondary schools;
- teachers of Catholic religion in pre-primary, primary and secondary schools.

As for these categories, there is only one definition of the teacher function.

The teaching staff includes also:

- teaching staff of national boarding schools and of girls' boarding schools;
- assistants of state special schools.

At tertiary education level there are:

- teachers of university tertiary education;
- teachers of non university tertiary education;

### 8.1. Initial training of teachers

At present, the reform for initial teacher training is undergoing the approval procedures (**8.1.2.**). Therefore, information included in this section and sub-sections refer to school year 2007/2008.

Initial training of all teachers is carried out at the university; 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 specialisation school (SSIS) with a limited intake in both cases. Teachers who want to specialise also in support to disabled pupils, receive an additional training provided within the ordinary initial teacher training (**8.5.**). 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 (now recruitment on a permanent basis with a contract in accordance with law provisions and the labour national bargaining), respectively for scuole dell'infanzia, primary schools and secondary schools (**8.1.2.**).

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. The required qualifications are foreseen at paragraph 4 of the Agreement between the Ministry of education and the President of the Italian Episcopal Conference, implemented with Decree of the President of the Republic of 16 December 1985, no. 751. The required qualifications are the following: academic title in theology; certificate of accomplishment of the theological study course in a major seminar; magister diploma in religious sciences; *diploma di laurea* valid for the Italian education system together with a diploma released by an institute of religious sciences. Two separate competitions based on exams and qualifications were announced by the MIUR in February 2004 to cover the available posts: one for scuola dell'infanzia and primary school, the other for lower and upper secondary schools, reserved to the teachers of this subject with five years of service and with the above mentioned qualifications. The examination programme included the knowledge of school system and legislation and the knowledge of the didactical organisation related to the

age range of pupils attending the relevant school level. The first appointments to permanent posts have been effected starting from the 1st of September 2005, according to the classification list at the conclusion of the competitions.

A specific initial training for teachers of university and non-university higher education is not foreseen.

Ministry of Education, University and Research (MIUR)

D.Lgs. 17 October 2005, no. 227

D.M. of 26 May 1998

DPR 16 December 1985, no. 751

Law 12 July 2006, no. 228

Law 18 July 2003, no. 186

Law 19 November 1990, no. 341

Law 28 March 2003, no. 53

### 8.1.1. Historical overview

Until a few years ago, there was not a specific basic teacher training system in Italy.

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 by the *istituti magistrali* which lasted four years instead of five, like almost all the other upper secondary schools; 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 (**8.1.4.2.**).

A complete university training as an essential requirement to be admitted to competitive examinations had already been foreseen since 1974 (D.P.R. no. 417 of 31 May 1974); however, only 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 specialisation school (SSIS) 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 the ongoing reform process is completed (**8.1.2.**).

D.Lgs. 17 October 2005, no. 227

Law 12 July 2006, no. 228

### 8.1.2. Ongoing debates and future developments

Reform law 53/2003 and the following Decree 227/2005 had provided for new procedures for initial training of teachers and their recruitment. However, the reform has never been applied, because law 244/2007

(financial law 2008) repealed the dispositions of law 53/2003 and of the Decree and established that new procedures for the initial training of teachers and for their recruitment should be adopted through a specific Decree of the Ministry of education. Therefore, up to school year 2007/2008 the legislation prior to law 53/2003 has been applied.

The revision of the initial teacher training and teachers' recruitment has started again following law 133/2008, which also provided for the suspension, starting from school year 2008/2009, of enrolments to the Specialisation Schools for teaching at secondary level (SSIS).

At present, the Decree of the Ministry of education including the new dispositions for initial teacher training and recruitment procedures is undergoing the approval procedures. In general, the draft Decree requires prospective teachers to hold a five-year university certification (*laurea magistrale*): teachers at pre-primary and primary levels are required a *laurea magistrale* obtained at completion of a five-year course of study, including 600 hours of on-the-job training; teachers at secondary levels are required a *laurea magistrale* obtained at completion of a two-year course of study (following a three-year university certification) and one year of on-the-job training.

Ministry of Education, University and Research (MIUR)

D.Lgs. 17 October 2005, no. 227

Law 28 March 2003, no. 53

### 8.1.3. Specific legislative framework

At present, initial training of teachers and recruitment procedures are under reform (**8.1.2.**). Information below refer to school year 2007/2008.

Law no. 341 of 19 November 1990 providing for the reform of university teaching orders and MURST decree of 26 May 1998 foresee 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 (**8.1.4.1.**). Teachers who obtained tenure according to the previous system, just upon possession of a four-year diploma, keep on teaching until their retirement.

Teaching in secondary schools requires a not specifically teaching oriented degree and, subsequently, the attendance of a two-year teacher training specialisation school (SSIS) foreseen by Law 341/1990 and organised according to criteria established through MURST decree of 26 May 1998 (**8.1.2.**).

The school offers branches of study which include several classes of teaching qualification (**8.1.4.2.**). The Diploma di specializzazione is a requirement for competitive examinations aimed at obtaining a teaching post in secondary schools. Teachers having obtained tenure according to the previous system, keep on teaching, even if they don't have the above mentioned requirements but have obtained a laurea and the qualification to teach at the conclusion of ordinary or reserved courses or competitions.

Law 53/2003 for the reform of the education system introduced the new following procedures for training and access to teaching: initial teacher training for scuola dell'infanzia, the first cycle and the second cycle is under the responsibility of universities and Afam institutions (**6.5.1.**); it takes place at the laurea magistrale courses (**6.15.2.**) and at second-level courses for the obtainment of a Diploma accademico (**6.15.1.**). The implementation decree of article 5 of the reform law on 'Definition of general rules on teacher training for access to teaching' has been issued on the 17th of October 2005.

The financial law 2008 has repealed the art. 5 of the law 53/2003, also establishing that new procedures and requirements for the teachers initial training and the recruitment of teachers through open competitions to be held every two years, have to be adopted through Ministerial Decree. This provision has the purpose of assuring that the recruitment of new teachers is done according to the real posts available, thus solving the problem of teachers with short-term contracts.



At the moment, the legislation in force before the reform of 2003 still applies. However, the new government, in power since May 2008, has presented new proposals that are now under discussion.

### 8.1.4. Institutions, level and models of training

At present, initial training of teachers and recruitment procedures are under reform (**8.1.2.**). Information below refer to school year 2007/2008.

Please refer to sub-sections.

#### 8.1.4.1. Pre-primary and primary education

At present, initial training of teachers and recruitment procedures are under reform (**8.1.2.**). Information below refer to school year 2007/2008.

There are no specific centres dedicated to the initial training of teachers, which is implemented in the universities.

The laurea course in primary education sciences has four-year duration. Entrance requires an upper secondary school leaving certificate, obtained after five-year 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 choose their branch of study. The *laurea* obtained, is required for admission to competitive examinations for teaching places destined to pre-primary 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:

- Minimum 20% of total credits achieved in the primary school branch and minimum 25% of credits achieved in pre-primary branch refer to teaching activities of area no. 1 (teacher function training, **8.1.6.**);
- Minimum 35% of total credits achieved in the primary school branch and minimum 25% of credits achieved in pre-primary branch relate to teaching activities of area no. 2 (primary teaching contents, **8.1.6.**);
- 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 the previous points);
- 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 credits (**6.11.**) 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 acquiring those fundamental formative contents that, provided through the laurea, are required for admission to competitive examinations for support teaching. At least 100 hours of apprenticeship are reserved to the support sector (**8.5.**).

### 8.1.4.2. Secondary education

At present, initial training of teachers and recruitment procedures are under reform (**8.1.2.**). Information below refer to school year 2007/2008.

Initial training of secondary school teachers follows the consecutive model as it requires the attainment of a post-university diploma di specializzazione obtained at SSIS. The specialisation school SSIS for teaching in secondary schools lasts 2 years. Titles required to be admitted to specialisation schools, with reference to the branches offered by the school, are the following:

- laurea which permit admission to one of the teaching qualification classes;
- as for the corresponding classes, diplomas obtained at Academies of Fine Arts, Higher Institutes for Industrial Arts, Conservatories and recognised Music Institutes (**6.5.1.**);
- 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 teaching qualification for the classes corresponding to the subject areas of the laurea diplomas of the students. The *diploma di specializzazione* is a title required for admission to competitive examinations for teaching places in secondary schools.

The specialisation school is a teaching structure belonging to the university, with the contribution of faculties and departments. 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 specialisation school foresees more specialisations, each of which includes more qualification classes and is regulated according to each university's teaching regulations. The qualification classes of each specialisation are established through decrees of the Ministry of education. Each School offers at least two branches.

Teaching regulations of the specialisation schools are defined according to the following criteria:

- 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 (**8.1.6.**);
- Minimum 20% of total credits achieved relates to teaching activities of area 2 (**8.1.6.**);
- 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:

- evaluate the formative pathway followed at the university acknowledging credits 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;
- define the integrated curriculum, which can be extended of one or two semesters if a student wants to obtain more qualifications at the same time;
- 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 qualification and participation in the courses concerned;
- 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 qualification or already possess the degree required for the qualification besides the degree in primary education sciences.

After having obtained the Diploma di specializzazione, students have the opportunity to attend a specific module for at least 400 hours concerning school integration of disabled pupils, in order to offer those credits which make the *diploma di specializzazione* a qualification to carry out support teaching activities. Minimum 100 hours are aimed at obtaining experiences in the support sector.

### **8.1.5. Admission requirements**

At present, initial training of teachers and recruitment procedures are under reform (8.1.2.). Information below refer to school year 2007/2008.

#### **8.1.5.1. Pre-primary and primary education**

At present, initial training of teachers and recruitment procedures are under reform (8.1.2.). Information below refer to school year 2007/2008.

Admission to the degree course in primary education sciences requires a five-year upper secondary school leaving certificate.

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 2007/08, Decree of the Ministry of University and Research of 29 May 2007 has fixed 6 727 posts for EC and non-EC students residing in Italy as well as 164 posts 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.

#### **8.1.5.2. Secondary education**

At present, initial training of teachers and recruitment procedures are under reform (8.1.2.). Information below refer to school year 2007/2008.

To enrol in the SSIS for teaching in secondary schools a 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.

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 aptitude towards the subjects of the specialisation school). The number of available posts is established at regional level according to teaching staff requirements of the schools. As for school year 2007/2008, the Decree of the Ministry of University and Research of 20 June 2007 has fixed 11 830 available posts and distributed them among the various universities and SSIS.

### **8.1.6. Curriculum, special skills, specialisation**

At present, initial training of teachers and recruitment procedures are under reform (8.1.2.). Information below refer to school year 2007/2008.

A distinction on subjects is foreseen only in the specialisation school; 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 specialisation school 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 of the specialisation courses;

furthermore, it establishes qualifying minimum contents, teaching activities as well as attainment verification and assessment procedures.

The following list of aptitudes and skills characterising the teaching profession is a formative objective of the degree course:

- To have an adequate knowledge of one's subject areas with reference to historical and epistemological aspects;
- 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;
- To work in close collaboration with colleagues, families, school authorities, formative, productive and representative agencies of the territory;
- To set one's subject competencies in the various educational contexts with an open mind towards critics and cultural interaction;
- To keep developing and deepening one's subject-related knowledge and skills in the various educational contexts;
- To make teaching activities meaningful, systematic and complex through a flexible curricular planning which includes decisions on objectives, knowledge areas, teaching methods;
- 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;
- To organise time, space, materials (also multimedial materials), teaching technologies to make school a learning place for everybody;
- To manage communication with students and their interaction as essential means to build up aptitudes, skills, experiences, knowledge, to increase the pleasure of learning and expressing themselves and the confidence to be able to acquire new knowledge;
- To promote school innovation also in collaboration with other schools and the labour market;
- To verify and assess teaching-learning activities and the overall school activity, also through the most advanced docimology;
- 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 aptitudes 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 aptitudes 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 specialisation school 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 aptitudes 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 aptitudes 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. It includes analysis, planning and simulation of teaching activities, with specific reference to the formative contents of the specialisations.
- Area 4: apprenticeship. It 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 credits (**6.11.**) 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 university credits 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:

- to regulate teaching activities deciding which subjects to offer, their possible modular organisation, starting laboratory activity, apprenticeship and others;
- to define credits according to the teaching load, including personal study, all activities, for a total amount of 30 credits each semester;
- to determine possible shortenings of the *laurea* course and specialisation school duration according to the acknowledgement of other credits;
- 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;
- 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 laurea and the 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**

At present, initial training of teachers and recruitment procedures are under reform (**8.1.2.**). Information below refer to school year 2007/2008.

Each single university, within its teaching order, establishes evaluation criteria, phases and methods. 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 education**

At present, initial training of teachers and recruitment procedures are under reform (**8.1.2.**). Information below refer to school year 2007/2008.

At the end of the laurea courses students take an examination in accordance with the respective teaching regulations.

The *laurea* diploma in primary education sciences has qualifying value and is required for the admission to the competitive examinations for teaching places in pre-primary and primary school level and to access the lists for replacement teaching posts

#### **8.1.7.2. Secondary education**

At present, initial training of teachers and recruitment procedures are under reform (**8.1.2.**). Information below refer to school year 2007/2008.

At the end of the specialisation school (SSIS) students take an examination in accordance with the respective teaching regulations.

The diploma di specializzazione for teaching at secondary level have qualifying value and is required for the admission to the competitive examinations for teaching posts in lower and upper secondary education.

### **8.1.8. Alternative training pathways**

At present, initial training of teachers and recruitment procedures are under reform (**8.1.2.**). Information below refer to school year 2007/2008.

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.

Following information 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:

- Professors with tenure: divided into professori ordinari and professori associati. The two levels have a functional distinction with equal assurance of didactic freedom and freedom to perform research. Both teach;
- Research professors: their task is to contribute to the development of research and to perform integrating didactic tasks in official courses of instruction;
- 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;
- 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;
- 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.

The information on the conditions of service included in the following paragraphs, refer exclusively to the categories of professors with tenure (*professori ordinari*, *professori associati* and research professors).

Constitution of the Italian Republic

D.Lgs. 16 April 1994, no. 297

### 8.2.1. Historical overview

Please refer to sub-sections for more details.

#### 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 school manager, the legal representative of the school ([2.6.4.1.](#)).

As the update of teachers is concerned, the D.P.R. 419/1974 established that update was a fundamental right-duty of teachers that should be exercised through annual programmes within the school; the decree destined 20 monthly hours of service to non teaching activities. The labour contract of 1988-1990 (D.P.R. 399/1988) has subsequently established that the annual plan of activities linked to the teaching activity, should destine up to 40 hours to in service training. According to the labour contract of 1995, the participation in update activities became part of the activities functional to teaching and to be considered a fundamental requirement to progress through the salary scale. According to the labour contract of 1999, in service training is a right, no longer a right-duty, aimed at improving the professional growth of teachers and is no longer strictly related to the salary scale. In the late 90ies the concept of professional development has been introduced. It implies the connection between the development of individuals with the improvement of the offer and the results of the education institution. In the latest contracts, teachers in-service training is referred to as a strategic tool for teachers' professional development.

### **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 18 March 1958, no. 311 defined their juridical and economic status.

For further details on the ongoing forms, see [8.2.2.2.](#)

[Royal decree 31 August 1933, no. 1592](#)

## **8.2.2. Ongoing debates and future developments**

Please refer to sub-sections for more details.

### **8.2.2.1. Pre-primary, primary and secondary education**

The financial law 2008 has provided for new requirements and procedures for initial teachers training and recruitment ([8.1.2.](#)).

Information included in this section refer to school year 2007/2008.

The national collective agreement for school staff, signed in November 2007 and valid for the period 2006-2009, has included, in the professional profile of teachers and besides the already existing didactic, pedagogical, organisation and research competences, other competences related to the documentation and assessment. Furthermore, the agreement provides for the allocation of possible additional funds to support both educational-didactic activities and activities of evaluation, which are able to help the development of the innovation processes in order to improve the work in the class and the attainment targets.

[Law 27 December 2006, no. 296](#)

### **8.2.2.2. Tertiary education**

Law of 4 November, no. 230 for the reorganisation of university teaching, has been preceded by a strong debate before coming into force. The main features of the law are the following:

- a new university teachers recruitment system has been introduced. It aims at guaranteeing teaching quality at national level, in the respect of universities autonomy. It has been introduced a national qualification which is the requirement to be recruited by universities according to transparent procedures of



comparative assessment. This qualification replaces the competitions announced by universities, which, sometimes gave rise to extreme sectionalism and inadequate selectivity;

- it has been introduced a new profile of researchers with fixed-term contract; it is essentially dedicated to research activities and will allow a large-scale access of young people to the university system; it will assure the required high-level of professional training both for access to university teaching and for the requirements of the productive system, of the research institutes and, more generally, of the country;
- according to a combination of equity and merit, university researchers will eventually find a solution to their hoary problem: in fact, they have worked at the university for a long time and have not had adequate opportunities to access teaching. Facilitations are foreseen for them to obtain the qualification to become *professore associato*, so that all university researchers will be able, in a few years, to become *professori associati*, once they have passed the strict and selective assessment to obtain the national qualification;
- all those who carry out teaching tasks are awarded the title of associated professor, '*professore aggregato*', as acknowledgement of the importance of their tasks;
- direct appointments to *professore ordinario* and *professore associato* posts are now foreseen by law for foreign or Italian researchers working abroad who have obtained an equivalent academic qualification in another country; this provision would foster the 'brains return';
- it will be possible to foresee temporary posts for *professore straordinario*, on the basis of agreements with enterprises or external bodies, at the complete charge of these latter;
- research agreements with enterprises or external companies will foresee additional remunerations for professors who will participate;
- full time or part time university professors pay (**8.2.12.2.**), is correlated to the carrying out of scientific activities and to the engagement for other activities corresponding to a full time of not less than 350 annual teaching hours (inclusive of 120 hours of frontal teaching) and to a part time of not less than 250 teaching hours (inclusive of 80 hours of frontal teaching). A possible additional remuneration is assigned to full time professors within the budget availability, according to their further commitments in research, teaching and management activities and related outcomes;
- competitive examinations for permanent university researcher posts will be announced up to 30 September 2013, with a priority for the present contract lecturers, beneficiaries of research grants, those in possession of a research doctorate qualification and post-doc scholarship holders.

A new provision (D.Lgs. of 6 April 2006, no. 164), in accordance with the above mentioned Law 230/2005, regulates the procedures to obtain the national scientific qualification for the recruitment with tenure of university professors. It establishes what follows:

- different procedures for each level of professors and for each subject sector;
- the authority responsible for calling the procedures (the relevant minister, upon definition of the number of posts by the universities);
- the maximum number of national scientific qualifications for each session;
- the maximum period of validity of the national scientific qualification to participate in the recruitment procedures (four years from its attainment);
- modalities for the formation of the assessment boards;
- modalities to select the seats where the procedures will be carried out;
- modalities and criteria of the work carried out by the assessment boards;

- modalities for the legitimacy control of the assessment deeds (request of the CUN advice, incidental re-examination of the deeds, new CUN advice);
- a limit to the admission to the qualification assessment (participants in three procedures without obtaining the qualification cannot be admitted to the following session for the same sector or similar sectors);
- the principle of non-limitation, as for the admission procedures, regarding the citizenship or the qualifications of the candidates;
- selection procedures to cover the posts of professore ordinario or professore associato should be regulated at university level, in accordance with Law of May 1989, no. 168.

Ministry of Economy and Finance

Law 4 November 2005, no. 230

### 8.2.3. Specific legislative framework

Please refer to sub-sections for more details.

#### 8.2.3.1. Pre-primary, primary and secondary education

Following information refer to school year 2007/2008.

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 integrative collective bargaining takes place not only at national level, but also at regional and school level, this latter since the 1st 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 the periodically renewed national labour contract.

According to school autonomy and following the reform of the Ministry (**2.6.1.1.**), administrative provisions concerning teaching staff (and also non teaching staff) are now responsibility of the schools or of the Regional School Offices (**2.6.1.2.**); these latter can, on their turn, delegate the Provincial School Offices, which are a peripheral sub-division of the Regional School Offices.

D.Lgs. 16 April 1994, no. 297

D.Lgs. 3 February 1993, no. 29

### 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.

Methods of access by competition to university teaching places were defined by Law of 3 July 1998, no. 210 ([8.2.5.2.](#)) and by the relevant regulations for its implementation.

Notable amendments have been introduced with Law of 4 November 2005, no. 230, and D.Lgs. of 6 April 2006, no. 164.

The MIUR 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., [2.6.1.3.](#)

For further details on ongoing reforms, see [8.2.2.2.](#)

National University Council (CUN)

DPR 11 July 1980, no. 382

Law 3 July 1998, no. 210

### 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 specialisation schools for teaching at secondary level (SSIS), 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

Please refer to sub-sections for more details.

#### 8.2.5.1. Pre-primary, primary and secondary education

At present, initial training of teachers and recruitment procedures are under reform ([8.1.2.](#)). Information below refer to school year 2007/2008.

There are only two types of employment contracts: permanent and fixed-term contracts.

According to D.Lgs. 297/1994, the 50% of the permanent posts is covered through competitive examinations based also on qualifications, while the remaining 50% is covered through the permanent lists of candidates who have passed competitive examinations based only on qualifications.

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.](#)).

After appointment to a permanent teaching position, teachers must go through a trial period; The trial period corresponds to the one-year training introduced with Law no. 270 of 20 May 1982 and subsequently regulated through D.Lgs. 297/1994.

The one-year training is actually an induction training which foresees guidance and support of a tutor selected by the Teachers' Assembly and appointed by the school manager ([2.6.4.1.](#)); it foresees formative activities to gain an in-depth knowledge of the typical aspects of the teaching profession (methodological, psycho-pedagogical, relational and communication, legal and administrative aspects). According to the present collective national labour contract, these activities should be carried out through specific and

contextualized projects, taking into consideration the need for the personalisation of the pathways and to offer optional opportunities to improve ICT skills and foreign languages knowledge, also in view of attaining internationally recognised certifications. Since school year 2001-2002, such activities have been organised according to the e-learning integrated model; the Ministry has entrusted the INDIRE (now National Agency for the development of school autonomy, [2.6.1.3.](#)) with these activities which include the development of an on-line learning environment destined to newly recruited teachers with permanent contracts.

At the end of the academic year, the teacher on trial has to write up a report on the activities and training experience carried out, and must discuss it with the Committee for the evaluation of teachers ([2.6.4.1.](#)), in order to obtain confirmation of the permanent post.

Recruitment of teachers for temporary positions that become available for a single year is done by school managers on the basis of lists of candidates in possession of the prescribed qualifications. The lists are updated every three years (see [8.2.6.1.](#)).

The stipulation of fixed-term contracts, even for replacement of absent teachers, is based on specific regulations (the most recent regulation has been issued through D.M. of 13 June 2007) and making use of the specific candidates lists in accordance with the relevant ministerial decrees (the most recent one is D.M. of 21 June 2007).

For ongoing debates on this issue, please see [8.1.2.](#)

National Agency for the Development of the School Autonomy (former INDIRE, former BDP, former IRRE)

Ministry of Education, University and Research (MIUR)

[D.Lgs. 16 April 1994, no. 297](#)

[D.Lgs. 17 October 2005, no. 227](#)

[Law 12 July 2006, no. 228](#)

[Law 20 May 1982, no. 270](#)

### **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 permits to the universities, in accordance with criteria established with Ministerial Decree, to appoint directly Italian or foreign eminent scholars.

According to D.Lgs. of 6 April 2006, no. 164, competitive examinations announced by the single universities for the teachers' recruitment should be reserved to the professors who have obtained the national scientific qualification through the relevant assessment procedures.

For further details on ongoing reforms, see [8.2.2.2.](#)

[D.Lgs. 6 April 2006, no. 164](#)

[DPR 23 March 2000, no. 117](#)

[Law 15 May 1997, no. 127](#)

[Law 3 July 1998, no. 210](#)

## 8.2.6. Professional status

Please refer to sub-sections for more details.

### 8.2.6.1. Pre-primary, primary and secondary education

Teachers are civil servants with a private contract ([8.2.1.1.](#)). Their employment relationship is regulated by the national collective labour 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. According to permanent contracts, teachers become part of the permanent teaching staff. According to temporary contracts, the temporary contracts can last maximum until the end of the school year.

Once a teacher has permanent employment, he is assigned to the specific professional area for under-graduated and graduated teaching staff, which includes teachers of scuola dell'infanzia, lower secondary school, upper secondary school, teaching staff of national boarding schools and of girls' boarding schools, assistants of state special schools.

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. In Italian, the teaching post is usually referred to with two different names: *posto di insegnamento* at primary level and *cattedra* at secondary level.

The primary school teacher is qualified to teach all the disciplines foreseen at this school level.

The secondary school teacher has, from his initial training on, a specialised preparation for one or more disciplines grouped according to the creation of the teaching posts (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 teaching post.

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 head of the Provincial School Office ([2.6.1.2.](#)) entrusts the teacher until the end of the school year (the 31st of August) on the basis of the provincial candidate list;

- Fixed-term replacement until the end of teaching activities: the head of the Provincial School Office entrusts the teacher until the end of the teaching activities (the 30th of June) on the basis of the candidate list;
- Short fixed-term replacement: the teacher is entrusted by the school manager (**2.6.4.1.**); 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 specific candidate lists. 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.

For further details on ongoing reforms, see **8.2.2.2.**

DPR 11 July 1980, no. 382

### **8.2.7. Replacement measures**

Please refer to sub-sections for more details.

#### **8.2.7.1. Pre-primary, primary and secondary education**

Following information refer to school year 2007/2008.

The school head 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 teaching qualification (**8.1.4.2.**) or the laurea.

#### **8.2.7.2. Tertiary education**

According to Law 341/1999, 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 Faculty council (**2.6.4.2.**).

Law 19 November 1990, no. 341

### **8.2.8. Supporting measures for teachers**

Please refer to sub-sections for more details.

### 8.2.8.1. Pre-primary, primary and secondary education

The school manager (2.6.4.1.) has the task to increase the value of the human resources also through the offer of in service training opportunities (8.2.10.).

### 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

In general, the Decree 150/2009, issued for the implementation of law 15/2009, concerning the optimization, efficiency and transparency of public administrations, has introduced provisions for the measurement and the assessment of performances of both teams and single civil servants. Moreover, it provides for the establishment, through a further decree, of limits and methods of the assessment of teaching staff at all levels of education.

### 8.2.9.1. Pre-primary, primary and secondary education

The teacher's activity is evaluated in the following three cases:

- at the end of the induction period, by the Committee for the evaluation of the teachers' service;
- if a permanent teacher requires the evaluation of the teachers' service (the evaluation is carried out by the above mentioned committee); such evaluation can be requested for a period not longer than three years;
- if the school administration orders a verification in the context of a disciplinary procedure or in case of release from the service due to inefficiency or persistent insufficient performance.

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").

Since 1999, according to law, the evaluation groups collect the students' opinions on teaching activities and on university teachers through anonymous questionnaires.

For further details on ongoing reforms, see 8.2.2.2..

Law 19 October 1999, no. 370

## 8.2.10. In-service training

The goals of teachers training, together with the general aims and allocation of financial resources, are established in the national collective agreement. At the present time, in service teacher training is regulated by sections 63 to 71 of the current collective national labour contract for the school division, in force for the three-year period 2006/2009. The current collective national labour contract of the school division establishes that teachers' training is fundamental for the professional development of teachers as well as to support the target changes and an effective policy for the development of human resources.

The training has various aims: initial training, in service training, mobility, re-qualification and professional reorganisation, specific requirements.

Training initiatives are generally carried out of the teaching timetable and; teachers have the right to participate as they contribute to the development of their professional life.

Furthermore, teachers have the right to have five days with exemption from service during the school year to participate in training initiatives.

The Teachers Assembly (**2.6.4.1.**) of every school decides its annual Plan for update and in service training activities, consistently with the objectives and times of the Plan for the educational offer (POF, **2.6.4.1.**), in the respect of the personal needs or options. The Plan for update and in service training activities can include various types of initiatives:

- organized by the educational authority;
- planned by the single school either autonomously or associated with other school, also with the collaboration of universities, associations, research institutes and accredited bodies.

There are three activity and decision making levels:

- the Ministry is responsible for intervention of general interest, above all those necessary for innovations, for the year of training of newly recruited teachers, mobility and professional re-qualification and re-conversion, general co-ordination of the interventions; the Ministry annually establishes the priority objectives for planning and carrying out of formative interventions, the distribution of available financial resources according to criteria established in the labour contract, the role of the different actors, bodies and institutional levels;
- the regional school administration guarantees, on single schools request, professional services to support the planning character of schools, equalising actions and interventions related to territorial peculiarities and specific professions;
- schools or school networks, according to school autonomy, plan training initiatives and prepare the relevant annual programme (see **8.2.10.**).

Bodies and agencies for the training of school personnel must be accredited and their training activities must receive specific recognition from the Administration. The contract in force makes a distinction among entities offering teacher training, among those which are qualified in themselves (schools, Universities, University consortia, research institutes, included the National Agency for the development of school autonomy, **2.6.1.3.**), those qualified after having gained the Ministry's recognition (like professional associations) and those that have received specific accreditation.

There are no particular conditions for admission to the in-service or update training courses.

The educational pathways vary according to their contents and duration: they range from a half-day intervention to multi-annual courses. Schools, according to school autonomy, are free to plan and carry out interventions which better meet their needs. The courses organised by the administration, in particular the qualification, re-qualification and re-conversion courses, as well as the courses offered by universities or other bodies are organised according to specific objectives, contents and times.

The methods adopted for the educational interventions are various and include lessons, study cases, simulations, various types of exercises, e-learning, etc.

The present regulations don't foresee the compulsory verification of the learning outcomes and of the certification of the skills acquired; such actions are carried out only on occasion of certain initiatives, upon proposals accepted by the participants. Generally, it is issued a participation certificate at the end of the course, with the indication of the days and hours of attendance.



There is no institutionalised method of verifying whether (and how) what has been learned in in-service training is actually applied to didactic practice.

National Agency for the Development of the School Autonomy (former INDIRE, former BDP, former IRRE)

IRRE (Regional Institute for Educational Research)

## 8.2.11. Salaries

Please refer to sub-sections for more details.

### 8.2.11.1. Pre-primary, primary and secondary education

Information included in this section refer to school year 2007/2008.

Remuneration of teaching staff is made up of two items:

- the first one is the salary (basic compensation); it includes the integrative sum calculated for the cost-of-living adjustment; 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;
- the second one (accessory compensation) is variable because it includes payments for additional workload (hours and activities), and possible benefits.

We indicate here below the amounts of salaries (basic compensations) of teachers updated to 31 December 2007.

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 pre-primary and primary school**

<b>From 0 to 2 years</b>	18 609.31
<b>From 3 to 8 years</b>	19 112.02
<b>From 9 to 14 years</b>	20 660.26
<b>From 15 to 20 years</b>	22 468.78
<b>From 21 to 27 years</b>	24 223.94
<b>From 28 to 34 years</b>	25 955.69
<b>From 35 years</b>	27 245.23

#### **Teachers of lower secondary school**

<b>From 0 to 2 years</b>	20 197.18
<b>From 3 to 8 years</b>	20 754.77
<b>From 9 to 14 years</b>	22 577.27
<b>From 15 to 20 years</b>	24 675.29
<b>From 21 to 27 years</b>	26 712.51
<b>From 28 to 34 years</b>	28 710.89
<b>From 35 years</b>	30 192.03

**Teachers of upper secondary school**

<b>From 0 to 2 years</b>	20 197.18
<b>From 3 to 8 years</b>	21 341.39
<b>From 9 to 14 years</b>	23 172.23
<b>From 15 to 20 years</b>	25 430.65
<b>From 21 to 27 years</b>	28 307.39
<b>From 28 to 34 years</b>	30 192.03
<b>From 35 years</b>	31 694.41

As for accessory compensation, the contract of 29 November 2007 establishes the gross hour salary foreseen for the additional performance; this amount of 35.00 € for additional teaching hours, 50.00 € for additional teaching for the catch up courses and 17.50 € for additional non teaching hours is debited to the school budget.

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.

Ministry of Education, University and Research (MIUR)

**8.2.11.2. Tertiary education**

Professori ordinari are entitled to a basic salary, to the special allowance (a sum calculated for the cost-of-living adjustment) and to an additional allowance for the full-time commitment (**8.2.12.2.**), if they chose this 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 the full-time commitment 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*.

Professori associati have the same type of retribution, but the salary is equivalent to 70% of that of *professori ordinari*.

Retribution for research professors who choose the full-time commitment is equivalent to 70% of that of a *professore associato* with a full-time condition and the same seniority.

Or further details on ongoing reforms, please see **8.2.2.2.**

**Annual average cost per-capita for the personnel at universities (year 2006)**

	<b>Annual cost in Euros</b>
Professori ordinari	102 600
Professori associati	70 100
Researchers	48 400
Technical and administrative staff	32 500

**8.2.12. Working time and holidays**

Please refer to sub-sections for more details.

### 8.2.12.1. Pre-primary, primary and secondary education

Information included in this section refer to school year 2007/2008.

The compulsory work schedule of teaching personnel includes what follows:

- teaching activities, covering, within the annual school calendar established at regional level, not less than 5 days a week, for 25 hours in pre-primary school, 22 hours in primary school, plus 2 hours devoted to programming didactic activities, and 18 hours a week in secondary school;
- activities, both quantified and non quantified, functional to teaching:
  - individual work: planning of the lesson and of tests, correction of students' work, contacts with students' families etc;
  - team-work activities (up to 40 hours a year): participation to the meetings of the teachers assembly (**2.6.4.1.**), planning and monitoring (at the beginning and at the end of the school year), information to the families about students' final results;
  - team-work activities (up to 40 hours a year): participation to the activities of the collegiate bodies of the school (**2.6.4.1.**);
  - carrying out of exams scrutini and of the drawing up of all the documentation related to the evaluation process.

A maximum of 6 additional teaching hours per week can be added to carry out activities functional to teaching (for example activities for increasing the educational offer, or to start pupils to sports, etc). The additional workload is paid, upon decision of the teachers' assembly, within the available budget of the school and in consistency with Plan for the educational offer (POF, **2.6.4.**).

Finally, teachers can work more that the compulsory working time, if the subject they teach has a teaching timetable that overcomes the compulsory minimum or if they take the place of absent colleagues.

Activities that are functional to the POF have been introduced as a support measure for the fulfilment of the school autonomy. These functions are defined by the teachers' assembly in consistency with the POF. Teachers who are in charge of carrying out these functions, have an additional pay, non pensionable, calculated on the resources that the Ministry annually allocates to these purpose.

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 whole personnel.

The salary is in proportion to the number of hours of work.

The contract of 1999, confirmed by contract of 2003 and 2007, 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 further 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.

Teachers can also – but without retribution – take the unpaid leave of absence 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 a full-time and a part-time commitment. 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 part-time commitment is incompatible with the office of Rector, Preside, elective member of the Board of Directors, Director of the department and Director of the research Doctorate 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 about the scientific work carried out, submitted every 3 years to the faculty council (2.6.4.2.).

Professori ordinari and research professors are entitled to the same types of paid and unpaid leave 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 unpaid leave 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 unpaid leave 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 unpaid leave are applicable to career progression, trattamento di quiescenza and pension.

## 8.2.13. Promotion, advancement

Please refer to sub-sections for more details.

### 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 after fixed period of time (see tables at section **8.2.11.1.**) provided that the teaching function has been carried out without incurring a permanent disciplinary measure implying disciplinary lay-off; otherwise, raises are delayed;
- The passage of teachers either to the function of school manager in accordance with the procedure described in **8.3.1.** 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 school manager of the same level and type of instruction, or a teacher with seniority of tenure of at least 9 years: moreover, to access the examinations, candidates must have passed a pre-selection exam involving multiple choice tests (see **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 yearly hours (for example: planning, research, documentation, updating activities) and, as far as the teachers chosen by the teachers' assembly are concerned, functions aiming at the Plan for the educational offer (POF) (**2.6.4.**). Furthermore, the 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 labour contract provides that teachers can carry out activities destined to the public, including adults, in the school where they teach or in other schools; such educational offer cannot be destined to the teacher's pupils as far as curricular subjects are concerned.

### 8.2.13.2. Tertiary education

When the professori ordinari are appointed, they obtain the title of professore straordinario for 3 years. Instead, the professori associati must undergo an evaluation 3 years after appointment, 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. However, *professori associati* and *professori ordinari* should have previously obtained the specific national scientific qualification, as provided by D.Lgs. of 6 April 2006, no. 164 (see **8.2.2.2.**).

[D.Lgs. 6 April 2006, no. 164](#)

## 8.2.14. Mobility

Please refer to sub-sections for more details.

### 8.2.14.1. Pre-primary, primary and secondary education

Following information refer to school year 2007/2008.

After a teacher has completed the trial year (probationary period), she/he can change school or work location on the basis of rules established by law and decrees and ordinances issued in application of those rules, prepared with the agreement of the trade unions that represent school personnel on the national level.

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. For matters of urgency, the mobility can also be ordered during the school year and, if the urgency is due to serious environmental incompatibility and to a detriment of the relationships between the school and families and pupils, the school manager can order the mobility without hearing the teachers' assembly opinion (**2.6.4.1**).

Transfer to non state school and vice versa are not possible, even though they are paritarie schools or schools managed by the regions, provinces or communes.

Legislative Decree 59/2004 for the reform of the first cycle of education foresees that teachers of primary schools and of lower secondary schools do not 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 lower secondary school). However, such provisions have been amended through the bargaining signed on 17 July 2006 by the ARAN (Agency for the bargaining representation of public administration) and the trade unions of the school division.

[D.Lgs. 19 February 2004, no. 59](#)

#### **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 department 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.

[National Research Council \(CNR\)](#)

[National University Council \(CUN\)](#)

#### **8.2.15. Dismissal**

Please refer to sub-sections for more details.

##### **8.2.15.1. Pre-primary, primary and secondary education**

Information included in this section refer to school year 2007/2008.

It is possible to cancel the labour contract:

- upon request of the teacher, through resignation. Resignation starts from the 1st 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**

Please refer to sub-sections for more details.

### **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.

Recently, new provisions have been introduced (law no. 247 of 2007), establishing what follows:

- starting from 1st January 2008, it will be possible to retire at 58 years of age and at least 35 years contribution;
- starting from 2010 a new system will be introduced, based on 'shares', meaning that the sum of the two parameters, age and years of contribution, must be at least equal to 95 (i.e., a minimum of 59 years of age and 36 years contribution);
- starting from year 2011, the share raises to 96 (60 years of age) and from 2013 to 97 (61 years of age).

The general rule concerning mandatory retirement at the age of 65 (that corresponds to voluntary retirement after 40 years of service) is still valid.

For didactical reasons, retirement always starts from the 1st of September, date of the school year beginning.

The general rule has the following exceptions:

- 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, in case of teachers who were in service on the 1st of October 1974 and who have to retire for retirement age (65 years) but who have not reached the number of years of service required for the full retirement pension;

- The years of service can be extended maximum to 70 years of age, in case of teachers who have to retire for retirement age (65 years) but who have not reached the number of years of service required for the minimum retirement pension.

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.

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, or to the opening of an insurance position at INPS (national institute for social provision).

What follows is still considered valid for *trattamento di quiescenza*: attendance of university courses for the attainment of the laurea if redeemed and they don't coincide with periods of service; 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 recruited before 1 January 2001 are entitled to a retirement gratuity 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 is an amount paid at the end of the career and generally corresponds to one month's pay for each year of service.

Staff recruited after 1 January 2001 fall within the new system of retirement allowance.

In the event of the pensioner's death, the pension may pass widow's pension 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.

[Law 8 August 1995, no. 335](#)

### **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.

Professors who are *fuori ruolo* 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

For information on management staff at pre-primary, primary and secondary levels, please refer to the sub-sections below and to [2.6.4.1.](#)

For information on management staff at higher level (university and Afam institutions), please refer to [2.6.4.2.](#)

### 8.3.1. Requirements for appointment as a school head

The school heads already in service in year 2000, when the provisions on autonomy of schools came into force, needed to attend training courses if they wanted to obtain the qualification of school manager ([2.6.4.1.](#)). From 2001, the recruitment of new school managers was instead carried out through a course-competition (*corso-concorso*), announced with a Decree of the Ministry of Education and 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, could be admitted to the course-competition, which was subdivided into a common training and specific training courses, according to different types of education. The course-competition was made up of a preliminary selection based on qualifications, an admittance competition only for teachers getting through the qualification selection, a period of training (also including apprenticeship and work experience in institutions and bodies) only for candidates entering the classification list of the admittance competition, within the limited number of posts foreseen by the competition and of a final examination. The organisation and carrying out of the training period were under the responsibility of the Regional School Offices ([2.6.1.2.](#)) in collaboration with IRRE and INDIRE ([2.6.1.3.](#)), the latter in charge of providing a special on-line platform.

Financial law of 2007 has amended the recruitment procedures, which were then established through regulation (DPR 140/2008), according to the following principles: the competition, aimed at covering vacant posts, is advertised every three years; standardisation of the three sectors of school management; open access to the teaching and educational staff of state schools and boarding schools, in possession of a degree, who have been in service with tenure for at least five years; pre-selection through culture and profession tests, to replace the present pre-selection based on qualifications; one or more written tests to which all candidates who pass the pre-selection are admitted; oral text; qualifications assessments; formulation of the merit classification list; training and apprenticeship period lasting not more than four months, within the limits of the posts offered for competition, and subsequent abolition of the 10% rate. The specific regulation has not yet been issued.

National Agency for the Development of the School Autonomy (former INDIRE, former BDP, former IRRE)

IRRE (Regional Institute for Educational Research)

### 8.3.2. Conditions of service

The school manager ([2.6.4.1.](#), [8.3.1.](#)) is employed on a permanent basis with a contract in accordance with law provisions and the labour national bargaining. The first contract of the school manager was drawn up in 2002 (the last one has been signed in 2006); 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. Starting from the 1st of January 2006, the minimum annual salary is 40 129.98 Euros. It is not possible to give information on the maximum annual salary, as there is not a wage scale based on seniority increase. The following items are added to the school manager's annual salary:

- Position allowance: calculated at regional level according to the complexity of the school (size, risk areas, etc.). It varies from 9 000.00 to 14 000.00 Euros;

- Result allowance: at the moment, while waiting for the generalization of evaluation of school managers' activities, the sum is uniformly distributed and it is equal to 2 000.00 Euros per-capita;
- Individual seniority pay: it is exclusively addressed to school managers who were already in service before the regulation on autonomy of schools came into force. It is calculated according to the seniority wage they had gained at that time as teachers. The average annual amount is 10 000.00 Euros.

Therefore, the average annual salary for school managers already in service before 2000, is about 61 000.00 Euros. For those who have been hired after 2000 onwards, the average annual amount is about 50 000.00 Euros.

According to D.Lgs. 165/2001, the school managers are assigned to regional lists according to the outcomes assessed on the basis of their specific functions and of the verifications carried out by the special evaluation unit, set up within the regional school administration, chaired by a manager and made up of experts also external to the school administration.

After a three-year experimentation phase on a sample of the Si.Va.Di.S. (Evaluation system of the school managers) project, the national labour contract of the school managers, signed in 2006, has foreseen that the evaluation should be carried out by a unit appointed by the regional general manager and made up of a technical manager, an administrative manager and a school manager.

Financial law of 2007 has foreseen, among the new tasks of the INVALSI, the definition of the procedures for the evaluation of school managers; therefore, the evaluation system for this category has still to be widespread applied.

National Institute for the Evaluation of the Education and training System (Invalsi) (former CEDE)

## 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 (for more information on the evaluation of the school system, see chapter 9).

As already said at section **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 school manager, upon advice of the Committee for the evaluation of teachers (**2.6.4.1.**).

Exceptionally, a teacher can be subject to evaluation upon request of the school administration in the context of disciplinary measures or procedures for the exemption from service (see **8.2.15.1.**), due to incapacity or constantly insufficient performance. In this case, technical managers (former inspectors) should check the service quality. However, technical managers carry out not only this function.

According to D.M. of 28 April 2004, managers with technical functions - without prejudice to the collaboration with the minister as far as the state exams tests are concerned - carry out their tasks with reference to the following areas: support for planning and educational processes; support to the evaluation and self-evaluation process; technical, didactical and pedagogical support; inspectors' function. More recently, also the following areas of competence have been added: bullying, youth deviance, teachers' assiduity and continuity at work. The modalities for carrying out these activities have to be established by the Minister.

### 8.4.1. Requirements for appointment as an inspector

School managers (**2.6.4.1.**), as well as teachers with a laurea and at least 9 years service and 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. To access the examinations, candidates are required to pass a pre-selection test. Examinations consist in three

written tests and an oral test; admission to the oral test requires that candidates have obtained not less than 70 marks out of 100, in each written test. A minimum of 70 marks is also required to pass the oral test.

#### 8.4.2. Conditions of Service

Technical managers of the Ministry of Public Education are assigned to the lists of the state management.

### 8.5. Educational staff responsible for support and guidance

As for the integration of pupils with special needs in the classes of ordinary schools, it is foreseen the intervention of specialised teachers, called 'support teachers'. These teachers have received, within their initial training, an additional training called 'support module' with specific didactic activities, for at least 400 hours. The support teacher is assigned to the class attended by a pupil with special needs and not the pupil him/herself. These teachers should join the ordinary class teachers to prepare a unitary planning. For more details on the integration of pupils with special needs, please see [8.1.4.1.](#) and chapter [10.](#)

Guidance should fall within the teachers' action: in fact, it can be considered a progressive education to self knowledge, to the knowledge of the opportunities offered by the environment and to the capacity to choose. Teachers in charge exclusively of guidance activities are not foreseen in lower and upper secondary schools; such activities are carried out according to the planning of each school, also in collaboration with the local authorities and specialised external agencies, through additional ad-hoc tasks assigned to the class teachers.

### 8.6. Other educational staff or staff working with schools

Information included in this section refer to school year 2007/2008.

Non teaching staff operate regularly in schools; they are permanent state staff called ATA (administrative-technical-auxiliary). 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 ATA personnel of all school types and levels is determined by the collective labour contracts. The ATA personnel is classified in a separate contractual sector. The ATA personnel 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. These criteria take into consideration the number of classes in function, the number of technical and science laboratories, gymnasiums, and annexed national boarding schools, if any, in each school as well as the opening hours.

The labour contracts of 2003 (and the subsequent contract of 2007) provides for the following professional profiles:

- Director for the general and administrative services ([2.6.4.1.](#));
- Administrative co-ordinator or technical assistant;
- Administrative co-ordinator;
- Administrative assistant
- school collaborator;
- Technical assistant;

- School services collaborator (for assistance to handicapped pupils and hygiene of minors);
- Cook, nurses, cloakroom attendant.

Ministry of Education, University and Research (MIUR)

## 8.7. Statistics

**Table 1 – School managers, school year 2008/2009**

Primary school and lower secondary school	7.347
Upper secondary schools	3.236
Boarding schools	47
<b>TOTAL</b>	<b>10.630</b>

Source: Ministero dell'Istruzione, dell'Università e della Ricerca – Direzione Generale per gli Studi, la Statistica e i Sistemi Informativi - 'La scuola statale: sintesi dei dati a.s. 2008/2009', p. 207.

**Table 2 – Teaching staff, school year 2008/2009**

Teachers	Pre-primary school	Primary school	Lower secondary school	Upper secondary school	Total
Permanent posts	81.641	240.492	156.809	225.949	704.891
Temporary posts (annual)	2.787	4.793	7.930	4.772	20.282
Temporary (until the end of school activities)	7.382	26.105	32.614	44.452	110.553

Source: Ministero dell'Istruzione, dell'Università e della Ricerca – Direzione Generale per gli Studi, la Statistica e i Sistemi Informativi - 'La scuola statale: sintesi dei dati a.s. 2008/2009', Tavola B3.

**Table 3 – In service administrative, technical and auxiliary personnel (ATA), school year 2008/2009**

Permanent staff	Temporary staff	TOTAL
167 123	78 152	245 275

Source: "Elaborazione su dati del Ministero dell'Istruzione, dell'Università e della Ricerca – Direzione Generale per gli Studi, la Statistica e i Sistemi Informativi" - 'La scuola statale: sintesi dei dati a.s. 2008/2009', Tavola B3.

**Table 4 – In service university teachers – academic year 2006-2007**

Professori ordinari	18.929
Professori associati	18.256
Researchers	25.583
<b>Total</b>	<b>62.768</b>

Source: MIUR – Statistical Service (<http://statistica.miur.it>) – data refer to 31 December 2008.

**Table 5 – Teachers in service in Higher level arts and music education (Afam) institutions – Academic year 2008/2009**

	<b>Total</b>	<b>Women out of the total</b>
Teachers	10.423	3.462

Source: MiUR – Statistical service

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## 9. Evaluation of educational institutions and the education system

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In Italy, the evaluation culture in education has traditionally developed around two points:

- a) pupils' evaluation, conceived as a process that is carried out together with the didactic action and that has diagnostic, prognostic, formative and sommativ functions;
- b) data collection on the whole system: pupils, classes, teachers, pupils' flow, promotions, failures and drop-outs.

A process aimed at creating an evaluation system has been carried out for a decade (**9.1, 9.2**). This system is expected to answer to the following needs:

- to provide policy makers and subjects involved in the management of the education system with knowledge and points of reference for taking strategic decisions on educational policies and for suitably allocating expenses for education;
- to provide general public with a transparent account of the conduct and results of the school system as a fundamental public service;
- to provide single educational institutions with tools for self-evaluation and for improving the quality of their action.

### 9.1. Historical overview

At the beginning of the 90ies the need of a real evaluation system has been observed, while the single schools autonomy has determined the spreading of self-evaluation procedures.

In fact, at the beginning of 1990 the 'National conference on school' was held in Roma. In that occasion, the Censis (Centre of studies for social investment) produced the report 'For a national service of evaluation: experiences from abroad and proposals for Italy'. Moreover, Giuseppe De Rita, with his speech 'Right to study and quality of education', uphold the demand of evaluation of the education system as the essential condition for improving the quality of the system.

This proposal was acknowledged through Law of 23 October 1992, no. 421 and the following Legislative decree of 12 February 1993, no. 35. Later in 1993, in compliance with the mentioned Legislative decree, the Minister of public education drew up a 'Systematic proposal on school' in which the basic criteria of efficacy, efficiency, responsibility and transparency in evaluation were reaffirmed, also foreseeing the development of the self-evaluation carried out by educational institutions on their results.

All the above mentioned provisions have been included into the Consolidation Act on education (Legislative decree 297/1994) which assigned to the Minister of public education the task of defining the criteria for the evaluation of the outputs of the education system.

In 1997, the 'National service for the quality of education' was established (Directive of 21 May, no. 307) and the European Centre of Education (CEDE) was committed with carrying out the relevant programmes and activities.

In 1999, the CEDE was converted into the INVALSI (National Institute for the Evaluation of the Educational System) with the following tasks: evaluating the efficiency and efficacy of the education system as a whole and analytically, where appropriate also for each educational institution, also setting the evaluation at national level in an international context; studying the reasons of school failure and drop-outs, with reference to the social background and to different types of educational provision; carrying out activities to assess the

level of satisfaction of users; giving support and technical assistance to the school administration in order to carry out autonomous initiatives of assessment and giving support to single educational institutions also by providing freely accessible files; assessing the results coming from the implementation of legislations concerning schools; assessing the results of projects and of initiatives promoted at national level for the innovation of the system; assuring that Italy takes part in research projects at international level concerning both evaluation and didactic and organisational innovation.

The INVALSI has further been reorganised (Legislative decree of 19 November 2004, no. 286) as foreseen by the reform Law 53/2003, which has established the National evaluation service (*Servizio nazionale di valutazione*) of the education and training system (9.3.) and finally by D.Lgs. no. 213 of 31 December 2009.

Always at the beginning of the 90ies, the development of an organized evaluation system has involved also the higher education sector. A specific system for both the internal and external evaluation of higher education institutions have been established, together with the reforms introduced within the Bologna Process framework. The evaluation system has affected, in different ways, both the new organization in three cycles and the quality of scientific research.

CENSIS (Centre of Studies for Social Investment)

National Institute for the Evaluation of the Education and training System (Invalsi) (former CEDE)

D.Lgs. 16 April 1994, no. 297

D.Lgs. 19 November 2004, no. 286

D.Lgs. 20 July 1999, no. 258

D.Lgs. 31 December 2009, no. 213

DPR 8 March 1999, no. 275

Law 28 March 2003, no. 53

## 9.2. Ongoing debates and future developments

The Ministry of Education, University and Research has established the action plans for the evaluation activities that should be carried out by the *Invalsi* (National institute for the evaluation of the education system, 9.3.), starting from school year 2008/2009 in a three-year period (Directive no. 74 of 15 September 2008) and for school year 2009/2010 (Directive no. 76 of 6 August 2009).

According to the three-year directive, the areas subject to intervention are the following: education system evaluation; schools evaluation; evaluation of the learning outcomes of pupils and students through surveys carried out for the National Evaluation Service, surveys carried out on occasion of the state exams and those carried out within the international surveys; school staff evaluation; the spread of a culture of evaluation.

In particular, the learning outcomes of pupils and students at the beginning and at the end of all educational levels will be gradually gathered starting from school year 2008/2009 according to the following steps:

- Starting from school year 2008/2009, in the second and fifth grades of primary school
- Starting from school year 2009/2010, in the first and third grades of lower secondary school
- Starting from school year 2010/2011, in the second and fifth grades of upper secondary school

The surveyed subject areas are first Italian and mathematics, then sciences. English is also likely to be surveyed.

As far as the education system evaluation is concerned, an annual report on the school system is foreseen (supply/demand ratio, analysis of the quantitative data and of the qualitative outcomes of the national and international surveys and of the final exams of the first and second school cycles).

The ValSIS (evaluation of the education system and schools) research project has been started up in the view of defining a unitary framework for the evaluation of the education system and schools. In 2009, within this research project, a model for the assessment of each school functioning has been developed; the model takes into account the initial and final steps of the organisation and teaching process, in order to identify the practices which better affect the improvement in the pupils' achievements (9.4. 9.5.). The activities that the *Invalsi* will carry out in the three-year period (2008/2009-2010/2011) are better specified in the annual action plan. As for the evaluation of the education system, for example, according to Directive 76/2009 the *Invalsi* is committed with the drawing up of an annual report on learning outcomes of pupils instead of on the education system (as required by the three-year action plan).

Beside the already mentioned activities, the *Invalsi* prepares every year the national written test for the lower secondary education final exam (5.15.1. 9.4.). Starting from school year 2009/2010, the mark obtained by the student will be added to the marks obtained in all the other written and oral tests of the exam, together with the report on admission to the exam itself, to determine the final mark (DPR 122/2009). Furthermore, the *Invalsi* evaluates the upper secondary education level final learning outcomes through the written tests of the relevant final exam.

National Institute for the Evaluation of the Education and training System (*Invalsi*) (former CEDE)

Directive 15 September 2008, no. 74

DPR 22 June 2009, no. 122

## 9.3. Administrative and legislative framework

### Primary and secondary education

As for the evaluation of the school system, the reference legislation is, at present, the reform law 53/2003, which establishes that 'in order to improve and standardize the quality of the education and training system, the National Institute for the Evaluation of the Educational System (*Invalsi*) regularly checks knowledge and skills of students as well as the overall quality of the educational provision; the structure and the organisation of the Institute are re-organised in order to comply with these tasks'.

The D.Lgs. 286/2004 regulates the new organisation of the *Invalsi*.

Art. 1 set up the National evaluation service of the education and training system, aimed at evaluating the efficiency and quality of the education system at national level. As for the vocational training system, this evaluation only concerns the minimum levels of performance and it is carried out together with other actors involved in the evaluation of national policies on human resources. Many are the institutions involved in the achievement of the above-mentioned results: the *Invalsi*, schools and institutions providing education and training, the Regions, the Provinces, the Municipalities. These institutions work, within their own competences, by coordinating their own activities and services and by stimulating the creation of procedures aimed at exchanging data and information concerning both the education and the vocational education and training systems.

Art. 2 define *Invalsi* as a public research body with legal status. It has administrative, accounting, patrimonial and financial autonomy as well as powers to enact regulations. The *Invalsi* is submitted to the supervision of the Ministry of education. At least every three years, the Ministry establishes strategic priorities that have to be taken into account by the *Invalsi* in order to plan its activities. As for the education system, the Ministry issues a specific directive, while for the vocational education and training system, the Ministry issues specific guidelines that are drawn up in collaboration with the State/Regions Conference and the Ministry of labour.



According to art. 3 the commitments of *Invalsi* are the following:

- to assess students' skills and abilities and the overall quality of teaching offered by the education and training institutions;
- to arrange national tests within the final State examinations held at the end of the first and of the second cycles of education. Tests are at the choice of the minister of education;
- to carry out research activities within the purposes of the Institute;
- to study the causes of drop-outs and school failure;
- to carry out specific initiatives to foster the participation of Italy in European and local research projects within the educational field;
- to support the administration at regional, local and school level for the realization of autonomous self-assessment initiatives;
- to carry out training activities related to assessment and self-assessment procedures for teaching and managerial staff of schools.

Within the framework for the establishment of a National evaluation system, the commitments of the *Invalsi* have been revised as follows (D.Lgs. 213/2009):

- creation of tools and objective methods for the evaluation of learning outcomes and the elaboration and delivering of the results of such evaluations;
- promotion of national tests on learning outcomes for the use of schools and institutions for vocational education and training, support and assistance to schools and training institutions, also through the creation of objective tests that can be used for schools self-evaluation practices;
- research on models and methods for the evaluation of schools and training institutions and the study of factors influencing learning processes;
- preparation of tests for state exams at national level, within the framework of regulation in force;
- carrying out of studies and collaboration to activities for the evaluation of the education system aimed at realising initiatives for the exploitation of merit and in collaboration with the university system;
- carrying out of research activities, within its own aims, both upon its own initiative and upon commission of private and public bodies, also assuring the participation in international projects;
- carrying out of support activities and technical assistance to the regions and local authorities for the realisation of autonomous initiatives for monitoring evaluation and self-evaluation activities;
- carrying out of training activities for the teaching and managing staff issues related to evaluation in collaboration with the National agency for the development of school autonomy (*Ansas*, **2.6.1.3**).

*Invalsi* is made up of the following bodies:

- The Chairman, with a high-level scientific qualification and a suitable knowledge of the education and evaluation systems both Italian and of other countries. She/he is appointed through a Decree of the President of the Republic by decision of the Council of Ministers and on designation of the Minister of Education and she/he is chosen among a tern of names proposed by the Guidance Committee among its members. The office has duration of three years which it can be extended for other three years, following the same procedures;
- The Guidance Committee, made up of the Chairman and two members, of whom at least one coming from the educational field, ad chosen according to gender equality criteria. To be appointed a

scientific qualification and a recognized knowledge of the Italian and foreign education and training systems, are required. Members of the Committee are chosen by the Minister of Education among experts in the sectors falling under the competence of the Institute. Experts are presented by a special commission, upon a notice published in the Official Gazette aimed at acquiring curricula of candidates. The commission is appointed by the Minister of Education and it is made up of three members, the Chairman included;

- The Board of auditors.

As for external evaluation of schools, law 176/2007 which entrusts the National evaluation service with the task of carrying out the necessary surveys for evaluating the positive outcomes of schools. The law also introduced the third written test, valid nationwide, in the first cycle of education leaving exam (end of lower secondary education, **5.15.1. 9.2. 9.4.**).

As for internal evaluation of institutions, the legislative references are, at present, the Charter of school services (*Carta dei Servizi Scolastici*), issued through DPCM of 7 June 1995) and the Regulation on school autonomy (DPR 275/1999), both encouraging self-evaluation practices.

The Charter on school services, issued through D.P.C.M. of 7 June 1995) points out three quality areas (didactic, administrative, environmental); it establishes the obligation of defining quality factors and standards for each area; it provides for methods of carrying out the self-evaluation of the National evaluation service, through questionnaires for parents, school staff and, only at upper secondary level, for students.

The Regulation on school autonomy (D.P.R. 275/1999) has committed schools with the establishment of criteria for the recurrent assessment of results that have been attained with reference to the prefixed objectives.

Regulation no. 44/2001, establishes that the Board of Auditors is entrusted with the control on administrative and accounting regularity.

### **Higher technical education and training system**

A database on the higher technical education and training system is active at the National Agency for the development of the school autonomy (*Ansas*). In order to assure the integration of the different information systems of the Regions, *Ansas* works with the technical collaboration of both the Institute for the development of professional training of workers (*ISFOL*, **2.6.1.3.**) and the Italian institute of statistics (*ISTAT*).

At national level, the Ministry of education, together with the Ministry of labour, evaluates and monitors the integrated intervention plans realised by Regions also through the programmes financed through the European Social Fund.

Every three years, the Ministry of education, together with the Ministry of labour and the Ministry of economic development and with the technical assistance of *Ansas* and *Isfol*, submits a report to the Parliament showing the results of the evaluation and monitoring activities of the intervention plans.

### **Tertiary education**

Please refer to **9.5.2. 9.6.2.**

National Institute for the Evaluation of the Education and training System (Invalsi) (former CEDE)

D.Lgs. 19 November 2004, no. 286

D.Lgs. 31 December 2009, no. 213

Directive 15 September 2008, no. 74

DPR 22 June 2009, no. 122

DPR 8 March 1999, no. 275

Law 15 March 1997, no. 59

Law 25 October 2007, no. 176

Law 28 March 2003, no. 53

## 9.4. Evaluation of schools/institutions

At present, there is no external evaluation of single institutions, except for the control of administrative and accounting regularity that is carried out by the Boards of Auditors.

However, the *Invalsi* has been entrusted with the definition of a model for the evaluation of schools, also based on international experiences, within the activities foreseen in the three-year action plan established by the Ministry of education, university and research (9.2.). In year 2009 the *Invalsi* has developed a model for the evaluation of each school functioning, within the ValSIS research project (*Valutazione del sistema e delle scuole*, 9.5.1.). Such a model focuses on the initial and final phases of the organisation and teaching processes, in order to identify the practices which affect the improvement in the pupils/students learning outcomes. The mode has been carried out in collaboration with schools and experts.

Furthermore, *Invalsi* is committed with the study of models and methods for the evaluation of schools and training institutions and of factors affecting the learning processes.

### **Evaluation of the students' learning outcomes aimed at the schools' evaluation (national Service for Evaluation)**

The *Invalsi*, through the national Service for Evaluation (*Servizio nazionale di valutazione, SNV*) has been committed with the gathering of data on the students' achievements, in order to evaluate the added value achieved by the schools as far as the increase of the learning outcomes is concerned (9.2.).

In school year 2009/2010, the learning outcomes of pupils and students at the beginning and at the end of all educational levels will be assessed starting from pupils of the second and fifth grades of primary school.

In school year 2008/2009, the pupils' achievements in Italian and mathematics in the second and fifth grades of primary school have been assessed. The tests have been delivered to a sample of pupils chosen according to special statistical criteria in approximately 5300 schools which accepted the invitation to participate in the survey published at the beginning of 2009.

The tests have been corrected by the teachers according to an assessment grid developed by the *Invalsi*. External observers have guaranteed the quality of the tests delivery on a sample of 1200 schools.

The learning outcomes of pupils at the end of lower secondary school have been assessed according to the results of a national written test, both open and multiple choice tests on Italian and mathematics, delivered during the lower secondary school leaving exam (5.15.1.). The test has been developed by the *Invalsi*, which also responsible for delivering it to schools and for analysing the results. In order to obtain data to be analysed in the short-time aimed at the drawing up of the annual report, *Invalsi* also carries out a survey on a sample of schools chosen at regional level. The examination results are taken into account together with the marks obtained in the other tests to calculate the average for the final mark (9.2.). The test is assessed by the class teachers according to a grid developed by the *Invalsi*. This latter then carries out an analysis of the results providing schools with data that must be as disaggregate and analytic as possible (e.g. data per classes, answers to single questions, etc). It also supports schools for reading and interpreting data in order to help self-evaluation processes, aimed at pointing out positive aspects to be maintained and developed or, instead, critical aspects requiring an intervention.

At the present time, the students' achievements at the conclusion of the upper secondary level are assessed by the *Invalsi* through the outcomes obtained by a sample of students in the written tests (Italian and mathematics) delivered during the upper secondary school leaving state exam. Starting from school year 2010/2011, also this educational level will be included in the annual surveys specifically developed by the *Invalsi* (9.2).

All the details on *SNV* (tests, assessment grids, etc.), on the evaluation within the exams at the end of the school cycles and on the *ValSIS* project are available on the *Invalsi* website ([www.invalsi.it](http://www.invalsi.it)).

Internal self-evaluation of schools is also very widespread (9.3).

National Institute for the Evaluation of the Education and training System (*Invalsi*) (former CEDE)

Directive 15 September 2008, no. 74

## 9.5. Evaluation of the education system

Please refer to sub-sections.

### 9.5.1. Pre-primary, primary and secondary education

As for pre-primary education, there are no data available at national level on the quality of the system, except for data concerning the number of schools, teachers, pupils enrolled, etc. See 3.

The evaluation of the education system (primary and secondary levels) is carried out by the National Institute for the Evaluation of the education system (*Invalsi*). The Ministerial Directive on the action plan of *Invalsi* for the next three years (9.2), established that, as for the evaluation of the education system, *Invalsi* draws up an annual report on the school system, which must include both quantitative indicators (demand/supply ratio, resources, etc.) and qualitative indicators (analysis of exam outcomes, analysis of national and international surveys, etc.). The action plan for school year 2009/2010 has instead committed *Invalsi* with a report on pupils' learning outcomes. Following the surveys carried out in school year 2008/2009, the results of tests held at primary level, second and fifth classes, and at lower secondary level, third class, are now available.

Within the three-year action plan, in September 2008 *Invalsi* has started the *ValSIS* research project (9.4). The project is aimed at creating a framework for the evaluation of the system and of schools, in order to offer both a general overview on the quality of the system and a perspective focused on single schools. The framework takes into account the background where schools work, resources at their disposal, activities carried out, short-term results (marks, number of successful pupils), long-term results (competences acquired, access to the labour world).

The results of international researches, to which Italy takes part, provide very useful information: PISA (basic competences in reading, mathematics and science for 15-year old students); TIMSS (third international survey on mathematics and science competences of students of the fourth class of primary schools and of the third class of upper secondary schools), PIRLS (survey on reading competences of pupils in the fourth class of primary schools).

Further details on the *ValSIS* project, on national and international surveys results and on activities carried out by *Invalsi* are available on the website of the Institute ([www.invalsi.it](http://www.invalsi.it)).

Finally, the Statistical Service of the Ministry provides useful information through periodical publications also accessible on the Ministry of Education website (<http://www.pubblica.istruzione.it>).

National Institute for the Evaluation of the Education and training System (*Invalsi*) (former CEDE)

Directive 15 September 2008, no. 74

### 9.5.2. Tertiary education

The deep changes occurred in the university system and, in particular, the wider teaching autonomy and the new curricular model both requiring an educational offer which is able to meet the needs of the society and the labour market and, 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 already existed inside each university, and the National Committee for the evaluation of the university system (*Comitato Nazionale di Valutazione di Valutazione del Sistema Universitario-CNVSU*, **9.6.2.**), 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 newly introduced evaluation body (9 members, including foreigners) and its functions; it closely relates the outcomes of the evaluation process to the allocation of public resources to single institutions and binds financing to the results of the evaluation activity.

The *CNVSU*, established through DM of 4 April 2000, no. 178, has been working until the end of 2008. According to the law, it was provided with its own administrative office, its own budget, and it could entrust teams of experts, as well as specialised organisations or companies, with carrying out researches and studies. As for the evaluation of the higher education system, the tasks of the Committee were the following: to establish general criteria for the evaluation of the activities of universities; to carry out an annual programme on the evaluation carried out outside universities or single institutions; to draw up an annual report about all the evaluation activities; to draw up and publish an annual report on the conditions of the university system. *CNVSU* also carried out consultative and preliminary activities as well as the definition of standards, indicators and technical provisions, on the behalf of the Ministry of University and Research.

As for higher non-university education, the gradual inclusion of the AFAM system in the so called 'Bologna process' has highlighted the need of a systematic control on the implementation of the reforms of both the whole system and single institutions, also fostering the spread of a 'culture' of evaluation; with the reform (Law of 21st December 1999, no. 508) the *Afam* system has been recognised the same level as the university higher education; therefore, the external evaluation activities are carried out by the same body that is responsible for the quality assurance at university higher level.

As for research activities, until the end of 2008, the evaluation both in universities and in public and private research bodies receiving public funds, has been carried out by the Guidance Committee for the evaluation of research (*CIVR*), established in 1998. The *CIVR* was made up of 7 members with very high level qualifications and experience in the evaluation field and coming from various sectors of studies; the appointment of foreign experts is also allowed. Aims of the *CIVR* were both the quality assurance and fostering the development of national scientific and technological research; its functions were to draw up general criteria for the evaluation of all research projects and their results, to promote experimentation, to apply and spread methods of evaluation, methodological techniques and good practices, to support cooperation among various national and international institutions committed with advanced research.

Law no. 296/2006 (Financial law for 2007) has replaced the *CNVSU* and the *CIVR* with a single National agency for the evaluation of the university and research system (*Agenzia nazionale per la valutazione del sistema universitario e della ricerca, ANVUR*), which will be committed with the evaluation at both higher education level and research level. The Agency has been established through the Presidential Decree no. 64 of 2008. However, the new government announced the revision of the organisation of the Agency and, on 17 December 2009, the Council of Ministries has approved the Regulation on the structure, organisation and functioning of the *Anvur*. The Agency is a public body, based in Rome, which has administrative and accounting autonomy, although under the control of the Ministry of education. *Anvur* is responsible for the public national quality evaluation system for universities and research bodies, also within the international survey.

Law 19 October 1999, no. 370

Law 21 December 1999, no. 508

Law 27 December 2006, no. 296

## 9.6. Research into education linked to evaluation of the education system

Please see sub-sections for more details.

### 9.6.1. Pre-primary, primary and secondary education

Educational research linked to the evaluation of the education system, with reference to pre-primary, primary and secondary levels, is carried out by the *Invalsi* (9.3.), the body entrusted with the National evaluation system. For details, please consult the website: <http://www.invalsi.it>.

National Institute for the Evaluation of the Education and training System (Invalsi) (former CEDE)

### 9.6.2. Tertiary education

Since 1999, the evaluation at university level has been carried out by the National committee for the evaluation of the educational system (CNVSU) (9.5.2.), that carries out also tasks more closely related to research on evaluation: "to promote experimentation, implementation and spreading of methodologies and assessment practices; to establish the nature of information and data that the university evaluation groups are bound to communicate; to establish an annual programme for the external evaluation of universities or single teaching structures; to arrange studies and documentation on the state of university education, on the implementation of the right to study and on access to university study courses; to prepare studies and documentation to define the criteria for the re-balance share of fund for the regular financing of the universities; to carry out consultative activities as well as inquests, evaluations, to define standards, parameters and technical rules for the Ministry, also related to separate activities of the universities as well as to their projects and proposals". More detailed information on studies and ongoing research activities are available at the following Internet address: <http://www.cnvsu.it/indagini/programmi-ricerca7default.asp>.

The National Committee for the evaluation of the educational system (CNVSU) has been replaced by the National Agency for the evaluation of the university and research system (*Agenzia nazionale per la valutazione del sistema universitario e della ricerca, ANVUR*). In particular, the Agency will carry out activities related to the external evaluation of quality, efficacy, efficiency and expensiveness of activities carried out by universities and research institutes (9.5.2.).

The university interdepartmental centres for education research carry out a relevant research activity. They foster teaching research at all levels. These Centres have their own statutes. Several university departments, both of the humanities and scientific areas, join these centres. The Interdepartmental centres of 21 Italian universities have pooled in the CONCURED (Conference of the Italian university centres for educational and teaching research). The CONCURED carried out an important role in the last few years, as far as teacher training at university is concerned. It was in particular responsible for what follows:

- specialisation schools for teaching in secondary schools SSIS;
- laurea courses in Primary education sciences;
- the institution of the laurea magistrale, qualifying for teaching in secondary schools;
- publication of the magazine "Università e scuola" (University at school), a newsletter and a web site (<http://www.concured.it>);

- project for monitoring teacher university training in collaboration with the Conference of the rectors of Italian universities (*Conferenza dei Rettori delle Università italiane - CRUI*).

National Committee for the Evaluation of the University System (CNVSU)

Conference of the Rectors of Italian Universities (CRUI)

## 9.7. Statistics

Statistical data related to research studies carried out by the *Invalsi* are available at the following address: <http://www.invalsi.it>.

Statistical data released by the Statistical Service of the Ministry are available on the Ministry's website at the section 'Pubblicazioni' (<http://www.pubblica.istruzione.it>).

An overall analysis of the education system is included in the 'White paper on school', published in 2007 by the Ministry of education and the Ministry of economics and finance. The document is available on the Ministry's website.

Finally, as for tertiary education (university and Afam), statistical data are available in <http://statistica.miur.it>.

[La scuola statale: sintesi dei dati - Anno scolastico 2008/2009](#)

National Institute for the Evaluation of the Education and training System (Invalsi) (former CEDE)

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## 10. Special educational support

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In Italy, disabled pupils have been integrated in ordinary schools for more than 30 years; therefore, there is not a separate education system for these pupils, except for some special schools that are still operating. Integration started, in the middle seventies, in scuole dell'infanzia and primary schools, and was progressively extended to the lower and upper secondary schools and universities. It was introduced first on an experimental basis and then regularly implemented. Law no. 104 of 1992 establishes that 'handicapped children aged 0-3 are granted enrolment in day nurseries' and that 'the right to education is granted to handicapped children in the sections of pre-primary schools, in ordinary classes of every school types and levels and in the universities'.

Law 4 August 1977, no. 517

Frame law 5 February 1992, no. 104

### 10.1. Historical overview

The Italian school regulations have been taken into consideration for the first time only in 1923, with Gentile Reform and with the following regulations of 1928 which introduced a specific discipline only related to specific disabilities. With the Consolidation Act no. 577 of 5 February 1928 compulsory education was in fact extended to the blind and deaf, provided that they have no other handicap, which prevent them from accomplishing compulsory education. Pupils with psychic handicap were to be inserted in "Special classes" or in institutes for juvenile offenders.

The regulation of year 1967 for the implementation of medicine at school established what follows: 'children with somatic or mental anomalies which don't allow them to regularly attend ordinary schools, who need for particular treatments or medical and didactical assistance, are directed to special schools. Children who don't suffer a serious intellectual handicap, children who are maladjusted to the environment or with behaviour anomalies, who can be integrated in ordinary schools, are directed to special classes'.

Integration of handicapped pupils started officially in year 1971, according to law no. 118 concerning 'regulations in favour of cripples and civil invalids'. Such law refers also to pupils younger than 18 with congenital or acquired disabilities, mental or not, implying persistent difficulties in carrying out tasks and functions typical of their age. Article 28 of this law established that 'compulsory education should be accomplished in ordinary classes of public schools, except for pupils with such serious intellectual deficiencies and disablements as to stop or make learning or integration in ordinary classes difficult'.

Article 38 of the Constitution, establishing that 'disabled and handicapped persons have the right to education and vocational training', was reinterpreted in accordance with article 2 establishing that 'the Republic recognises and guarantees the inviolable rights of the human beings as single persons and as social formations where their personalities are fulfilled' (school is one of these social formations) and, above all, in accordance with article 3 stating that the Republic should remove all the obstacles to the citizens' freedom or equality and prevent from the full development of the human being.

Another fundamental step was the conclusive report of the parliamentary commission in 1975, focused on 'the problems of handicapped pupils at school'. The report wished a school more attentive to the potentialities and the different learning abilities of handicapped pupils.

Law 118/1971 and the guidelines of the above mentioned commission about the integration of handicapped pupils in ordinary schools are part of the debate started in the mid 60ies on the policies concerned with persons with problems (elderly people, mental patient, etc.), for whom the integration in the normal social relationships than the segregation in the so called 'total institutions' would be better.



In school years 1975-76 and 1976-77, positive experiences of integration of handicapped pupils have been gathered in scuole dell'infanzia, primary schools and lower secondary schools; however, the general implementation of law 118/1971 in primary school and lower secondary school took place with law 517 of 1977 which introduced the duty of schools to realise integration of handicapped pupils also through the contribution of support teachers (8.1.).

Law 270 of 1982 foresaw the integration of handicapped pupils also in pre-primary school and establishes that support teachers of pre-primary school, primary school and lower secondary school are integral part of the teaching staff number established at provincial level.

In 1987, a judgement of the Constitutional Court established that it is necessary not only 'to favour' – as previously established by law 118/1971 – but also to 'ensure' the right of handicapped pupils to attend ordinary schools, also as far as upper secondary schools are concerned. The judgement, furthermore, established that handicaps should never be considered definitive; therefore enrolment can never be rejected, not even in the most serious cases.

Law no. 104 of 1992 (Framework law for assistance, social integration and rights of handicapped persons), reorganises systematically and consistently rules concerning the right of handicapped persons.

Constitution of the Italian Republic

Law 4 August 1977, no. 517

Frame law 5 February 1992, no. 104

Royal decree 5 February 1928, no. 577

Gentile Reform

## 10.2. Ongoing debates and future developments

A report on integration of disable pupils at school, presented to the Parliament on the 22nd of October 2002 by the Bicameral Commission on Childhood 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 support teachers for special needs. In particular, the Commission pointed out the real risk of a wrong use of human and financial resources destined to handicap, which mainly shows itself in the propensity to certify as handicaps also social-educational difficulties with the consequence of an increase in the number of certifications (the average of certified pupils was the 1.8% of the total school population) and the wide use of the possibility to offer support teaching posts, making an exception to the ratio established by law (**10.5.1.**).

On the basis of these analysis, financial law of 2003, even confirming the possibility to offer support teaching posts making an exception in presence of serious handicaps, has foreseen new modalities and criteria to identify handicapped pupils; the new criteria should be defined through decree of the President of the Council of Ministers and issued within sixty days from the coming into effect of the financial law itself, in agreement with the State/Region unified Conference and the local authorities, upon opinion of the relevant parliamentary commission, upon proposal of the minister of education, university and research and the minister of health.

Actually, this decree has been issued three years later and the regions are now adapting the new provisions.

Financial law of 2007 has amended the criteria to determine the support teaching posts; therefore, such criteria are still to be defined.

In 2009, the Ministry of education has issued specific Guidelines for integrating pupils with disability at school. These Guidelines collect provisions providing for solutions aimed at improving the processes of integration of pupils with disability, within the legislative framework into force.

State/Regions unified Conference

D.P.C.M. 23 February 2006, no. 185

Law 27 December 2006, no. 296

### 10.3. Definition and diagnosis of the target group(s)

As for the individuation of handicapped pupils, D.P.C.M. of 23 February 2006, no. 185 establishes that the local health authorities, upon request of the parents, provide specific assessments as established by Law 104/1992. The outcome of each assessment is documented through minutes specifying who is the handicapped pupil and the type of her/his pathology, according to the international classification of the World Health Organisation; furthermore, it specifies if the pathology can be defined as particularly serious, such to justify the assignment of a higher number of support teaching hours in comparison with the standard ratio foreseen by law. The minutes are delivered to the parents who, on their turn, deliver them to the school. The assessment paper, that declares that the pupil is handicapped and has the right to specific measures, is essential to start up the administrative procedures for school integration.

After the individuation of the handicapped pupils, it is required:

- functional diagnosis; it is drawn up by the Local health authority and written by a physician specialised in the announced pathology, a children's neuro-psychiatrist, a rehabilitation therapist and social operators. The functional diagnosis should provide an analytical description of the psycho-physical conditions of the pupil/student and her/his potentialities;
- 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 includes diagnostic elements related to the difficulties encountered by the pupils in the various fields of activities, but above all her/his potentialities and development possibilities in the short and medium term it aims at the preparation of the Personalized educational plan (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, educationists or education assistants of the local authority if required, in collaboration with parents.

D.P.C.M. 23 February 2006, no. 185

Frame law 5 February 1992, no. 104

### 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.).

In addition to the financial support generally provided for all pupils, the law foresees, as for handicapped pupils, that the Communes offer organisation support services and assistance to personal autonomy.

## 10.5. Special provision within mainstream education

School attendance of disabled pupils takes place generally in the schools, in the ordinary sections and classes of every level and type. There are a few special institutes for the blind and deaf, which existed prior to the rules on pupil integration, as well as schools with specific tasks in the field of teaching and education for handicapped minors or minors in difficulties. Schools, in order to efficaciously carry out integration, have to be adapted in their structure, with the removal of all architectural barriers, and the possibility to 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).

As interventions required to realise integration are under the responsibility of various bodies, the law foresees that schools, local authorities and local health authorities stipulate programme agreements to establish procedures and criteria for collaboration and activity co-ordination.

The law provides also 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 process with no interruptions. 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.

Such interventions fall within the wider initiative called 'school in hospital', destined to all pupils of all school levels, who are suffering from serious pathologies or are hospital or day-hospital patients.

School in hospital is implemented with flexibility, taking into account the type of disease of each pupil, the time for medical examinations and therapies as well as the life pace in hospital.

A particular evolution of this type of service is home tuition: it is intended for sick children who cannot attend school for at least 30 days, who are taught at home by one or more teachers according to a specific project aimed at assuring the continuity of their learning process and their subsequent reintroduction in their class. It is a growing service because the National Sanitary Plan foresees the reduction of the stay in hospital in favour of home health assistance.

The Ministry of education supports such services through specific funds (more than 1 500 000 euro in financial year 2006).

Some projects have been started to support the services for school in hospital and home tuition, to make tools and services available through information and communication technologies.

D.Lgs. 16 April 1994, no. 297

### 10.5.1. Specific legislative framework

In 1992 frame law no. 104 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 (10.1.). The same law established modalities and criteria to individuate handicapped pupils, subsequently integrated through D.P.C.M. 185/2006 (10.6.), in order to start up integration and support measures; implementation modalities for integration as well as for learning assessment procedures and for carrying out examination tests; institution of specific working group at the Provincial School Office (2.6.1.2.); agreements

among schools, local bodies and local health authorities (**10.5**). The rules of law 104/1992 on the right to education and school integration have been assimilated in D.Lgs. 297/1994 and quoted by the subsequent general rules on the school system (regulation on the school system autonomy, reform laws).

The formation of classes with disabled pupils is regulated by D.P.R. 89/2009. usually, classes with disabled pupils groups a maximum of 20 pupils, provided that the reduced class size is necessary in order to assure education to these pupils and that the integration process is supported by a project which defines strategies and methods adopted by class teachers together with the support teacher and the school staff.

The financial law of 2008 established the number of support teachers could not exceed 25% of the number established for the school year 2006/2007 (i.e. 1 support teacher every 4 classes) in order to not exceed the ratio established at national level of 1 teacher every 2 disabled pupils.

The posts established at provincial level are subdivided by the managers of the Regional School Offices (**2.6.1.2**), usually through the Provincial School Offices, among the various school levels, subsequently among each school, after the Regions, local authorities and subjects with competences in this sector have been heard.

Finally, the school managers provide for the use of teachers on the basis of the Plan for the educational offer (POF) of the schools (**2.6.4**). Support teachers (**8.1.1**) are part of the team of regular teachers of the classes and participate in all the activities concerning planning and assessment, taking into account that, if a pupil is assigned to more than one support teachers, they all give one only mark. Support teachers are not only skilled to teach to disabled pupils, but also resources allocated to the classes to facilitate the integration.

D.Lgs. 16 April 1994, no. 297

D.P.C.M. 23 February 2006, no. 185

DPR 20 March 2009, no. 89

Frame law 5 February 1992, no. 104

Law 18 December 1997, no. 440

Law 27 December 2006, no. 296

## 10.5.2. General objectives

Frame-law 104/92 defines the general objectives of the integration of the disabled at school as follows: "The aim of the integration at school is the development of the potentials of the handicapped person in learning, communication, relationships and socialisation. The right to education cannot be hindered by learning difficulties or other difficulties deriving from disabilities connected with the handicap".

Frame law 5 February 1992, no. 104

### 10.5.2.1. Pre-primary education

The scuola dell'infanzia has an inclusion policy towards all children, including those with adaptability and/or learning difficulties. Pre-primary education is an important chance for their development. It is important to make a distinction: on one side, the difficulties deriving from social and cultural problems related to the environment children live in, which can be tackled through the solutions applicable within the mainstream educational paths; on the other side, real disabilities requiring specific educational programmes.

### 10.5.2.2. Primary education

Primary school cannot let diversities coming from disadvantaged situations or disabilities, lead to social and civic inequalities.

Disadvantaged conditions may be linked to economic, cultural and linguistic problems, as well as to a lack of intellectual inputs coming from the environment children belong to. In these cases, the educational and didactic planning must foresee individualised learning paths in order to bridge the gaps and to guarantee to all pupils the same level of achievements.

Disabled pupils require a more complex educational aid and teaching support from 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.

### **10.5.2.3. Lower secondary education**

At lower secondary level, activities are planned in order to remove the negative consequences of social conditionings, to overcome situations of cultural disadvantage and to foster the maximum level of development for all.

Therefore, the educational and didactic planning provides for both individualised paths aimed at tackling learning difficulties and support activities to facilitate the integration of disabled pupils, through the presence of specialised teachers and other means provided by the law.

### **10.5.2.4. Upper secondary education**

General objectives established by Law 104/1992 (**10.5.2.**) are applicable also to upper secondary level.

The presence of disabled pupils at this level of education has been progressively increasing during the last years, in particular at vocational schools, where pupils can carry out several practical activities and obtain a qualification that gives them easier access to the labour market.

The didactic organisation at upper secondary level, with the high number of subjects taught by specialist teachers, who spend an average of one hour a day in each class, and the importance given, at this educational level, to cultural contents, makes the planning and coordination of the initiatives for integration very difficult. However, in 1999 the Ministry published the report 'General guidelines for a new policy of integration', pointing out that upper secondary schools are more inclined to a modular organisation of the didactic as well as to help pupils plan their own lives.

Frame law 5 February 1992, no. 104

### **10.5.2.5. Tertiary education**

#### **University education**

According to the law no. 104 of 5 February 1992, the right to Education is granted to disabled people not only in the mainstream classes of school levels but also at the University. School integration of disabled people is also carried out through the co-ordinated planning of 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 also provide them with sport equipments. The right to travel for free is granted as well as accompanying and reading services, educational technologies laboratories, etc.

#### **High level arts and music education (Alta Formazione Artistica e Musicale)**

In general, individual aid to students in Afam institutions is given through scholarships, actually very few, that the individual institution, such as for example the National Academy of Drama, may offer. 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.

Frame law 5 February 1992, no. 104

### 10.5.3. Specific support measures

Please refer to what said at [10.1.](#) and [10.3.](#)

## 10.6. Separate special provision

A separate special provision is not foreseen, because disabled pupils are integrated in the mainstream education system, except what said above at [10.5.](#)

## 10.7. Special measures for the benefit of immigrant children/pupils and those from ethnic minorities

The presence of immigrant children in Italian schools has been increasing in the last years. In school year 2005/06 foreign pupils enrolled were 431 211, of whom 43% coming from non-EU European countries (in particular Albania and Romania) and almost 25% coming from Africa. In school year 2007/08, foreign students were 574 133, equal to 6.4% of all students.

The majority of foreign students are enrolled in primary and lower secondary schools, the percentage being the 7.7% and 7.3% of the whole school population, respectively. Although the pre-primary level is not part of compulsory education, foreign population is equal to 6.7%, while at upper secondary level it is of 4.3%.

Most pupil come from Romania (92 734 pupils, equal to 16.2% of all foreign students). After Romania has joined the EU the number of Romanian pupils has strongly increased, now exceeding the number of pupils coming from Albania (85 195 pupils, equal to 14,8%), the most represented country over the last few years, followed by Morocco (76 217 pupils, equal to 13,3%).

Law no. 40 of 6 March 1998 includes dispositions on the education of foreign students and the fundamental principles on this issue. According to the Law no. 40 and following Decrees (D.Lgs 286/1998 and D.P.R. 394/1999), foreigners under age who are in Italy, have the right to education and 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 for the learning of the Italian language. The school community welcomes linguistic and cultural differences as values which help granting mutual respect, exchange among cultures and tolerance. To this purpose the school promotes and encourages initiatives for the reception, the protection of the culture and language of origin and for the carrying out of common intercultural activities.

Also at higher education level, foreign students have the same rights of Italian citizens.

According to Ministerial circular no. 24 of the 1st of March 2006, the Ministry published its 'Guidelines for reception and integration of foreign students'; they provide for not only a regulation framework but also some suggestions for the organisation and teaching, to favour both entrance of foreign students in the schools and their success in their studies and training. For example, the guidelines foresee, among other things, that upper secondary schools accept 'young strangers who, due to their age and having attended at least 9 years of school education, have the right to attend this study course; these schools should start up, at the same time, a study pathway to allow them to obtain also the lower secondary school leaving certificate which is useful for their cultural and social integration'.

To support the integration of foreign students, it is not foreseen the presence of support teachers (8.5), unless pupils are disabled, in which case all the measures foreseen for disabled pupils are applied. However, it is very widespread the presence of cultural and linguistic mediators, often provided by local authorities as well as by associations and organisations working at territorial level, to help teachers and school staff communicating with pupils and their families.

Source: MIUR/Sistan – *La scuola in cifre, 2008*, pp. 78-85.

The guidelines are available from the Ministry of education, university and research website at the following address: [http://www.istruzione.it/normativa/2006/cm24\\_06.shtml](http://www.istruzione.it/normativa/2006/cm24_06.shtml)

Ministry of Education, University and Research (MIUR)

Law 6 March 1998, no. 40

## 10.8. Statistics

**Table no. 1 – Students with special needs in pre-primary, primary, lower and upper secondary schools, school year 2008/2009**

Pre-primary school	Primary school	Lower secondary school	Upper secondary school	Total
12.882	64.576	54.269	44.051	175.778

Source: “Ministero dell’Istruzione, dell’Università e della Ricerca - Direzione Generale per gli Studi, la Statistica e i Sistemi Informativi” – *La scuola statale: sintesi dei dati – a.s. 2008/2009*, p. 93.

**Table no. 2 – Pupils (%) with non-Italian nationality, their continent of origin and school level, school year 2007/2008**

continente	Pre-primary school	Primary school	Lower secondary school	Upper secondary school	total
EU	19,7	23,0	21,4	20,9	21,6
Non-EU	24,6	27,0	30,7	31,7	28,3
Africa	31,3	25,9	20,7	16,5	23,8
America	8,4	9,2	11,6	15,8	10,9
Asia	15,8	14,6	14,9	13,8	14,7
Oceania	0,0	0,1	0,0	0,1	0,1
Stateless	0,1	0,1	0,6	0,0	0,2
Not indicated	0,1	0,1	0,1	1,3	0,3

Source: MIUR/Sistan – *La scuola in cifre, 2008*, pp. 78-85.

[La scuola statale: sintesi dei dati - Anno scolastico 2008/2009](#)

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## 11. The European and international dimension in education

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Please see sub-sections for more details.

### 11.1. Historical overview

Italy is one of those countries which have actively promoted, from the beginning, the European integration process, started with the Treaty of Rome in 1957 establishing the European Economic Community (EEC) and followed by the Treaty of Maastricht of 7 August 1992 creating the European Union (EU) which includes now 27 member states. At the same time, Italy has constantly worked to foster international cooperation. In accordance with this trend, the national education policies, as shown by the school programmes issued from the late 70ies to the early 90ies, have included, among the aims, an attitude to openness and dialogue with other cultures, to make the Italian citizens become citizens of Europe and of the wider world.

In particular, the scuola media programmes of 1979 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'. 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.

The Guidelines of educational activities in state pre-primary schools of 1991 recommend first of all "an individualised awareness of the values of one's culture in the framework of the universally shared values" and "the respect of diversity". At upper secondary school level, the lack of an overall 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 of 1992 (then replaced by article 149, through the changes introduced according to the Treaty of Maastricht signed in 1997) 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.

The European and international dimension in education has been promoted and carried out also through the spread of the study of the EC languages, the participation in the OECD and UNESCO activities as well as in the activities of other international organizations, the participation in international surveys on learning outcomes (OECD PISA, IEA-TIMSS, IEA-PIRLS), the easing of exchange of information and experiences and mobility of teachers and students.

During the 2000s, the reform initiatives for the Italian school system have always referred to the aims established by the European Council in Lisbon.

[D.Lgs. 16 April 1994, no. 297](#)



## 11.2. Ongoing debates and future developments

Law of 28 March 2003, no. 53, laid the basis for an overall reform of the educational and training system; it indicates, among the criteria for the implementation decrees, 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 addition to Italian language, in primary schools, it introduces a second European language in lower secondary school, and the linguistic *liceo* in the second cycle of education.

The Guidelines for the curriculum (*Indicazioni per il curricolo*) for pre-primary school and the first cycle of education (**3.10. 4.10. 5.13.1.**), introduced on experimental basis for the two-year periods 2007-2008 and 2008-2009, require the development of an open and self-aware identity for each pupil, to make pupils become citizens able to create wide and composite communities at national, European or international level, education to living together through the increase in value of the different identities and cultural roots of each pupil.

Eventually, the competencies framework for the first two grades of upper secondary school level – developed to ascertain that all students are able to attain the same skills – makes reference both to the key skills framework for lifelong learning (Recommendation of the European Parliament and the Council of the European Union of 18 December 2006) and to the European Qualification Framework (Recommendation proposal of the European Parliament and the Council of the European Union of 7 September 2006).

Law 28 March 2003, no. 53

## 11.3. National policy guidelines/specific legislative framework

In this context, the strategy to develop the European dimension follows two lines:

- 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.);
- 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 to teach a foreign language starting from the third grade and, in some cases, also from the second grade; the teaching of a second foreign language through experimentation or within the extended time education was very widespread in the *scuola media*. Law 53/2003 (and the related implementation decree no. 59/2004) extended the teaching of a European foreign to all classes of primary education and a second European language to all classes of lower secondary school;
- within upper secondary education, it has been increased the teaching of foreign languages in vocational institutes (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* specialising in classical studies). The already mentioned Law 53/2003 and the related implementation decree institute the linguistic *liceo* which was previously foreseen only on experimental basis (**5.**);
- the introduction of a tertiary 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.

D.M. 3 November 1999, no. 509

Law 28 March 2003, no. 53

Law 6 March 1998, no. 40

## 11.4. National programmes and initiatives

Every year, the Minister of education establishes the objectives of its internal structures through a directive on administrative action and management. The directive for year 2004, issued on the 16th 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” has then 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 Regional School Offices (**2.6.1.2.**) 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, a 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 Regional School Offices (2.6.2.) and of the activities developed in European dimension. A European development of education should be fostered through the do-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.

Other relevant interventions to promote the European and international dimension of education are the following:

- 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);
- carrying out of a national integrated programme on ‘2010 education and training’ aimed at supporting the implementation of the Lisbon strategy in education and training;
- implementation of integrated e-learning and presence formative interventions, through the Puntosedueuropa platform. It foresees five thematic areas: European citizenship, inter-culture, human rights and peace education, identity and belonging, active citizenship and solidarity action
- usage of the languages portfolio developed by the Council of Europe.
- 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.
- Development of the Manifesto of the European pupils.

A new ministerial directive has been issued in 2007 – *Più scuola in Europa, più Europa nella scuola* (More school in Europe, more Europe at school): guidelines for the promotion of the European dimension in education. It boosts the action in this field according to a new strategy which strengthens the collaboration with the Italian representation of the European Commission and of the European Parliament, as well as with the local authorities. The directive establishes its aims at three levels:

- to develop the European identity and the values of the European civilization in the new generations;
- to train young people to a more responsible and full participation in the social and economic development of the European Union;
- to spread the knowledge of history, culture and economic and social aspects of the member states, the European Union and the European policies.

In order to pursue these aims, integrated territorial interventions at the regional level are encouraged to carry out in service training initiatives for all the school staff and to develop subject and cross-curricular pathways with a European approach, to increase the value of the plans of the education which offer a European or international dimension.

Ministry of Education, University and Research (MIUR)

## 11.5. European/international dimension through the national curriculum

A precise presentation of the Italian situation requires a distinction between the pre-primary level and the first cycle of education on the one side and the second cycle of education on the other. As far as pre-primary, primary school and lower secondary school are concerned, the national school programmes at first and then the guidelines for the curriculum have included the European and international dimension in education. As far as primary and lower secondary school are concerned, the guidelines for the curriculum of 2007 provide important cues for various teaching subjects:- 'The sensitivity towards the contribution of other European or Mediterranean languages and cultures to the Italian language represents an important resource for intercultural education' (subject: Italian);

- 'Learning at least two European foreign languages allows let pupils acquire multilingual and multicultural skills and exercise active citizenship beyond the national boundaries' (subject: Community languages);

- 'Through its identity and intercultural function, music leads pupils to become aware of their belonging to a cultural tradition and, at the same time, provides them with the instruments to know and respect other cultural traditions' (subject: Music);

- 'Pupils ... learn to safeguard and preserve the artistic and environmental heritage and to discover the cultural heritage of their territory and learn to contextualize them in the national, European and extra-European context. Pictures, work of arts and music are universal languages able to foster and develop intercultural education processes based on communication, knowledge and comparison among different cultures' (subject: Arts);

- 'Learning history contributes to the civic education of the whole country, because it allows pupils to know the development of the Italian, European and universal history and also to understand how the historical memory and the national heritage have formed. ... it's worth it to underline that history actually offers a solid basis to reason on the diversity of the human groups which have populated the Earth, from the very beginning. However, also the critical reasoning on the main Italian and European historical events is extremely positive in this context; it is the starting point to start up a dialogue among the various elements of a multicultural and multiethnic society and open the schools to compare their respective cultural identities and differences' (subject: History);

- 'The teaching of geography at school means to grow aware, autonomous, responsible and critical citizens of the world, able to live in their environment but also to change it in a creative and sustainable way, with a look at the future' (subject: Geography).

As far as upper secondary school is concerned, it is worth it to notice that 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. 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 (**2.6.4.**) allowed schools to take into high consideration the supranational dimension of teaching, in particular through the Plan for the educational offer (POF) developed by each school thanks also to specific ministerial directives and suggestions. 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.

Ministry of Labour and Social Policies

## 11.6. Mobility and exchange

Students' mobility can take place within the Lifelong Learning Programme (LLP, former Socrates Programme up to 2006) and involves, in different ways, all levels of education.

Exchanges among school teachers is gradually developing, in particular through the Socrates programmes and, to a lower extent, the Leonardo da Vinci Programme.

### 11.6.1. Mobility and exchange of pupils/students

Mobility, considered as the exchange for minimum 10 days of classes of pupils, takes place almost exclusively at upper secondary school level and, to a lower extent, at lower secondary level (students are required to be at least 12 when the exchange takes place). Exchanges are financed by the European Union (often with the contribution of schools and families) through Comenius bilateral partnerships: two institutes from two countries working in collaboration.

Pupils' mobility can take place also in small groups, not implying the exchange of whole classes, through Comenius multilateral partnerships (at least three institutes from three different countries). These partnerships allow schools to exchange some pupils for the implementation of activities foreseen by the project.

Starting from school year 2010/2011, the new action 'Comenius individual pupil mobility' will take place within the LLP. It allows upper secondary school pupils, aged at least 14, to spend the whole or part of the school year abroad at a host school and family.

Students are also given the opportunity to attend one school year, in the corresponding class of a foreign school, with the financial support of associations and private bodies.

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 and has furtherly increased with the LLP. Teachers, besides participating in specific training courses, can also carry out job shadowing activities as well as attend to conferences and seminars.

Moreover, another opportunity is given by the mobility related to specialisation courses abroad for Italian teachers of German, French and Spanish in primary and secondary schools announced through Ministerial Circulars, in accordance with cultural agreements drawn up between Italy and Austria, France, Germany and Spain. It is furthermore to be added to the mobility more specifically linked to the training plan for the development of the linguistic-communication skills in the English language for teachers of primary school, also through their participation in periods of study abroad.

## 11.7. Statistics

Statistical data on the Lifelong Learning Programme and, up to 2006, on the Socrates and Leonardo da Vinci Programmes, are available at the following internet address: <http://www.programmallp.it>

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## GLOSSARY

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**Afam** : Alta formazione artistica e musicale (High level music and arts education): tertiary non-university education system focused on arts and music. Certificates issued by institutes belonging to the Afam are equivalent to those issued by Universities.

**asilo d'infanzia** (*asili d'infanzia*) : Name used in the 19th century to indicate nursery schools.

**Centro di Ateneo o di Interateneo** : Centre that is expected to be set up at Universities according to Legislative Decree 227/2005, applying the reform of the education system of 2003, although the decree has not been applied yet. It aims at organising and monitoring the activities related to initial teacher training. It works in collaboration with institutions for training of teachers.

**CFU (CA)** : Points given to each university course (CFU) or Afam course (CA). Each credit is equivalent to 25 hours of full-time study and one year is equivalent to 60 credits. Students must have a determinate number of credits to obtain a diploma issued by a university or a Afam institution.

**Circolo didattico** (*circoli didattici, circolo*) : At primary level and, sometimes, also at pre-primary level, grouping of classes of different schools of the same municipality and of different municipalities, which constitute an autonomous educational institution under a single schoolhead (Dirigente scolastico).

**Consiglio di interclasse** (*Consigli di interclasse*) : At primary school level, this is the assembly made up of the teachers of groups of classes either at the same level or at the same school, of representatives of parents and of the schoolhead. As for the competences, please see Consiglio di classe.

**Consiglio di intersezione** : At preprimary level, the assembly made up of the teachers and representatives of the parents. As for the competences, please see Consiglio di classe.

**CTP** : Centro territoriale permanente (Permanent territorial centre): it has the aim of co-ordinating (at local level) the offer of education and training for adults. It is usually set at a primary or a lower secondary school, that also runs the centre.

**debito formativo** (*debiti formativi*) : At school level: fail in one or more subjects at the end of the school year, that the student has to recover in the following school year. The school must organise make-up courses. At higher level: gap, to be filled by the student, to obtain a second level degree if the course chosen is not fully consistent with the courses taken to obtain the first level degree.

**Diploma accademico** : First level: Diploma certifying the completion of higher education courses (first cycle) at institutes belonging to the AFAM system. Courses last for 3 years (equivalent to 180 credits) and to access them a Diploma di istruzione secondaria superiore is required. Second level: Diploma certifying the completion of higher education courses (second cycle) at institutes belonging to the AFAM system. Courses last for 2 years (equivalent to 120 credits). To access these courses a Diploma accademico di primo livello or a Diploma di Laurea (L) is required. Diploma di specializzazione: Diploma certifying the completion of higher education courses (second cycle) at institutes belonging to the AFAM system. Courses last at least for 2 years (120 credits). A first-cycle university or non-university degree is required to access these courses.

**Diploma accademico di formazione alla ricerca** (*formazione alla ricerca*) : Diploma awarded at the end of courses of the third cycle of higher education at institutes belonging to the AFAM system. Courses last at least for 3 years and will start up at completion of the reform which started in 1999.

**Diploma di perfezionamento o Master** : Diploma awarded by institutes belonging to the AFAM system at completion of second cycle higher education courses. Courses last, at least, 1 year (60 credits). A first-cycle university or non-university degree is required to access these courses. Single institutions may establish that

a second-cycle university or non-university degree is required; in this case courses lead to a third cycle degree within the Afam system.

**Diploma di specializzazione** : First level: degree awarded upon completion of second cycle university courses, accessible with a Laurea (L). Second level: degree awarded upon completion of third cycle university courses, accessible with a Laurea specialistica. Courses have a variable length, yet not lower than 2 years (120 credits). Those in the medicine-surgery sector, leading to a third cycle degree, may last up to 5-6 years (300-360 credits).

**diploma universitario** : Certificate issued on completion of a course of studies at the first level of university education. It has been replaced by the first-cycle Laurea (L) by the reform of 1999.

**diritto/dovere** : Term introduced by Reform Law no. 53 of 2003. It means that education is not only compulsory (as stated in the Constitution), 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.

**esame di idoneità** : Exam which allows students who have left the public education system, to enrol at the second or third grade of public lower secondary education. They are required to have turned 12 or 13, respectively, and to be in possession of their primary school certificate. It is also the examination that allows pupils from non State schools, to enrol in the second grade of public primary and upper secondary school. It refers also to the examination that students have to take in order to demonstrate that they meet the requirements for accessing to specific institutions of higher education.

**FIS** : Formazione Integrata Superiore (Higher integrated training): 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).

**fuori ruolo** : A university lecturer is 'fuori ruolo' when, 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.

**giardino d'infanzia** (*giardini d'infanzia*) : Nursery school created in the XIXth century and annexed to teacher training schools for the sole purpose of preparing future nursery school teachers.

**IFTS** : Istruzione e formazione tecnica superiore (Higher technical education and training): educational and training system that is part of the FIS (Higher integrated training) and organises highly specialised courses at post-secondary level.

**istituto magistrale** (*istituti magistrali*) : At upper secondary school level, institute for the initial training of primary school teachers. The school used to offer a four-year course, oriented primarily towards disciplines of the pedagogical-didactic character. With effect from school year 1997/98, it has been phased out.

**Laurea** (*Lauree*) : General term used for indicating both to a first cycle and second cycle university degree (Laurea (L) and Laurea specialistica/magistrale (LS/LM) respectively). Before the reform of 1999 the term referred exclusively to the degree issued at the end of second cycle university studies and now called 'Diploma di Laurea'.

**laurea (L)** (*lauree (L)*) : Degree awarded at completion of first cycle university courses. Courses last for 3 years (180 credits); to access them a certificate of upper secondary education is required. It has been introduced by regulation 509/1999.

**laurea specialistica/magistrale** (*laurea specialistica, laurea magistrale*) : Degree awarded at completion of second cycle university courses. Courses last for 2 years (120 credits) or, only for few fields of studies, 5-6 years (300-360 credits). To access these courses a Laurea (L) (or a Diploma universitario) is required, while for single cycle courses a Diploma of istruzione secondaria superiore is required. The Laurea specialistica has been introduced through the reform law of 1999. The name has been changed into Laurea magistrale through the reform law of 2003 and the following decree 270/2004.

**licenza elementare** : Primary school leaving certificate, issued after completion of the 5-year primary education to pupils who passed the final exam. Starting from school year 2004/2005, this examination has been abolished, according to law 53/2003 and primary schools do not award leaving certificates any longer.

**licenza media** : Certificate of completion of the lower secondary school course (3 years), issued after passing the final examination (licenza media exam). According to the reform of 2003, the denomination of the exam has been replaced with "first cycle leaving examination" (the first cycle being made up of the primary and lower secondary school levels).

**liceo** (*licei*) : General term indicating institutes of general upper secondary education, preparing students to the university studies. The *licei* specialize students in: art subjects, classical studies, scientific studies, social-psychological-pedagogical subjects, foreign languages.

**Master universitario** : Certificate issued at higher level, after completion of scientific specialization courses and high permanent education courses. To access a first level Master universitario (second cycle) and a second level Master universitario (third cycle), a Laurea (L) and a Laurea specialistica, respectively, is required. The minimum length of courses is 1 year (60 credits). Yet, several Master courses, organised by universities in collaboration with foreign institutions, last for 2 years (120 credits).

**pareggiata** (*pareggiate*) : Non-State secondary school which purposes and organisation are equivalent to those of state schools. It is run by public or ecclesiastical authorities, as 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 it gives legal recognition to the studies carried out and to the examinations taken in that school.

**parificata** (*parificate*) : Non-State primary school run by organisations and associations having a juridical character. It is given a legal status to all effects through a specific agreement stipulated with the Ufficio Scolastico Regionale and through the authorisation from the Ministry of Education, which covers costs for the school staff.

**paritaria** (*paritarie*) : According to Law no. 62 of 10 March 2000, a scuola paritaria is a non-state school that, on request and on certain conditions, is recognised by the State as having the same status of State schools. At present, both scuole paritarie with equal status and other non-state schools (*pareggiata*, *parificata*, etc.) coexist. According to law 27/2006, in the future, only two types of non-state schools will exist: paritarie schools (with equal status) and non-paritarie schools (without equal status). This law has not yet entered into force.

**Pecup** : Profilo educativo culturale e professionale (Educational cultural and vocational profile): whole of what students are expected to know and do at the end of both the first cycle (primary and lower secondary school) and second cycle (upper secondary school) of their learning path.

**POF** : Piano dell'offerta formativa (Plan of the educational offer): basic document that describes the cultural and planning identity of the single school institution. It defines the curricular, extra-curricular, educational and organizational projects that each school adopts according to the school autonomy regulations.

**Preside** (*Presidi*) : At higher level, the Preside of the Faculty has functions of co-ordination between the faculty and the central government of the university. He also supervises the organisation and proper functioning of his own faculty.

**professore associato** (*professori associati*) : University professors with tenure at the second level in order of importance among university teaching personnel. Also called professore di seconda fascia.

**professore ordinario** (*professori ordinari*) : University professors with tenure at the first level in order of importance among university teaching personnel. The difference between the first and second level



(professore associato) is in their salaries and the wider possibility of career. Also called professore di prima fascia.

**professore straordinario** (*professori straordinari*) : Title given to a newly appointed university professor, who has passed an open competition for a professore ordinario position. After 3 years from his appointment as a professore straordinario, and after having passed the confirmation evaluation, the professor obtains the title of professore ordinario.

**Provveditorato agli Studi** (*Provveditorati agli Studi*) : Decentralised office of the central administration, working at provincial level. According to the reform of the Ministry of Education (Presidential Decree no. 347 of 6 November 2000), it has been replaced by CSAs (please see CSA), now called Uffici Scolastici Provinciali (2006).

**qualifica funzionale** (*qualifiche funzionali*) : Juridical classification of non-teaching personnel, directly connected with the functions they perform in their work.

**scrutinio** (*scrutini*) : Operation carried out by the class council or by a special commission to evaluate the pupils' progress at the end of a three or four-month term, or at the end of the entire academic year (final scrutinio).

**scuola dell'infanzia** (*scuole dell'infanzia*) : According to reform law 53/2003, term used to indicate preprimary education.

**scuola magistrale** (*scuole magistrali*) : Institute at upper secondary level which objective was of training preprimary school teachers. The course had a duration of three years and was oriented primarily towards disciplines of a pedagogical-didactic character, with a strong professional characterisation. From school year 1997/98 it has been phased out.

**scuola media** : 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 has changed into "scuola secondaria di primo grado".

**Senato Accademico** : University governing body. It decides on didactic and scientific matters of the general interest and has advisory functions on all the matters that require a technical evaluation and regarding more than one faculty.

**SSIS** : Scuola di Specializzazione per l'Insegnamento Secondario. Specialisation school introduced in school year 1999/2000 and aimed at training secondary school teachers.

**trattamento di quiescenza** : Compensation that personnel receive upon termination of their employment for reasons of retirement or illness. A part of the amount is withheld from the employees' salaries during their period of employment.

**Unità formativa capitalizzabile** (*Unità formative capitalizzabili, Unità formative*) : New didactical organization of the IFTS courses, starting from school year 2002/2003. Whole of skills recognised on the labour market as specific professional components obtained at the end of a training process.

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## LEGISLATION

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**Agreement 2 March 2000, no. 223** (*Agreement*) : 02/03/2000, 223

Agreement between Government, regions, provinces, communes and mountain communities to reorganize and increase permanent adult education.

**Agreement 25 November 2004** (*Agreement*) : 25/11/2004, <http://www.governo.it/backoffice/allegati/23953-2308.pdf>, 17/10/2007

Document drawn up by the Conferenza Unificata Stato-Regioni for the approval of the guidelines for 2004/06 planning of IFTS pathways and measures for the integration of education systems.

**Agreement 28 October 2004** (*Agreement of the State/Regions Conference*) : 28/10/2004, Ministry of education,

Agreement between the Ministries of Education and of Labour, the Regions and the Autonomous Provinces, on recurrent and final certifications and recognition of relevant credits obtained in the regional vocational training pathways.

**Agreement 5 February 2009** (*Agreement of the State/Regions Conference*) : 05/02/2009, Ministry of education,

The Agreement signed by the Ministries of Education and of Labour, the Regions and Autonomous Provinces, establishes times and procedures for the implementation of the second cycle of education in the regional vocational pathways as well as the relevant minimum standards for competences to be acquired.

**C.M. 15 January 2009, no. 4** (*Ministerial circular letter*) : 15/01/2009, 4, Ministry of education, university and research, <http://www.pubblica.istruzione.it>

The document includes dispositions on enrolment procedures and timetables in pre-primary, primary and lower secondary schools for the school year 2009/2010.

**C.M. 15 March 2007, no. 28** (*Ministerial circular*) : 15/03/2007, 28, [http://www.pubblica.istruzione.it/normativa/2007/cm28\\_07.shtml](http://www.pubblica.istruzione.it/normativa/2007/cm28_07.shtml), 19/10/2007

Provisions concerning the organisation of the State exam held at the end of the primo ciclo of education (primary and lower secondary schools), for the school year 2006/2007.

**C.M. 18 March 2003, no. 31** (*Circular*) : 18/03/2003, 31, <http://www.istruzioneer.it/allegato.asp?ID=159362>, 17/10/2007

Provisions and indications for the implementation of the law 10 March 2000, n. 62, concerning school equality.

**C.M. 1st March 2006, no. 24** (*Ministerial circular*) : 01/03/2006, 24, [http://www.pubblica.istruzione.it/normativa/2006/cm24\\_06.shtml](http://www.pubblica.istruzione.it/normativa/2006/cm24_06.shtml), 19/10/2007

Guidelines for the reception and integration of foreign students in the education system.

**C.M. 3 December 2004, no. 85** (*Ministerial circular*) : 03/12/2004, 85, [http://www.pubblica.istruzione.it/normativa/2004/cm85\\_04.shtml](http://www.pubblica.istruzione.it/normativa/2004/cm85_04.shtml), 17/10/2007

Document containing instructions on the evaluation of pupils and on the certification of competences, at primary school and at the scuola secondaria di primo grado.

**Constitution of the Italian Republic** (*Constitution*) : 27/12/1947, *Gazzetta Ufficiale, Roma*, 27/12/1947, *Edizione straordinaria*, <http://www.quirinale.it/costituzione/costituzione.htm>, 16/10/2007

**Constitutional law 18 October 2001, no. 3** (Constitutional law) : 18/10/2001, 3, *Gazzetta Ufficiale, Roma, n.248, 24/10/2001*, <http://www.camera.it/parlam/leggi/eelenium.htm>, 17/10/2007

Amendments to Title V of the second part of the Constitution.

**Coppino Law (Law)** : 15/07/1877, <http://www.edscuola.it/archivio/norme/leggi/11571877.htm>, 17/10/2007

Introduction in the education system of the compulsory education at primary level.

**D.Lgs. 15 April 2005, no. 76** (Legislative decree) : 15/04/2005, 76, *Gazzetta Ufficiale, Roma, n.103, 05/05/2005*, [http://www.pubblica.istruzione.it/normativa/2005/dlgs76\\_05.shtml](http://www.pubblica.istruzione.it/normativa/2005/dlgs76_05.shtml), 17/10/2007

General dispositions on diritto/dovere (right/duty) to education and training, as foreseen by reform law no. 53 of 2003.

**D.Lgs. 15 April 2005, no. 77** (Legislative decree) : 15/04/2005, 77, *Gazzetta Ufficiale, Roma, n.103, 05/05/2005*, [http://www.pubblica.istruzione.it/normativa/2005/dlgs77\\_05.shtml](http://www.pubblica.istruzione.it/normativa/2005/dlgs77_05.shtml), 17/10/2007

General dispositions on alternance training paths, as foreseen by reform law no. 53 of 2003.

**D.Lgs. 16 April 1994, no. 297** (Legislative decree) : 16/04/1994, 297, *Gazzetta Ufficiale, Roma, n.115, 19/05/1994, Supplemento ordinario*, [http://www.edscuola.it/archivio/norme/decreti/dlvo297\\_94.html](http://www.edscuola.it/archivio/norme/decreti/dlvo297_94.html), 17/10/2007

Consolidated act of legislative dispositions on education, concerning all educational levels.

**D.Lgs. 17 October 2005, no. 226** (Legislative decree) : 17/10/2005, 226, *Gazzetta Ufficiale, Roma, n.257, 04/11/2005, Supplemento ordinario n. 174*, <http://www.pubblica.istruzione.it/riforma/secondociclo.shtml>, 17/10/2007

General dispositions on the second cycle of the education system as foreseen by reform law no. 53 of 2003.

**D.Lgs. 17 October 2005, no. 227** (Legislative decree) : 17/10/2005, 227, *Gazzetta Ufficiale, Roma, n.257, 04/11/2005*, [http://www.pubblica.istruzione.it/normativa/2005/dlgs\\_formazione\\_171005.shtml](http://www.pubblica.istruzione.it/normativa/2005/dlgs_formazione_171005.shtml), 17/10/2007

General dispositions on teacher training aimed at entering into the profession, as foreseen by reform law no. 53 of 2003.

**D.Lgs. 19 February 2004, no. 59** (Legislative decree) : 19/02/2004, 59, *Gazzetta Ufficiale n. 51 del 2 marzo 2004, Supplemento Ordinario n. 31*, <http://www.pubblica.istruzione.it/normativa/2004/dec190204.shtml>, 17/10/2007

Decree which sets out the general rules for the scuola dell'infanzia and for the primo ciclo of education, in pursuance of the reform law n. 53 of 28 March 2003.

**D.Lgs. 19 November 2004, no. 286** (Legislative decree) : 19/11/2004, 286, *Gazzetta Ufficiale n. 282 del 1 dicembre 2004*, <http://www.pubblica.istruzione.it/normativa/2004/dl286.shtml>, 17/10/2007

Decree that establishes the Servizio nazionale di valutazione del sistema educativo di istruzione e di formazione and reorganization of the Istituto nazionale per la valutazione del sistema dell'istruzione (INVALSI), according to Law no. 53 of 28 March 2003.

**D.Lgs. 20 July 1999, no. 258** (Legislative decree) : 20/07/1999, 258, *Gazzetta Ufficiale, Roma, n.181, 04/08/1999*, <http://www.camera.it/parlam/leggi/deleghe/testi/99258dl.htm>, 17/10/2007

Reorganisation of the European Centre of Education (CEDE), Educational Documentation Library (BDP) and transformation of the National Museum of Science and Technology "Leonardo da Vinci" into a foundation.

**D.Lgs. 3 February 1993, no. 29** (Legislative decree) : 03/02/1993, 29, *Gazzetta Ufficiale, Roma, 6/02/1993, n. 30, S.O.*, [http://www.giustizia.it/cassazione/leggi/dlgs29\\_93.html](http://www.giustizia.it/cassazione/leggi/dlgs29_93.html), 17/10/2007

Rationalisation of the organisation of public administration and revision of the subject on public employment, in accordance with article 2 of Law n. 421 of 23 October 1992.

**D.Lgs. 30 July 1999, no. 300** (*Legislative decree*) : 30/07/1999, 300, *Gazzetta Ufficiale, Roma, n.203, 30/08/1999, Supplemento ordinario n.163*, <http://www.pubblica.istruzione.it/normativa/index1205.shtml>, 17/10/2007

Reform of the government organisation.

**D.Lgs. 30 June 1999, no. 233** (*Legislative decree*) : 30/06/1999, 233, *Gazzetta Ufficiale, Roma, n.170, 22/07/1999*, <http://www.pubblica.istruzione.it/normativa/index1007.shtml>, 17/10/2007

Reform of the local collegiate bodies of the school.

**D.Lgs. 31 December 2009, no. 213** (*Legislative Decree*) : 31/12/2009, 213, *Gazzetta Ufficiale 1° febbraio 2010, n. 25*, <http://www.camera.it, 04/03/2010>

Decree for the implementation of law no. 165 of 27 September 2007 on the reorganisation of research institutes.

**D.Lgs. 31 March 1998, no. 112** (*Legislative decree*) : 31/03/1998, 112, *Gazzetta Ufficiale n. 92 del 21 aprile 1998, S. O. n. 77*, <http://www.pubblica.istruzione.it/argomenti/autonomia/documenti/dl310398.htm>, 17/10/2007

Decree that confers some of the functions and commitments of the State to the Regions and local authorities, in application of Law no. 59 of 15 March 1997. Regulations for the co-ordination, the planning and the evaluation of national policies concerning scientific and technological research, according to paragraph 11, section 1, Law 15 March 1997, no. 59.

**D.Lgs. 6 April 2006, no. 164** (*Legislative decree*) : 06/04/2006, 164, *Gazzetta Ufficiale n. 101 del 3 maggio 2006*, <http://www.camera.it/parlam/leggi/deleghe/testi/06164dl.htm>, 19/10/2007

Reorganisation of the rules concerning university professors recruitment, according to Law no. 230 of 4 November 2005.

**D.Lgs. 6 March 1998, no. 59** (*Legislative decree*) : 06/03/1998, 59, *Gazzetta Ufficiale, Roma, n.71 del 26/03/1998*, <http://www.pubblica.istruzione.it/argomenti/autonomia/documenti/qualificadir.htm>, 17/10/2007

Regulation of the executive role of school heads in autonomous schools.

**D.M. 16 December 2009, no. 99** (*Ministerial Decree*) : 16/12/2009, 99, *Ministry of education, university and research*, <http://www.pubblica.istruzione.it, 04/02/2010>

The Decree modifies the criteria for the assignment of merit to student at upper secondary level and provides new criteria for the assignment of school credits.

**D.M. 21 July 1997 no. 245** (*Ministerial decree*) : 21/07/1997, 245, *Gazzetta Ufficiale, Roma, n.175, 29/07/97*, <http://www.miur.it/regolame/acces.htm>, 17/10/2007

Regulation on admittance to university education and related guidance activities.

**D.M. 22 August 2007, no. 139** (*Ministerial Decree*) : 22/08/2007, 139, *Ministero dell'Istruzione, dell'Università e della Ricerca (MIUR)*, <http://www.pubblica.istruzione.it, 04/06/2009>

The Decree deals with the extension of the length of compulsory education, lasting now for 10 years (up to 16 years of age). The Decree describes also competences and knowledge that pupils are expected to have acquired at the end of compulsory education.

**D.M. 22 October 2004, no. 270** (*Ministerial decree*) : 22/10/2004, 270, *Gazzetta Ufficiale, Roma, n.266, 12/11/2004*, [http://www.miur.it/0006Menu\\_C/0012Docume/0098Normat/index.htm](http://www.miur.it/0006Menu_C/0012Docume/0098Normat/index.htm), 17/10/2007

Amendments to the regulations on didactical autonomy of universities as approved by the Ministerial Decree no. 509 of 1999.

**D.M. 24 July 1998, no. 331** (Ministerial Decree) : 24/07/1998, 331, <http://www.istruzione.it>

Dispositions on the organization of school network, class sizes and school staff

**D.M. 3 November 1999, no. 509** (Ministerial decree) : 3/11/1999, 509, *Gazzetta Ufficiale, Roma, n.2, 04/01/2000*, [http://www.miur.it/0006Menu\\_C/0012Docume/0098Normat/2088Regola.htm](http://www.miur.it/0006Menu_C/0012Docume/0098Normat/2088Regola.htm), 17/10/2007

Regulation concerning teaching autonomy of the universities.

**D.M. 30 April 1999, no. 224** (Ministerial decree) : 30/04/1999, 224, *Gazzetta Ufficiale, Roma, n.162 del 13/07/1999*, <http://www.miur.it/regolame/1998/dotart3.htm>, 17/10/2007

Regulation containing rules concerning research doctorates.

**D.M. of 26 May 1998** (Ministerial decree) : 26/05/1998, *Gazzetta Ufficiale, Roma, n. 153, 03/07/1998*, [http://www.miur.it/0006Menu\\_C/0012Docume/0015Atti\\_M/1011\\_Crite.htm](http://www.miur.it/0006Menu_C/0012Docume/0015Atti_M/1011_Crite.htm), 17/10/2007

General criteria for Universities for the issuing of regulations for the organisation of degree courses in primary teaching (scienze della formazione primaria) and of specialisation schools for secondary school teaching.

**D.P.C.M. 14 February 2001, no. 106** (Decree of the President of Council of Ministries) : 14/02/2001, 106, *Gazzetta Ufficiale, Roma, n.84, 10/04/2001*, <http://gazzette.comune.jesi.an.it/2001/84/2.htm>, 17/10/2007

Regulation containing rules for the implementation of article 1, subsection 9, of Law no.62 of 10 March 2000, concerning an special financing plan to regions and autonomous provinces of Trento and Bolzano for allowance of scholarships to support dependents of families for education.

**D.P.C.M. 23 February 2006, no. 185** (Decree of the President of the Council of Ministers) : 23/02/2006, 185, *GU 19 maggio 2006, n. 115*, [http://www.edscuola.it/archivio/norme/decreti/dpcm185\\_06.htm](http://www.edscuola.it/archivio/norme/decreti/dpcm185_06.htm), 22/10/2007

Provisions concerning methods and criteria for identifying pupils with special educational needs, as foreseen by law no. 289 of 27 December 2002.

**D.P.C.M. of 25 January 2008** (Decree of the President of the Council of Ministers) : 25/01/2008, <http://>

Guidelines for the riorganisation of the Higher technical education and training system and the establishment of the Higher technical institutes.

**Directive 15 September 2008, no. 74** (Directive of the Ministry) : 15/09/2009, 74, *MIUR*, <http://www.pubblica.istruzione.it>, 13/05/2009

Directive defining the action plan for the activities that Invalsi (National Institute for the evaluation of the education system) should carry out in the three-year period (2008-2011) for the evaluation of the education system, of schools and of levels of learning outcomes of students.

**DPR 10 October 1996, no. 567** (Decree of the President of the Republic) : 10/10/1996, 567, *Gazzetta ufficiale, Roma, n.259 del 05/11/1996*, <http://www.edscuola.it/archivio/norme/circolari/pom.html>, 17/10/2007

Regulation containing rules on complementary initiatives and integrative activities in the schools.

**DPR 11 August 2003, no. 319** (Decree of the President of the Republic) : 11/08/2003, 319, *Gazzetta Ufficiale n.270, 20 novembre 2003, S.O. n.177*, [http://www.pubblica.istruzione.it/organizzazione\\_new/regolamento.pdf](http://www.pubblica.istruzione.it/organizzazione_new/regolamento.pdf), 17/10/2007

Regulation on the organisation of the Ministry of education, university and research.

**DPR 11 July 1980, no. 382** (*Decree of the President of the Republic*) : 11/07/1980, 382, *Gazzetta Ufficiale, Roma, n.209, 31/07/1980*, [http://www.edscuola.it/archivio/norme/decreti/dpr382\\_80.html](http://www.edscuola.it/archivio/norme/decreti/dpr382_80.html), 17/10/2007

Reorganisation of university teaching, related courses of study, teaching and organisational experimentation.

**DPR 12 February 1985, no. 104** (*Decree of the President of the Republic*) : 12/02/1985, 104, *Gazzetta Ufficiale, Roma, n.76, 29/03/1985, Supplemento ordinario*, [http://www.edscuola.it/archivio/norme/decreti/dpr104\\_85.pdf](http://www.edscuola.it/archivio/norme/decreti/dpr104_85.pdf), 17/10/2007

Approval of the new primary school curriculum.

**DPR 13 February 2001, no. 105** (*Decree of the President of the Republic*) : 13/02/2002, 105, *Gazzetta Ufficiale, Roma, n.84, 10/04/2001, n.84*, [http://www.pubblica.istruzione.it/normativa/2001/dpr105\\_01.shtml](http://www.pubblica.istruzione.it/normativa/2001/dpr105_01.shtml), 17/10/2007

Regulation providing for further modifications and integration to Presidential Decree of 10 October 1996, n. 567, concerning the subject of complementary initiatives and supplementary activities in the schools.

**DPR 14 June 1955, no. 503** (*Decree of the President of the Republic*) : 14/06/1955, 503, *Gazzetta Ufficiale, Roma, n.146, 27/06/1955*, [http://www.edscuola.com/archivio/norme/decreti/dpr503\\_55.html](http://www.edscuola.com/archivio/norme/decreti/dpr503_55.html), 17/10/2007

Primary school curriculum.

**DPR 14 October 2004, no. 305** (*Decree of the President of the Republic*) : 14/10/2004, 305, *Gazzetta Ufficiale n. 300 del 23 dicembre 2004*, <http://www.governo.it/Presidenza/USRI/>, 17/10/2007

Approval of obiettivi specifici di apprendimento concerning the teaching of Catholic religion at lower secondary school.

**DPR 16 December 1985, no. 751** (*Decree of the President of the Republic*) : 16/12/1985, 751, *Gazzetta Ufficiale, Roma, 20 dicembre 1985, n.299*, <http://www.governo.it/Presidenza/USRI/confessioni/norme/85DPR751prn.html>, 17/10/2007

Enforcement of the agreement between the Italian educational Authority and the Italian Episcopal Conference for the teaching of Catholic Religion in public schools.

**DPR 20 January 2009, no. 17** (*Decree of the President of the Republic*) : 20/01/2009, 17, *Gazzetta Ufficiale del 13 marzo 2009, n. 60*,

The Decree provides for the reorganisation of the Ministry of education, university and research. The Decree has merged into one Ministry the former two Ministries of public education and of university and research, which had been separated in 2006.

**DPR 20 March 2009, no. 81** (*Decree of the President of the Republic*) : 20/03/2009, 81, *Gazzetta Ufficiale 2 luglio 2009, n. 151*,

This Decree has been issued according to Law 133/2008 in order to reorganize the school network and to a more efficient use of human resources at school. It includes disposition on the new limits for the class size at all school level.

**DPR 20 March 2009, no. 89** (*Decree of the President of the Republic*) : 20/03/2009, 89, *Gazzetta Ufficiale 15 luglio 2009, n. 162*,

This Decree has been issued according to Law 133/2008 and provides for the revision of the organization of the pre-primary, primary and lower secondary levels. It includes the dispositions on early enrolments to pre-primary schools, the curriculum, the new organization of the school time foreseen also by law 169/2008 for primary and lower secondary schools, starting from school year 2009/2010.

**DPR 21 July 1987, no. 339** (Decree of the President of the Republic) : 21/07/1987, 339, *Gazzetta Ufficiale* n. 187 del 12 agosto 1987, <http://www.governo.it/Presidenza/USRI/confessioni/norme/87DPR339prn.html>, 17/10/2007

Approval of teaching programmes for Catholic religion at public upper secondary schools, licei artistici and istituti d'arte included.

**DPR 21 November 2000, no. 415** (Decree of the President of the Republic) : 21/11/2000, 415, *G.U.* 18 gennaio 20001, n. 14, [http://www.pubblica.istruzione.it/normativa/2000/dpr415\\_00.shtml](http://www.pubblica.istruzione.it/normativa/2000/dpr415_00.shtml), 17/10/2007

Regulation on the organization of the National Institute for Documentation, Innovation and Educational Research, according to articles no.2 and 3 of Legislative Decree no.258 of 1999.

**DPR 22 June 2009, no. 122** (Decree of the President of the Republic) : 22/06/2009, 122, *Gazzetta Ufficiale* 19 agosto 2009, n. 191

Decree for the coordination of the disposition on the evaluation of students.

**DPR 23 July 1998, no. 323** (Decree of the President of the Republic) : 23/07/1998, 323, *Gazzetta Ufficiale*, n. 210, 9/9/1998, <http://www.edscuola.it/archivio/norme/decreti/dprmat.html>, 17/10/2007

Decree on State exams at the conclusion of upper secondary education, according to art. 1 of Law 10th of December 1997, no. 425.

**DPR 23 March 2000, no. 117** (Decree of the President of the Republic) : 23/03/2000, 117, *Gazzetta Ufficiale, Roma*, n.109, 12/05/2000, <http://www.miur.it/regolame/2000/modrecl3.htm>, 17/10/2007

Regulation providing for modifications to Presidential Decree dated 19 October 1998, n. 390, on implementation of procedures for the recruitment of permanent university professors and researchers, according to article 1 of Law n. 210 of 3 July 1998.

**DPR 24 July 1977, no. 616** (Decree of the President of the Republic) : 24/07/1977, 616, *Gazzetta Ufficiale, Roma*, n.234, 29/08/1977, *Supplemento ordinario*, [http://www.edscuola.it/archivio/norme/edfisica/dpr\\_616\\_77.html](http://www.edscuola.it/archivio/norme/edfisica/dpr_616_77.html), 17/10/2007

Implementation of the devolution mandate, par 1, Law 22 July 1975, no.382, concerning regulations on the Regional government and on Public Administration.

**DPR 24 June 1998, no. 249** (Decree of the President of the Republic) : 24/06/1998, 249, *Gazzetta ufficiale, Roma*, n.175 del 29/07/1998, <http://www.edscuola.it/archivio/norme/decreti/statuto3.html>, 17/10/2007

Regulation containing the statute of pupils of primary level.

**DPR 27 January 1998, no. 25** (Decree of the President of the Republic) : 27/01/1998, 25, *Gazzetta Ufficiale, Roma*, n. 39 del 17/02/1998, [http://www.miur.it/0006Menu\\_C/0012Docume/0098Normat/1802Regola.htm](http://www.miur.it/0006Menu_C/0012Docume/0098Normat/1802Regola.htm), 17/10/2007

Regulations containing rules on procedures relating to development and planning of the university system, as well as to the regional co-ordination committees.

**DPR 28 February 2003, no. 132** (Decree of the President of the Republic) : 28/02/2003, 132, *Gazzetta Ufficiale*, n. 135, 13 giugno 2003, [http://www.miur.it/0006Menu\\_C/0012Docume/0098Normat/3293Regola\\_cf4.htm](http://www.miur.it/0006Menu_C/0012Docume/0098Normat/3293Regola_cf4.htm), 17/10/2007

Decree on autonomy of music and art institutes, according to law 21st of December 1999, no. 508.

**DPR 30 March 2004, no. 121 and no. 122** (Decree of the President of the Republic) : 30/03/2004, *Gazzetta Ufficiale* n. 109, 11 maggio 2004, <http://www.governo.it/Presidenza/USRI/>, 17/10/2007

Approval of obiettivi specifici di apprendimento concerning the teaching of Catholic religion at scuole dell'infanzia (DPR n. 121) and at primary schools (DPR n. 122).

**DPR 31 August 1999, no. 394** (Decree of the President of the Republic) : 31/08/1999, 394, *Gazzetta Ufficiale* 3 novembre 1999 n.258 - *Supplemento Ordinario* n.190/L, [http://www.giustizia.it/cassazione/leggi/dpr394\\_99.html](http://www.giustizia.it/cassazione/leggi/dpr394_99.html), 19/10/2007

Provisions concerning immigration and the status of strangers in Italy. It deals also with access to education and recognition of diplomas obtained abroad.

**DPR 31 May 1974, no. 416** (Decree of the President of the Republic) : 31/05/1974, 416, *Gazzetta Ufficiale* 13 settembre 1974, n. 239,

Establishment and organization of collegiate bodies of pre-primary, primary and secondary schools.

**DPR 31 May 1974, no. 417** (Decree of the President of the Republic) : 31/05/1974, 417, *SO alla GU* 13 settembre 1974, n. 239, [http://www.edscuola.it/archivio/norme/decreti/dpr417\\_74.html](http://www.edscuola.it/archivio/norme/decreti/dpr417_74.html), 17/10/2007

Decree on the legal status of teaching staff, managing and monitoring staff of preprimary, primary, secondary and artistic schools.

**DPR 6 March 2001, no. 190** (Decree of the President of the Republic) : 06/03/2001, 190, *Gazzetta Ufficiale, Roma*, n.118, 23/05/01, <http://www.edscuola.it/archivio/norme/decreti/irre.html>, 17/10/2007

Regulation concerning the organization of the Regional Institutes for Educational Research, according to article no.76 of Legislative decree n.300 of 30 July 1999.

**DPR 8 July 2005, no. 212** (Decree of the President of the Republic) : 08/07/2005, 212, *Gazzetta Ufficiale, Roma*, n.243, 18/10/2005, [http://www.pubblica.istruzione.it/comitato\\_musica/normativa/dpr212\\_05.pdf](http://www.pubblica.istruzione.it/comitato_musica/normativa/dpr212_05.pdf), 16/10/2007

Dispositions for the definition of didactical programs at Istituzioni di alta formazione artistica, musicale e coreutica, as foreseen by law no. 508 of 1999.

**DPR 8 March 1999, no. 275** (Decree of the President of the Republic) : 08/03/1999, 275, *SO 152/L della GU* 10 agosto 1999, n. 186, <http://www.pubblica.istruzione.it/normativa/1999/index99.shtml>, 17/10/2007

Regulations containing rules on school autonomy.

**DPR 9 April 1999, no. 156** (Decree of the President of the Republic) : 09/04/1999, 156, *Gazzetta Ufficiale, Roma*, n. 128, 03/06/1999, [http://www.pubblica.istruzione.it/news/1999/dpr156\\_99.shtml](http://www.pubblica.istruzione.it/news/1999/dpr156_99.shtml), 17/10/2007

Regulations containing modifications and integrations of Presidential Decree no. 567 of 10 October 1996, concerning regulation of complementary initiatives and integrative activities of schools.

**Frame law 10 February 2000, no. 30** (Frame law) : 10/02/2000, 30, *Gazzetta Ufficiale, Roma*, n.44, 23/02/2000, <http://www.camera.it/parlam/leggi/00030l.htm>, 17/10/2007

Frame law on the reorganisation of education cycles.

**Frame law 5 February 1992, no. 104** (Frame law) : 05/02/1992, 104, *Gazzetta Ufficiale, Roma*, n.39, 17/02/1992, *Supplemento ordinario*, [http://www.edscuola.it/archivio/norme/leggi/1104\\_92.html](http://www.edscuola.it/archivio/norme/leggi/1104_92.html), 17/10/2007

Frame law for the assistance, social integration and rights of disabled people.

**Gentile Reform** (Royal decree) : 06/05/1923, 1054, *Gazzetta Ufficiale, Roma*, n.129, 02/06/1923, [http://www.edscuola.it/archivio/norme/decreti/rd1054\\_23.pdf](http://www.edscuola.it/archivio/norme/decreti/rd1054_23.pdf), 17/10/2007

Organisation of lower secondary education and of convitti nazionali (girls' boarding schools).



**Inter-Ministerial Decree of 29 November 2007** (*Inter-Ministerial Decree*) : 29/11/2007, Ministry of Education, university and research, <http://www.pubblica.istruzione.it>

The Decree, signed by both the Ministry of education and the Ministry of labour, establishes that compulsory education can be fulfilled also within the three-year vocational training courses, falling under the Regions competences.

**Law 10 December 1997, no. 425** (*Law*) : 10/12/1997, 425, *Gazzetta Ufficiale, Roma, n.289, 12/12/1997*, <http://www.camera.it/parlam/leggi/97425l.htm>, 17/10/2007

Regulations for the reform of esami di Stato, which end upper secondary education courses.

**Law 10 March 2000, no. 62** (*Law*) : 10/03/2000, 62, *Gazzetta Ufficiale, Roma, n.67, 31/03/2000*, <http://www.camera.it/parlam/leggi/elelenu.htm>, 17/10/2007

Rules on school equality and provisions concerning the right to study and education.

**Law 11 December 1969, no. 910** (*Law*) : 11/12/1969, 910, *Gazzetta Ufficiale, Roma, n.314, 13/12/1969*, [http://www.italgiure.giustizia.it/nir/1969/lexs\\_40811.html](http://www.italgiure.giustizia.it/nir/1969/lexs_40811.html), 17/10/2007

Emergency measures for Universities.

**Law 11 January 2007, no. 1** (*Law*) : 11/01/2007, 1, *Gazzetta Ufficiale n. 10 del 13 gennaio 2007*, <http://www.camera.it/parlam/leggi/07001l.htm>, 18/10/2007

Provisions concerning the State upper secondary education leaving exams and delegation to the Government for the issue of regulations concerning the link between schools and the universities.

**Law 12 July 2006, no. 228** (*Law*) : 12/07/2006, 228, *Gazzetta Ufficiale n. 160 del 12 luglio 2006*, <http://www.parlamento.it/leggi/06228l.htm>, 18/10/2007

Provisions concerning the extension of the due date for the issue of regulations and delegated acts on education.

**Law 14 February 2003, no. 30** (*Law*) : 14/02/2003, 30, *Gazzetta Ufficiale n. 47 del 26 febbraio 2003*, <http://www.camera.it/parlam/leggi/elelenu.htm>, 17/10/2007

Delegation to the Government concerning employment and labour market.

**Law 15 December 1999, no. 482** (*Law*) : 15/12/1999, 482, *Gazzetta Ufficiale, Roma, n. 297, 20/12/1999*, <http://www.camera.it/parlam/leggi/elelenu.htm>, 17/10/2007

Rules on the safeguard of historical linguistic minorities.

**Law 15 March 1997, no. 59** (*Law*) : 15/03/1997, 59, *Gazzetta Ufficiale, Roma, n.63, 17/03/1997, Supplemento ordinario*, <http://www.camera.it/parlam/leggi/elelenu.htm>, 17/10/2007

Delegation to Government for the transferral of responsibilities and functions to Regions and to local authorities; following the reform of public administration and the simplification of administrative procedures.

**Law 15 May 1997, no. 127** (*Law*) : 15/05/1997, 127, *Gazzetta Ufficiale, Roma, n. 113, 17/05/1997, Supplemento ordinario*, <http://www.camera.it/parlam/leggi/elelenu.htm>, 17/10/2007

Urgent measures for the simplification of administration and of decision and control procedures.

**Law 17 July 2006, no. 233** (*Law*) : 17/07/2006, 233, *Gazzetta Ufficiale n. 164 del 17 luglio 2006*, <http://www.camera.it/parlam/leggi/06233l.htm>, 18/10/2007

Provisions concerning the reorganisation of tasks, functions and organisation of the Presidency of the Council of Ministers and of the Ministries.

**Law 17 May 1999, no. 144** (Law) : 17/05/1999, 144, *Gazzetta Ufficiale, Roma, n.118 del 22 maggio 1999, SO n.99/L*, <http://www.camera.it/parlam/leggi/elelenu.htm>, 17/10/2007

Measures on investments; delegation to the Government for the reorganisation of incentives for employment and of the legislation on INAIL, as well as provisions for the reorganisation of national social security bodies.

**Law 18 December 1997, no. 440** (Law) : 18/12/1997, 440, *Gazzetta Ufficiale, Roma, n.298, 23/12/1997*, <http://www.camera.it/parlam/leggi/elelenu.htm>, 17/10/2007

Institution of the Fund for the enrichment and widening of the formative offer and for equalising interventions.

**Law 18 July 2003, no. 186** (Law) : 18/07/2003, 186, *Gazzetta Ufficiale n. 170 del 24 luglio 2003*, <http://www.camera.it/parlam/leggi/elelenu.htm>, 17/10/2007

Dispositions on Catholic religion teachers' legal status in all levels of the education system.

**Law 18 March 1968, no. 444** (Law) : 18/03/1968, 444, *Gazzetta Ufficiale, Roma, n.103, 22/04/1968*, [http://www.edscuola.it/archivio/norme/leggi/l444\\_68.html](http://www.edscuola.it/archivio/norme/leggi/l444_68.html), 17/10/2007

Organisation of state nursery school.

**Law 19 November 1990, no. 341** (Law) : 19/11/1990, 341, *Gazzetta Ufficiale, Roma, n.274, 23/11/1990*, [http://www.edscuola.it/archivio/norme/leggi/l341\\_90.html](http://www.edscuola.it/archivio/norme/leggi/l341_90.html), 17/10/2007

Reform law on the didactic organisation at universities.

**Law 19 October 1999, no. 370** (Law) : 19/10/1999, 370, *Gazzetta Ufficiale, Roma, n. 252, 29/10/1999*, <http://www.camera.it/parlam/leggi/elelenu.htm>, 17/10/2007

Provisions concerning university studies and on scientific and technological research.

**Law 2 April 2007, no. 40** (Law) : 02/04/2007, 40, *Gazzetta Ufficiale n. 77 del 2 aprile 2007 - Supplemento ordinario n. 91*, <http://www.parlamento.it/leggi/07040l.htm>, 18/10/2007

Provisions concerning consumer protection, promotion of competition, development of economic activities and new enterprises.

**Law 2 August 1999, no. 264** (Law) : 02/08/1999, 264, *Gazzetta Ufficiale, Roma, n. 183, 06/08/1999*, <http://www.camera.it/parlam/leggi/elelenu.htm>, 17/10/2007

Provisions concerning admission to university courses.

**Law 2 December 1991, no. 390** (Law) : 02/12/1991, 390, *Gazzetta Ufficiale, Roma, n.291, 12/12/1991*, [http://statistica.miur.it/scripts/tc\\_univ/legge390\\_91.htm](http://statistica.miur.it/scripts/tc_univ/legge390_91.htm), 17/10/2007

Provisions concerning the right to access university education.

**Law 20 January 1999, no. 9** (Law) : 20/01/1999, 9, *Gazzetta Ufficiale, Roma, n. 21, 27/01/1999*, <http://www.camera.it/parlam/leggi/elelenu.htm>, 17/10/2007

Urgent provisions for prolongation of compulsory education.

**Law 20 May 1982, no. 270** (Law) : 20/05/1982, 270, *Gazzetta Ufficiale, Roma, n.139, 22/05/1982, Supplemento ordinario*, [http://www.edscuola.it/archivio/norme/leggi/l270\\_82.pdf](http://www.edscuola.it/archivio/norme/leggi/l270_82.pdf), 17/10/2007

Revision of regulations for the recruitment of teaching personnel in nursery, primary, secondary and art schools; rationalisation of teachers rolls, adoption of relevant measures for the prevention of non-stability in employment and regularisation of existing non-permanent personnel.

**Law 21 December 1999, no. 508** (Law) : 21/12/1999, 508, *Gazzetta Ufficiale, Roma, n.2, 04/01/2000*, <http://www.camera.it/parlam/leggi/elelenum.htm>, 17/10/2007

Reform of Academies of Fine Arts, National Academies of the Dance, Higher Institutes for Artistic Industries, Music Schools and approved Music Institutes.

**Law 24 June 1997, no. 196** (Law) : 24/06/1997, 196, *Gazzetta Ufficiale, Roma, n. 154 del 04/07/1999, SO n. 136*, <http://www.camera.it/parlam/leggi/elelenum.htm>, 17/10/2007

Provisions on promotion of employment.

**Law 24 November 2009, no. 167** (Law) : 24/11/2009, 167, *Gazzetta Ufficiale n. 274 del 24 novembre 2009*, <http://WWW.PARLAMENTO.IT>, 04/03/2010

Conversion into law of the decree no. 134 of 24 November 2009 for the adoption of urgent measures for the starting of the school year 2009-2010.

**Law 24 September 1971, no. 820** (Law) : 24/09/1971, 820, *Gazzetta Ufficiale, Roma, n.261, 14/10/1971*, [http://www.edscuola.it/archivio/norme/leggi/l820\\_71.html](http://www.edscuola.it/archivio/norme/leggi/l820_71.html), 17/10/2007

Regulations for the organisation of primary school and for the appointment of permanent teachers in state nursery and primary schools.

**Law 25 October 2007, no. 176** (Law) : 25/10/2007, 176, *Gazzetta Ufficiale 26 ottobre 2007, n. 250*, <http://www.pubblica.istruzione.it>, 13/05/2009

Conversion into law of the Decree 7 September 2007, n. 147. This law entrusts the National evaluation service with the tasks connected to the evaluation of the education system and of learning outcomes of students. Moreover, it includes a third written test, held nationwide, in the first cycle of education leaving exam.

**Law 27 December 2006, no. 296** (Law) : 27/12/2006, 296, *Gazzetta Ufficiale n. 299 del 27 dicembre 2006 - Supplemento ordinario n. 244*, <http://www.parlamento.it/leggi/06296l.htm>, 18/10/2007

Provisions for the formation of the annual and multiyear budget of the State (Financial Law 2007).

**Law 27 October 1969, no. 754** (Law) : 27/10/1969, 754, *Gazzetta Ufficiale, Roma, n. 283, 8/10/1969*

Experimentation in vocational schools.

**Law 28 December 1995, no. 549** (Law) : 28/12/1995, 549, *Gazzetta Ufficiale, Roma, n. 153, 29/12/1995, Supplemento ordinario*

Measures for the rationalisation of public finances.

**Law 28 December 2001, no. 448** (Law) : 28/12/2001, 448, *Gazzetta Ufficiale, Roma, n.301 del 29/12/2001, Supplemento ordinario n.285*, <http://www.camera.it/parlam/leggi/elelenum.htm>, 17/10/2007

Provisions for the formation of the annual and multiyear budget of the State (Financial Law 2002).

**Law 28 March 2003, no. 53** (Law) : 28/03/2003, 53, *Gazzetta Ufficiale n. 77 del 2 Aprile 2003*, <http://www.pubblica.istruzione.it/normativa/2004/legge53.shtml>, 17/10/2007

Delegation to the Government for the definition of general provisions on education and for the definition of expected minimum levels of performances in education and in vocational training.

**Law 3 February 2006, no. 27** (Law) : 03/02/2007, 27, *Gazzetta Ufficiale n. 29 del 4 febbraio 2006*, <http://www.camera.it/parlam/leggi/06027l.htm>, 18/10/2007

Provisions concerning non State schools. This law establishes that non State schools can only belong to two types of schools: paritarie (equal to State schools) and non paritarie (non-equal to State schools).

**Law 3 July 1998, no. 210** (Law) : 03/07/1998, 210, *Gazzetta Ufficiale, Roma, n. 155, 06/07/1998*, [http://www.miur.it/0006Menu\\_C/0012Docume/0098Normat/1612Norme\\_.htm](http://www.miur.it/0006Menu_C/0012Docume/0098Normat/1612Norme_.htm), 17/10/2007

Rules for the recruitment of researchers and of university professors with tenure.

**Law 30 July 1973, no. 477** (Law) : 30/07/1973, 477, *Gazzetta Ufficiale, Roma, n.211, 16/08/1973*, [http://www.edscuola.com/archivio/norme/leggi/1477\\_73.htm](http://www.edscuola.com/archivio/norme/leggi/1477_73.htm), 17/10/2007

Delegation to the Government for the definition of general provisions concerning the juridical status of directing inspecting, teaching and non teaching personnel in state nursery, primary, secondary and art schools,

**Law 30 July 2002, no. 189** (Law) : 30/07/2002, 189, *Gazzetta Ufficiale n. 199 del 26 agosto 2002, S. O.*, <http://www.camera.it/parlam/leggi/elelenum.htm>, 17/10/2007

Amendments to the legislation concerning immigration and asylum.

**Law 30 October 2008, no. 169** (Law) : 30/10/2008, 169, *Gazzetta Ufficiale n. 256 del 31 ottobre 2008*, <http://www.parlamento.it, 13/08/2009>

Conversion into Law of the Decree decreto-legge 1st September 2008, no. 137 concerning urgent dispositions on education and university. This law includes new rules for the evaluation of both learning and behaviour of pupils, applied in the school year 2008/2009, dispositions on the new organisation of school time at primary level and new rules for the adoption of books. As for evaluation of pupils, see also CM 50/2009, CM 10/2009, CM 46/2009, DM 5/2009 (only for 2008/2009), OM 40/2009.

**Law 31 December 1962, no. 1859** (Law) : 31/12/1962, 1859, *Gazzetta Ufficiale, Roma, n.27, 30/01/1963*, [http://edscuola.com/archivio/norme/leggi/11859\\_62.pdf](http://edscuola.com/archivio/norme/leggi/11859_62.pdf), 17/10/2007

Institution and organisation of State scuola media.

**Law 4 August 1977, no. 517** (Law) : 04/08/1977, 517, *Gazzetta Ufficiale, Roma, n.224, 18/08/1977*, [http://www.edscuola.it/archivio/norme/leggi/1517\\_77.html](http://www.edscuola.it/archivio/norme/leggi/1517_77.html), 17/10/2007

Regulations concerning the assesment of students and the abolition of remedial examination, and other changes introduced in the school system.

**Law 4 November 2005, no. 230** (Law) : 04/11/2005, 230, *Gazzetta Ufficiale, Roma, n.258, 05/11/2005*, [http://www.miur.it/0006Menu\\_C/0012Docume/0098Normat/5289Nuove\\_.htm](http://www.miur.it/0006Menu_C/0012Docume/0098Normat/5289Nuove_.htm), 17/10/2007

Dispositions on the status of professors and researchers at universities and delegation to the government for the reorganization of the recruitment system for professors.

**Law 5 June 1990, no. 148** (Law) : 05/06/1990, 148, *Gazzetta Ufficiale, Roma, n.138, 15/06/1990*, [http://www.edscuola.it/archivio/norme/leggi/1148\\_90.html](http://www.edscuola.it/archivio/norme/leggi/1148_90.html), 17/10/2007

Reform of primary school system.

**Law 6 August 2008, no. 133** (Law) : 6/08/2008, 133, *Gazzetta Ufficiale n. 195 del 21 agosto 2008 - Suppl. Ordinario n. 196*, <http://www.parlamento.it, 28/08/2009>

Conversion into Law of the Decree 122/2008, concerning, among others, urgent measures to reduce the public costs also in the field of education. It provides also for the reorganization of all the education levels.

**Law 6 March 1998, no. 40** (Law) : 06/04/1998, 40, *Gazzetta Ufficiale, Roma, n.59 del 12/03/1998*, [http://www.pubblica.istruzione.it/normativa/1998/1040\\_98.shtml](http://www.pubblica.istruzione.it/normativa/1998/1040_98.shtml), 17/10/2007

Regulation of immigration and rules governing the status of foreign citizens.

**Law 8 August 1995, no. 335 (Law)** : 08/08/1995, 335, *Supplemento alla Gazzetta Ufficiale, Roma*, [http://www.esteri.it/mae/doc/L335\\_1995.pdf](http://www.esteri.it/mae/doc/L335_1995.pdf), 17/10/2007

Reform of the welfare system on pensions.

**Law 9 August 1978, no. 463 (Law)** : 09/08/1978, 463, *Gazzetta Ufficiale, Roma, n.232, 21/08/1978*, [http://www.italgiure.giustizia.it/nir/lexs/1978/lexs\\_262361.html](http://www.italgiure.giustizia.it/nir/lexs/1978/lexs_262361.html), 17/10/2007

Revision of criteria for the definition of staff needs and procedures for the appointment of teaching and non teaching personnel, measure for the inclusion in the roll of permanent teachers of provisional teachers.

**Law 9 January 2009, no. 1 (Law)** : 09/01/2009, 1, *Gazzetta Ufficiale 9 gennaio 2009, n. 6*, <http://>

Urgent measures on the right to study and the quality of the university and research system.

**Law 9 May 1989, no. 168 (Law)** : 09/05/1989, 168, *Gazzetta Ufficiale, Roma, n.108, 11/05/1989*, <http://www.miur.it/leggi/l168.htm>, 17/10/2007

Institution of the Ministero dell'Università e della Ricerca Scientifica e Tecnologica - MURST (Ministry of University and scientific and technological research)

**Legge Casati (Law)** : 13/11/1859, 3725, *Gazzetta Piemontese, Torino, 18/11/1859*, <http://www.edscuola.it/archivio/norme/leggi/casati.html>, 17/10/2007

Reform of the organisation of state education and of the teaching staff.

**Ministerial order 29 July 1997, no. 455 (Ministerial order)** : 29/07/1997, 455, <http://www.pubblica.istruzione.it/argomenti/ifts/om455.shtml>, 17/10/2007

Provisions concerning adult education and training.

**O.M. 8 April 2009, no. 40 (Ministerial Order)** : 08/04/2009, 40, MIUR, <http://www.istruzione.it>

Ministerial Order including dispositions specific for 2008/2009 upper secondary school leaving state exams.

**Royal decree 31 August 1933, no. 1592 (Royal decree)** : 31/08/1933, 1592, *Gazzetta Ufficiale, Roma, n.283, 07/12/1933, Supplemento ordinario*, [http://www.edscuola.it/archivio/norme/decreti/rd1592\\_33.pdf](http://www.edscuola.it/archivio/norme/decreti/rd1592_33.pdf), 17/10/2007

Approval of the Consolidation Act concerning higher education.

**Royal decree 5 February 1928, no. 577 (Royal decree)** : 05/02/1928, 577, *Gazzetta Ufficiale, Roma, n.95, 23/04/1928*

Approval of the Consolidation act of all legislation issued in virtue of paragraph 1 Law 31st January 1926, n.100 relating to primary, post-primary education and integration.

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## INSTITUTIONS

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**CENSIS (Centre of Studies for Social Investment)**

Piazza di Novella 2 00199 Roma

Tel: +39 06 860911

Fax: +39 06 86211367

Website: <http://www.censis.it>

**Conference of the Rectors of Italian Universities (CRUI)**

Piazza Rondanini 48 00186 Roma

Tel: +39 06 69441399

Website: <http://www.cruai.it>

**CSA (Centre for administrative services)**

Centres offering administrative support to schools (Provincial and sub-provincial subdivision of the Uffici Scolastici Regionali). Set up in 2002, their name has been changed into Uffici Scolastici Provinciali (Provincial School Board) in 2006.

**Information Centre on Academic Mobility and Equivalence (CIMEA)**

V.le XXI Aprile 36 00162 Roma

Website: <http://www.cimea.it>

**Institute for the development of professional training of workers (ISFOL)**

Via Morgagni 33 00161 Roma

Tel: +39 06 445901

Fax: +39 06 44291871

Website: <http://www.isfol.it>

**IRRE (Regional Institute for Educational Research)**

Institutes with offices in each Region of Italy. They have been suppressed by the financial law 2007 and are now part of the National Agency for the Development of School Autonomy (former Indire).

**Ministry of Agriculture, Food and Forestry**

Via XX Settembre 20 Roma

Tel: +39 06 46651

Website: <http://www.politicheagricole.it>

**Ministry of Cultural Goods and Activities**

Via del Collegio Romano 27 Roma

Tel: +39 06 67231

Website: <http://www.beniculturali.it>

**Ministry of Economy and Finance**

Via XX Settembre 97 00187 Roma

Tel: +39 06 47611

Website: <http://www.mef.gov.it>

**Ministry of Education, University and Research (MIUR)**

Viale Trastevere 76/A 00153 Roma

Piazzale Kennedy 20 00144 Roma

Tel: +39 06 58491/06 59911

Website: <http://www.pubblica.istruzione.it> (for school education) [www.miur.it](http://www.miur.it) (for higher education and research)

From 1999 to 2006, the MIUR has been responsible for all levels of education, from pre-primary to higher education and research. In 2006, the MIUR has been split into the MPI (Ministry of public education) and the Ministry of University and Research. In 2008, the two Ministries have been merged once again in the Ministry of education, university and research (MIUR).

**Ministry of Environment and Protection of Land and Sea**

Viale Cristoforo Colombo 44 Roma

Tel: +39 06 571

Website: <http://www.minambiente.it>

**Ministry of Foreign Affairs**

Piazzale della Farnesina 1 00194 Roma

Tel: +39 06 36911

Website: <http://www.esteri.it>

**Ministry of Health**

Viale Giorgio Ribotta 5

00144 - Roma

Website: <http://www.salute.gov.it>

**Ministry of Infrastructures and Transports**

Piazzale Porta Pia 1

Tel: +0039 06 44121

Website: <http://www.infrastrutturetrasporti.it>

**Ministry of Justice**

Via Arenula 70 Roma

Tel: +39 06 68851

Website: <http://www.giustizia.it>

**Ministry of Labour and Social Policies**

Via Veneto 56 - 00187 ROMA

Tel: (+39) 06.481611

Website: <http://www.lavoro.gov.it>

**National Agency for the Development of the School Autonomy (former INDIRE, former BDP, former IRRE)**

Via Buonarroti 10 50122 Firenze

Tel: +39 055 2380301

Fax: +39 055 2380330

Website: <http://www.agenziaautonomiascolastica.it>

**National agency for the evaluation of the university and research system (Anvur)****National centre of European information and documentation (CIDE)**

Via Quattro Novembre 149 00187 Roma

Tel: +39 06 69999257

E-mail: [info@cide.it](mailto:info@cide.it)

Website: <http://www.cide.it>

**National Committee for the Evaluation of the University System (CNVSU)**

P.le Kennedy 20 00144 Roma

Website: <http://www.cnvsu.it>

**National Council for high level art and music education (CNAM)**

P.le Kennedy 20 00144 Roma

Website: <http://www.cnam.it>

**National Council for Public Education**

Viale Trastevere 76/A 00153 Roma

Tel: +39 06 58491

**National Council of University Students (CNSU)**

P.le Kennedy 20 00144 Roma

Website: <http://www.miur.it/cnsu/>

**National Institute for the Evaluation of the Education and training System (Invalsi) (former CEDE)**

Villa Falconieri Via Borromini 5 00044 Frascati (Roma)

Tel: +39 06 941851

Fax: +39 06 94185 201

Website: <http://www.invalsi.it>



**National Institute of Statistics (Istat)**

Via Cesare Balbo 16 00184 Roma

Tel: +39 06 46731

Website: <http://www.istat.it>

**National LLP Agency Italy**

Via Buonarroti 10 50122 Firenze

E-mail: [agenziallp@indire.it](mailto:agenziallp@indire.it)

Website: <http://www.programmallp.it>

**National LLP Agency-Italy (Leonardo programme)**

Via G. B. Morgagni 30/e 00161 Roma

E-mail: [leoproject@isfol.it](mailto:leoproject@isfol.it)

Website: <http://www.programmallp.it>

**National Research Council (CNR)**

Piazzale Aldo Moro 7 00185 Roma

Tel: +39 06 49931

Fax: +39 06 4461954

Website: <http://www.cnr.it>

**National University Council (CUN)**

Piazzale Kennedy 20 00144 Roma

Tel: +39 06 59912502

**State/Regions unified Conference**

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.

**USR (Regional School Office)**

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. It allocates both financial resources and teaching and non-teaching staff to educational institutions.

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This is the main tool for the analysis of the economic, demographic and social aspects in the Country. It is published by Istat every year. It is also available online.

ISBN 978-88-458-1617-8

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