



Eurybase

The Information Database on Education Systems in Europe

The Education System in Italy

2006/07



1. Political, social and economic background and trends	1
1.1. Historical overview	1
1.2. Main executive and legislative bodies	2
1.2.1. Legislative authority	2
1.2.2. Executive authority	2
1.2.3. Ministries with power over education	2
1.2.4. Regions: institutional structure and powers	3
1.2.5. Provinces and Communes: institutional structure and powers	4
1.3. Religions	5
1.4. Official and minority languages	5
1.5. Demographic situation	6
1.6. Economic situation	6
1.7. Statistics	7
1.7.1. Population	7
1.7.2. Immigration	7
1.7.3. Employment	8
2. General organisation of the education system and administration of education	10
2.1. Historical overview	10
2.2. Ongoing debates and future developments	11
2.3. Fundamental principles and basic legislation	13
2.4. General structure and defining moments in educational guidance	15
2.5. Compulsory education	16
2.6. General administration	17
2.6.1. General administration at national level	19
2.6.1.1. Preprimary, primary and secondary education	19
2.6.1.2. Higher education	20
2.6.2. General administration at regional level	22
2.6.3. General administration at local level	23
2.6.4. Educational institutions, administration, management	24
2.6.4.1. Pre-primary, primary, lower and upper secondary education	24
2.6.4.1.1. Head teacher	25
2.6.4.1.2. The School or Group Council	26
2.6.4.1.3. The 'Direttore dei servizi generali e amministrativi'	26
2.6.4.1.4. Other bodies	26
2.6.4.2. Higher education	27
2.6.4.2.1. University administration	27
2.6.4.2.2. Administration of departments	28
2.6.4.2.3. Faculty administration	29
2.7. Internal and external consultation	29
2.7.1. Internal consultation	30
2.7.2. Consultation involving players in society at large	30
2.8. Methods of financing education	33
2.9. Statistics	34
3. Pre-primary education	35
3.1. Historical overview	35
3.2. Ongoing debates and future developments	36
3.3. Specific legislative framework	36
3.4. General objectives	37
3.5. Geographical accessibility	37

3.6. Admission requirements and choice of institution/centre	38
3.7. Financial support for pupils' families	38
3.8. Age levels and grouping of children	38
3.9. Organisation of time	39
3.9.1. Organisation of the year	39
3.9.2. Weekly and daily timetable	39
3.10. Curriculum, types of activities, number of hours	40
3.11. Teaching methods and materials	40
3.12. Evaluation of children	41
3.13. Support facilities	41
3.14. Private sector provision	41
3.15. Organisational variation and alternative structures	43
3.16. Statistics	43
4. Primary education	44
4.1. Historical overview	44
4.2. Ongoing debates and future developments	45
4.3. Specific legislative framework	46
4.4. General objectives	46
4.5. Geographical accessibility	47
4.6. Admission requirements and choice of school	47
4.7. Financial support for pupils' families	47
4.8. Age levels and grouping of pupils	48
4.9. Organisation of school time	48
4.9.1. Organisation of the school year	48
4.9.2. Weekly and daily timetable	49
4.10. Curriculum, subjects, number of hours	50
4.11. Teaching methods and materials	51
4.12. Pupil assessment	51
4.13. Progression of pupils	52
4.14. Certification	52
4.15. Educational guidance	53
4.16. Private education	53
4.17. Organisational variations, alternative structures	54
4.18. Statistics	54
5. Secondary and post-secondary non-tertiary education	56
5.1. Historical overview	57
5.2. Ongoing debates and future developments	58
5.3. Specific legislative framework	59
5.3.1. Lower secondary education	59
5.3.2. General upper secondary education	60
5.3.3. Vocational upper secondary education	60
5.3.4. Post-secondary non-tertiary education	61
5.4. General objective	62
5.4.1. Lower secondary education	62
5.4.2. General upper secondary education	62
5.4.3. Vocational upper secondary education	63
5.4.4. Post-secondary non-tertiary education	63
5.5. Types of institutions	63
5.5.1. Lower secondary education	63

5.5.2. General upper secondary education	64
5.5.3. Vocational upper secondary education	64
5.5.4. Post-secondary non-tertiary education	65
5.6. Geographical accessibility	66
5.7. Admission requirements and choice of school	66
5.7.1. Lower secondary education	66
5.7.2. General upper secondary education	66
5.7.3. Vocational upper secondary education	67
5.7.4. Post-secondary non-tertiary education	67
5.8. Registration and/or tuition fees	67
5.9. Financial support for pupils	68
5.9.1. Lower secondary education	68
5.9.2. General upper secondary education	68
5.9.3. Vocational upper secondary education	69
5.9.4. Post-secondary non-tertiary education	69
5.10. Age levels and grouping of pupils	69
5.10.1. Lower secondary education	69
5.10.2. General upper secondary education	70
5.10.3. Vocational upper secondary education	70
5.10.4. Post-secondary non-tertiary education	70
5.11. Specialisation of studies	71
5.11.1. Lower secondary education	71
5.11.2. General upper secondary education	71
5.11.3. Vocational upper secondary education	71
5.11.4. Post-secondary non-tertiary education	73
5.12. Organisation of school time	74
5.12.1. Organisation of the school year	74
5.12.2. Weekly and daily timetable	75
5.13. Curriculum, subjects, number of hours	75
5.13.1. Lower secondary education	75
5.13.2. General upper secondary education	76
5.13.3. Vocational upper secondary education	78
5.13.4. Post-secondary non-tertiary education	79
5.14. Teaching methods and materials	80
5.14.1. Lower secondary education	80
5.14.2. General upper secondary education	80
5.14.3. Vocational upper secondary education	81
5.14.4. Post-secondary non-tertiary education	81
5.15. Pupil assessment	82
5.15.1. Lower secondary education	82
5.15.2. General upper secondary education	83
5.15.3. Vocational upper secondary education	83
5.15.4. Post-secondary non-tertiary education	83
5.16. Progression of pupils	85
5.16.1. Lower secondary education	85
5.16.2. General upper secondary education	85
5.16.3. Vocational upper secondary education	86
5.16.4. Post-secondary non-tertiary education	86
5.17. Certification	86

5.17.1. Lower secondary education	86
5.17.2. General upper secondary education	87
5.17.3. Vocational upper secondary education	90
5.17.4. Post-secondary non-tertiary education	90
5.18. Educational/vocational guidance, education/employment links	91
5.18.1. Lower secondary education	92
5.18.2. General upper secondary education	92
5.18.3. Vocational upper secondary education	93
5.18.4. Post-secondary non-tertiary education	93
5.19. Private education	93
5.20. Organisational variations and alternative structures	94
5.21. Statistics	95
6. Tertiary education	98
6.1. Historical overview	99
6.1.1. Non-university tertiary education	99
6.1.2. University tertiary education	100
6.2. Ongoing debates and future developments	101
6.2.1. Non-university tertiary education	101
6.2.2. University tertiary education	102
6.3. Specific legislative framework	103
6.3.1. Non-university tertiary education	103
6.3.2. University tertiary education	103
6.3.3. Postgraduate level	104
6.4. General objective	105
6.4.1. Non-university tertiary education	105
6.4.2. University tertiary education	105
6.4.3. Postgraduate level	106
6.5. Types of institutions	106
6.5.1. Non-university tertiary education	106
6.5.2. University tertiary education	108
6.5.3. Postgraduate level	108
6.6. Admission requirements	108
6.6.1. Non-university tertiary education	109
6.6.2. University tertiary education	109
6.6.3. Postgraduate level	110
6.7. Registration and/or tuition fees	110
6.7.1. Non-university tertiary education	111
6.7.2. University tertiary education	111
6.7.3. Postgraduate level	111
6.8. Financial support for students	111
6.8.1. Non-university tertiary education	112
6.8.2. University tertiary education	112
6.8.3. Postgraduate level	112
6.9. Organisation of the academic year	113
6.10. Branches of study, specialisation	113
6.10.1. Non-university tertiary education	113
6.10.2. University tertiary education	114
6.10.3. Postgraduate level	114
6.11. Curriculum	115

6.11.1. Non-university tertiary education	116
6.11.2. University tertiary education	116
6.11.3. Postgraduate level	118
6.12. Teaching methods	118
6.12.1. Non-university tertiary education	118
6.12.2. University tertiary education	118
6.12.3. Postgraduate level	118
6.13. Student assessment	118
6.13.1. Non-university tertiary education	119
6.13.2. University tertiary education	119
6.13.3. Postgraduate level	119
6.14. Progression of students	119
6.14.1. Non-university tertiary education	119
6.14.2. University tertiary education	120
6.14.3. Postgraduate level	120
6.15. Certification	120
6.15.1. Non-university tertiary education	120
6.15.2. University tertiary education	121
6.15.3. Postgraduate level	121
6.16. Educational/vocational guidance, education/employments links	122
6.16.1. Non-university tertiary education	122
6.16.2. University tertiary education	122
6.16.3. Postgraduate level	123
6.17. Private education	123
6.18. Organisational variations, alternative structures	124
6.19. Statistics	124
7. Continuing education and training for young school leavers and adults	126
7.1. Historical overview	126
7.2. Ongoing debates and future developments	127
7.3. Specific legislative framework	127
7.4. General objectives	128
7.5. Types of institution	129
7.6. Geographical accessibility	129
7.7. Admission requirements	130
7.8. Registration and/or tuition fees	130
7.9. Financial support for learners	130
7.10. Main areas of specialisation	130
7.11. Teaching methods	131
7.12. Trainers	131
7.13. Learner assessment/progression	132
7.14. Certification	132
7.15. Education/employment links	132
7.16. Private education	132
7.17. Statistics	133
8. Teachers and education staff	135
8.1. Initial training of teachers	135
8.1.1. Historical overview	136
8.1.1.1. Pre-primary and primary education	136
8.1.1.2. Secondary education	137

8.1.2. Ongoing debates and future developments	137
8.1.3. Specific legislative framework	138
8.1.3.1. Pre-primary and primary education	138
8.1.3.2. Secondary education	138
8.1.4. Institutions, level and models of training	139
8.1.4.1. Pre-primary and primary education	139
8.1.4.2. Secondary education	139
8.1.5. Admission requirements	140
8.1.5.1. Pre-primary and primary education	140
8.1.5.2. Secondary education	141
8.1.6. Curriculum, special skills, specialisation	141
8.1.7. Evaluation, certificates	143
8.1.7.1. Pre-primary and primary education	143
8.1.7.2. Secondary education	143
8.1.8. Alternative training pathways	143
8.2. Conditions of service of teachers	143
8.2.1. Historical overview	144
8.2.1.1. Pre-primary, primary and secondary education	144
8.2.1.2. Tertiary education	145
8.2.2. Ongoing debates and future developments	145
8.2.2.1. Pre-primary, primary and secondary education	145
8.2.2.2. Tertiary education	145
8.2.3. Specific legislative framework	146
8.2.3.1. Pre-primary, primary and secondary education	147
8.2.3.2. Tertiary education	147
8.2.4. Planning policy	147
8.2.5. Entry to the profession	148
8.2.5.1. Pre-primary, primary and secondary education	148
8.2.5.2. Tertiary education	149
8.2.6. Professional status	149
8.2.6.1. Pre-primary, primary and secondary education	149
8.2.6.2. Tertiary education	150
8.2.7. Replacement measures	150
8.2.7.1. Pre-primary, primary and secondary education	150
8.2.7.2. Tertiary education	151
8.2.8. Supporting measures for teachers	151
8.2.8.1. Pre-primary, primary and secondary education	151
8.2.8.2. Tertiary education	151
8.2.9. Evaluation of teachers	151
8.2.9.1. Pre-primary, primary and secondary education	151
8.2.9.2. Tertiary education	151
8.2.10. In-service training	152
8.2.10.1. Historical overview	152
8.2.10.2. Specific legislative framework	154
8.2.10.3. Decision-making bodies for in-service training	154
8.2.10.4. Types of institutions	154
8.2.10.5. Admission requirements	154
8.2.10.6. Curriculum, length and areas of specialisation	155
8.2.10.7. Methods	155

8.2.10.8. Evaluation, certification	155
8.2.10.9. Training/employment links	155
8.2.11. Salaries	155
8.2.11.1. Pre-primary, primary and secondary education	156
8.2.11.2. Tertiary education	157
8.2.12. Working time and holidays	157
8.2.12.1. Pre-primary, primary and secondary education	157
8.2.12.2. Tertiary education	159
8.2.13. Promotion, advancement	159
8.2.13.1. Pre-primary, primary and secondary education	159
8.2.13.2. Tertiary education	160
8.2.14. Mobility	160
8.2.14.1. Pre-primary, primary and secondary education	160
8.2.14.2. Tertiary education	160
8.2.15. Dismissal	161
8.2.15.1. Pre-primary, primary and secondary education	161
8.2.15.2. Tertiary education	161
8.2.16. Retirement and pensions	161
8.2.16.1. Pre-primary, primary and secondary education	161
8.2.16.2. Tertiary education	162
8.3. School administrative and/or management staff	163
8.3.1. Requirements for appointment as a school head	163
8.3.2. Conditions of service	164
8.4. Staff involved in monitoring educational quality	164
8.4.1. Requirements for appointment as an inspector	164
8.4.2. Conditions of Service	165
8.5. Educational staff responsible for support and guidance	165
8.6. Other educational staff or staff working with schools	165
8.7. Statistics	166
9. Evaluation of educational institutions and the education system	168
9.1. Historical overview	168
9.2. Ongoing debates and future developments	169
9.3. Administrative and legislative framework	170
9.3.1. Administrative and legislative framework of the evaluation of schools/institutions	170
9.3.2. Administrative and legislative framework of evaluation of the education system	171
9.4. Evaluation of schools/institutions	172
9.5. Evaluation of the education system	172
9.5.1. Pre-primary, primary and secondary education	172
9.5.2. Higher education	173
9.6. Research into education linked to evaluation of the education system	174
9.6.1. Pre-primary, primary and secondary education	174
9.6.2. University higher education	177
9.7. Statistics	177
10. Special educational support	178
10.1. Historical overview	178
10.2. Ongoing debates and future developments	179
10.3. Definition and diagnosis of the target group(s)	180
10.4. Financial support for pupils' families	180

10.5. Special provision within mainstream education	180
10.5.1. Specific legislative framework	181
10.5.2. General objectives	182
10.5.2.1. Pre-primary education	182
10.5.2.2. Primary education	182
10.5.2.3. Lower secondary education	183
10.5.2.4. Upper secondary education	183
10.5.2.5. Higher education	183
10.5.3. Specific support measures	184
10.6. Separate special provision	184
10.7. Special measures for the benefit of immigrant children/pupils and those from ethnic minorities	184
10.8. Statistics	185
11. The European and international dimension in education	187
11.1. Historical overview	187
11.2. Ongoing debates and future developments	187
11.3. National policy guidelines/specific legislative framework	188
11.4. National programmes and initiatives	188
11.5. European/international dimension through the national curriculum	189
11.6. Mobility and exchange	190
11.6.1. Mobility and exchange of pupils/students	190
11.6.2. Mobility and exchange of teaching and academic staff	190
11.7. Statistics	190
Glossary	192
Legislation	200
Institutions	207
Bibliography	210

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 Realm 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. A 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. The Statute, which was not as rigid as the Constitution, could be modified through ordinary laws. The Constitution, instead, can be amended only through a complex procedure.

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. A further reform developed by the centre-right government has been repealed through referendum.

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) and, since May 2006, centre-left governments.

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

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Legislation: Constitution of the Italian Republic

1.2. Main executive and legislative bodies

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

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

1.2.1. Legislative authority

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

- The Chamber of Deputies, elected by direct universal suffrage. Elections of 630 deputies take place using the proportional system, according to the recent electoral reform. Persons aged 25 or over are eligible for election; electors must have reached the age of majority (18).
- The Senate of the Republic, elected on a regional basis. Elections of 315 senators take place using the proportional system on a regional basis. Senators are elected by people aged 25 or over. 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.

Each Parliament has a term of five years. According to Constitutional Law no. 1 of 23 January 2001, 12 deputies out of 630 and 6 senators out of 315 are elected by Italians resident abroad.

1.2.2. Executive authority

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

Legislation: Constitution of the Italian Republic

1.2.3. Ministries with power over education

Law Decree no. 300, issued on 30 July 1999, had reformed the government organisation starting from 2001: it notably reduced the number of Ministers and provided for the reunification of the sectors of education, scuola dell'infanzia and university education in one only Ministry called Ministry of Education, University and Research (MIUR). With law decree of 18 May 2006, no. 181, converted into law no. 233 of 17 July 2006, the new government increased the number of its ministries; furthermore, the Ministero della Pubblica Istruzione (MPI) has been separated from the Ministero dell'Università e della Ricerca (MiUR).

The Ministero della Pubblica istruzione (MPI) keeps liaisons with the following other Ministries:

- Ministry of Economy and Finance, for the allocation and the distribution of funds needed for running of schools and for the education central and peripheral administration offices as well as for the control on the State assets;
- Ministry of Labour and Social Policies: for a link between school, employment sector and vocational training;
- Ministry of Health: regulations for the preservation of hygiene and health in school premises, health education, prevention of diseases or dangerous habits: alcoholism, use of drugs, measures against the spreading of AIDS, etc; the implementation of the provisions on the identification of handicapped students and their school integration;
- Ministry of Justice for the organisation of courses at compulsory education level, upper secondary and university level, as well as vocational training courses in prisons;
- Ministry of Foreign Affairs for the organisation of Italian schools abroad;
- Ministry of Environment for environmental education projects.
- Ministry of Agriculture and Forestry for food 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 and the issue of motorbike license to students.
- Ministry of University and Research (MiUR) for teachers' training, university guidance, lifelong learning, etc.

Legislation: Constitution of the Italian Republic

Legislation: Law 17 July 2006, no. 233

Institutions: Ministry of Foreign Affairs

Institutions: Ministry of Labour and Social Security

Institutions: Ministry of Environment and Protection of Land and Sea

Institutions: Ministry of Economy and Finance

Institutions: Ministry of Education, University and Research (MIUR)

Institutions: Ministry of University and Research

Institutions: Ministry of Justice

Institutions: Ministry of Public Education (MPI)

Institutions: Ministry of Health

Institutions: Ministry of Infrastructures and Transports

Institutions: Ministry of Agriculture, Food and Forestry

Institutions: Ministry of Cultural Goods and Activities

1.2.4. Regions: institutional structure and powers

According to Law no. 3 of 18 October 2001, some rules of Title V, Part II of the Constitution issued in 1948 have been changed. According to the new formulation of article 114 of the Constitution, the Italian Republic is made up of Communes, Provinces, Metropolitan cities, Regions and the State. Communes, Provinces, Metropolitan cities and Regions are established as autonomous bodies with their own statutes, their own powers and functions on the basis of the principles set out by the Constitution. Rome is the capital of the Italian Republic and its order is regulated through the State law.

The Regional bodies include the Regional council, the Regional Board and its President.

Legislative power is carried out by the Regional councils which are assemblies elected by voters resident in the territory of a Region. Unlike the Constitution of 1948, which reserved the election system to a State law and foresaw that the President and the members of the regional government were selected among the members of the regional council, Constitutional Law 3/2001 transfers to the various Regions the formulation of their own statutes. As a consequence, every Region, provided that it will be in accordance with the Constitution, decides its own form of government and the fundamental principles of its organisation and functioning. The above mentioned law has instituted the Council of Local Autonomous Authorities in every Region; it offers advice to Regions and local authorities. 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.

New article 117 distributes the legislative power 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, like 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 in the respect of general rules, fundamental principles and essential benefits reserved to the State legislation; education falls within the concurrent legislation; in this respect, the regional legislation should respect 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.

Regions can conclude agreements with other States or conventions with local authorities of other States according to what is established by State law.

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

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

Legislation: Constitution of the Italian Republic

Legislation: Constitutional law 18 October 2001, no. 3

1.2.5. Provinces and Communes: institutional structure and powers

A Commune is the territorial body in direct contact with the population needs. The Province is a geographical area, intermediate between the Region and the Commune, grouping together a number of Communes which are geographically, historically and economically linked to an urban centre, called the capital.

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

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

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

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

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".

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

Legislation: Constitution of the Italian Republic

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

Legislation: DPR 14 October 2004, no. 305

Legislation: DPR 21 July 1987, no. 339

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

Legislation: Law 28 March 2003, no. 53

1.4. Official and minority languages

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

Other linguistic groups have not received an adequate protection in the past, but recently Law no. 482 of 15 December 1999 and the subsequent statutory rules approved with Presidential Decree no. 345 of 2 May 2001 safeguard languages and cultures of Albanians, Catalans, Germans, Greeks, Croats but also languages as Provençal-French, Friulan, Languedoc and Sardinian. Provincial Councils 1.3 will be responsible for defining the territory on which the protection regulations will be applied. These regulations permit to use the "protected" languages as teaching instruments on request of pupils' families in pre-primary, primary and lower secondary schools, to speak the mother language in municipal, provincial and regional Councils as well as before the justice of the peace magistrate, and to have bilingual employees in public offices; however, Italian is still the official language.

In accordance with the mentioned Law 482/99 and Presidential Decree 345/2001, the MIUR (now MPI), on the basis of the positive experiences of schools in the last school years, with circular no. 65 of 28 July 2004, arranged a plan for financing to carry out national and local projects in the field of the

study of languages and cultural traditions of a linguistic minority It's worth it to point out Law no. 15 of 30 October 2003 of Calabria Region, issued on 14 February 2004, that regulates the safeguard and exploitation of the languages and cultural heritages of the linguistic and historical minorities of the region.

Legislation: Circular of MIUR 28 July 2004, no. 65

Legislation: Constitution of the Italian Republic

Legislation: Law 15 December 1999, no. 482

Institutions: Ministry of Education, University and Research (MIUR)

1.5. Demographic situation

Up to 31 December 2006, residents in Italy were 59 131 287 (28 718 447 males and 30 412 846 females 45% of them live in the North, 19% in the Centre and 36% in the South of the country. The natural population movement (number of alive births minus deaths) in year 2006 is equal to 2 118 (+12 753 males and 10 635 females). The migrant movement is equal to +377 458 units. The birth-rate is equal to 9.5 per thousand inhabitants. In year 2006, the estimate of the average number of children per woman is equal to 1.35, which is the highest number registered in Italy in the last 15 years. Source: data processing from ISTAT <http://demo.istat.it/bil2006/index.html>

The ratio between old population aged 65 and over and population aged 0-14, was equal to 139.9% on the 1st of January 2006, with a steady increase compared with the previous years: 137.8% in 2005 and 135.9% in 2004. Taking into account international data, Italy is actually the European country more concerned with the ageing process.

Source: http://www.istat.it/dati/catalogo/20070517_00/01popolazione.pdf

Eventually, it's worth it to notice that the overall volume of internal mobility in Italy (from South to North) has progressively decreased from the 60ies onwards; however, starting from the 90ies the opposite trend has been registered together with an increase in the international mobility. These two phenomena are strongly related to each other; in fact, Regions with a higher rate of internal migration show more relevant positive signs up with foreign countries. The demographic balance is highly affected by the fact that Italy, where emigration had a high incidence, is hosting an increasing number of international immigrants. The increase in the population registered in 2006 is therefore a consequence of the positive sign up of the migrant movement. During the year, 297 640 units from abroad have been registered against 75 230 cancellations. At the territorial level, the migration movement shows a positive sign up only in the Centre and the North of the country, whereas in the South the number of cancellations is higher than the number of registrations. For further details on immigration, see 1.7.2.(Source: data processing from Annuario Statistico Italiano 2006, pp 45-49 and <http://demo.istat.it/bil2006/index.html>).

Bibliography: Annuario statistico italiano 2006

Institutions: National Institute of Statistics (Istat)

1.6. Economic situation

In year 2006, the GDP value was equal to 1 475 401 million current euros, with a 1.9% increase in comparison with year 2005.

Goods and services exports have registered an overall increase of 5.3% due to a growth respectively of goods (+4.4%) and services (+8.8%). The increase in private consumptions has been equal to 1.6%. The purchases abroad of residents have decreased of 1.2%, while the non-residents' expenses on the Italian territory have increased of 5.6%. (Source: data processing from ISTAT, national financial accounts years 2004-2006, press release of 1 March 2007).

Bibliography: *Annuario statistico italiano 2006*

Institutions: National Institute of Statistics (Istat)

1.7. Statistics

Please refer to the sub-sections for more details.

1.7.1. Population

The Italian territory, with the exclusion of Republic of San Marino and Vatican City State, has an area of 301 336 square km with an average national population density of 195 inhabitants per square km. The population density varies much from one region to the other; it is due mainly to the many mountains and hills (76.83%) on the national territory.

In Italy, there are 8 101 communes widely different from the demographic point of view. On the 31st of December 2004, the 71.25% of the communes (5 756) has less than 5 000 inhabitants; the 17.9% of the population lives in these commune; the 0.5% of the Communes (43) counts more than 100 000 inhabitants and the 23.1% of the population lives in these Communes. Altogether, the most relevant share of the population (almost 30%) lives in communes with 5 001 to 20 000 inhabitants; these communes are little more than 22.7% of the Italian communes (Source: data processing from ISTAT, pp. 45 and 53-54).

Bibliography: *Annuario statistico italiano 2006*

Institutions: National Institute of Statistics (Istat)

1.7.2. Immigration

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

Foreigners regularly residing in Italy up to the 1st of January 2006 were 2 286 024, and the 62% of them lived in the North, 26% in the Centre and 12,% in the South of the country.

As far as the composition of the national groups is concerned, the majority of residence permits have been granted to citizens of Eastern Europe (40%) and Africa (24%) (Source: data processing from *Annuario Statistico Italiano 2006*, ISTAT, oo. 48-49), as indicated in the following table updated to the 1st of January 2006:

Country of provenance	Units
European Union	233 867
Central Eastern Europe	871 401
Other European countries	10 131
Northern Africa	535 930
Asia	395 608
North America	30 412
Central-South America	206 039
Oceania	2 370
Stateless people	266
Total amount	2 286 024

(Source: data processing from ISTAT 2006, Table 6.1

<http://demo.istat.it/altridati/permessi/2006/tav6.1.pdf>).

The number of students who are not Italian citizens and who attend our school system is increasing progressively: 361 576 units (equal to 4.2% of the total number of attending students) in school year 2004/05; 403 340 units in school year 2006/07 (4.7% coming from EU countries). (Sources: data processing from MPI, *Alunni con cittadinanza non italiana*, October 2005, pp. 7-9; data processing from MPI, *Notiziario sulla scuola primaria e secondaria di I e II grado*, a.s. 2006/07 – July 2007, p. 10).

For further investigations on the presence of non Italian students in the Italian educational system, see [10.7.10.8.](#)

Legislation: Law 30 July 2002, no. 189

Bibliography: *Annuario statistico italiano* 2006

Bibliography: *Notiziario sulla scuola secondaria di I e II grado*

Institutions: National Institute of Statistics (Istat)

Institutions: Ministry of Public Education (MPI)

1.7.3. Employment

The average number of employed in 2005 was equal to 22 563 000 units, with an increase of 158 000 units per year, equal to 0.7%. The increase in the average in 2004 had been 163 000, equal to 0.7%. The increase involved both male and female populations.

An employment increase has not been registered in all the areas of the country. A certain increase has been registered in the Centre (+0.8%), while in the northern regions (1.2%), whereas the number of employees has decreased of 0.3% in the South.

An employment increase has not been registered in all the economic sectors in 2004.. Agriculture, in fact, has registered a decrease equal to 4.3%), in comparison with the previous year. Industry has still shown a negative sign-up with a 0.2% decrease in employment. The building sector is still strengthening its positive trend for the consecutive fifth year, with an increase of 4.4%. The service sector, despite a certain slackening, registered an increase of 0.9%, corresponding to more than the half the additional posts created during the year.

As a consequence of the situation described, the average unemployment rate in 2004 reached the 7.7%. The decrease of people searching for an employment has been marked in the South (-14.3%) and slighter in the Centre (-6.4%), whereas an increase has been registered in the North-East (+4%) and in the North-West (+6%)

(Source: ISTAT, Annuario Statistico Italiano 2006, pp. 234-238).

Bibliography: Annuario statistico italiano 2006

Institutions: National Institute of Statistics (Istat)

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

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 professionalisation, to a unitary system that tends to postpone the diversification into education and training paths;
- a gradual extension of compulsory education, from the first two years of primary level foreseen by Coppino Law of 1877 to at least 8 years, as foreseen by the Constitution of 1948, to the *diritto/dovere* to education and training up to 18 years of age, foreseen by law 53/2003 and D.Lgs. 76/2005 which will come into effect 18 months later in accordance with law of 12 July 2006, no. 228;
- 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:

- *scuola del grado preparatorio* of elementary school (nursery school), neither compulsory nor free nor state school **3.1.**, except for the *giardini d'infanzia* annexed to some state *istituti magistrali*;
- primary school (5 years), divided into two cycles (lower and upper cycles);
- lower secondary education, including six different institutions;
- upper secondary education, including five different institutions;
- lower secondary school, subdivided into a vocational path called '*scuola di avviamento*' (training school) (2-3 years), an academic path called *ginnasio* (a lower 3-year cycle and an upper 2-year cycle), *istituto tecnico* (a 4-year lower level course) and *istituto magistrale* (a 4-year upper level course); art school (3 years);

- upper secondary school, subdivided into liceo classico (3 years); liceo scientifico (4 years); istituto tecnico for economics and commercial school (4-year upper level course); istituto tecnico for geometers (4-year upper level course); istituto magistrale (3-year upper level course); liceo artistico (4 years);
- higher education, including state-funded universities and "free" (private) universities, without state funding.

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

Law of 1 July 1940, no. 899 (Bottai Law) provided for the unification of the ginnasio, the lower level courses of istituti tecnici and the istituto magistrale into the 3-year scuola media, wrongly called 'the unique school' because 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. The constitution the rules were gradually applied through several reforms of the organisation and curricula of the pre-primary education and of compulsory and non-compulsory education.

Legislation: Constitution of the Italian Republic

Legislation: D.Lgs. 15 April 2005, no. 76

Legislation: DPR 8 March 1999, no. 275

Legislation: Law 10 March 2000, no. 62

Legislation: Law 12 July 2006, no. 228

Legislation: Law 28 March 2003, no. 53

Legislation: Legge Casati

Legislation: Coppino Law

Legislation: Gentile Reform

2.2. Ongoing debates and future developments

A reform of school cycles (Law of 10 February 2000, no. 30) was approved. This law has been abrogated by the new government settled in year 2001, which approved Law of 28 March 2003, no. 53, to be issued under delegated power. It foresees a three-year non compulsory scuola dell'infanzia (see [1.2.](#)), a primo ciclo of education including five-year primary school and three-year scuola secondaria di primo grado and a secondo ciclo including the sistema dei licei (5 years) and the sistema di istruzione e formazione professionale.

Six legislative decrees have been issued according to Law 53/2003:

- D.Lgs. 19 February 2004, no. 59: definition of the general rules on scuola dell'infanzia and primo ciclo of education.
- D.Lgs. 19 November 2004, no. 286: institution of the servizio nazionale di valutazione 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 secondo ciclo of education and training;
- D.Lgs. 17 October 2005, no. 227: definition of the general rules on teacher training aimed at access to teaching.

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 for the suspending the implementation of such decrees and the adjournment of the terms for their revision, in particular concerning the secondo ciclo of education. They have, at the same time, started a review process of the reform. The following chronology will help to better understand the situation:

- 31 May 2006 - Suspension of the experimentation of the secondo ciclo: D.M. Ref. no. 4018/FR provides for the suspension of the implementation of D.M. 31 January 2006. no. 775 on innovation of the sistema dei licei and the related study pathways, that is the experimentation of the new system introduced through D.Lgs. 226/2005.
- 13 June 2006 – Raising of the curriculum share reserved for the schools: the D.M no. 47 confirms 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 can be used to confirm the national study plan or to compensate for the various subjects of the national study plan, or to introduce new subjects, taking into account that the time destined to each subject cannot be decreased of more than 20% of the annual timetable. Such share applies to each type and level of education.
- 12 July 2006 – Adjournments: Law Decree no. 173 of 12 May 2006 introduces the adjournment of a series of terms: the reform of the secondo ciclo will be started in school year 2008/2009; amendments and integrations of the decrees on the diritto/dovere to education and training) and school-work alternance as well as teacher training aimed at access to teaching will be possible until the end of November 2008.
- 17 July 2006 – The Ministry of education becomes MPI: the name Ministero della Pubblica Istruzione (MPI) is reintroduced through law no. 233 which provides also for the revision of the number of its departments and directorates general; as a consequence, as new regulation draft for the organisation of the ministry has been prepared.
- 27 December 2006 – Extension of compulsory education: Law No. 296 foresees what follows:
 - annulment of the anticipated enrolment of children in the 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, and extension to 16 years of age for access to the labour market; at the present time, the National Council of Education (Consiglio Nazionale della Pubblica Istruzione) is examining the related implementation regulation ;
 - 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 Istruzione e Formazione Tecnica Superiore (IFTS);
 - reorganisation of the Centri Territoriali Permanenti for adult education attending evening courses. The reorganisation foresees provincial centres with administrative, organisation and teaching autonomy and their own staff;
 - institution of the Agenzia nazionale per lo sviluppo dell'autonomia scolastica, which replaces the Indire and Irre;
 - reorganisation of the Invalsi.
- 11 January 2007 – the new state exam: The new Law (no. 1/2007) on the state exams organised at end of upper secondary school level reintroduces 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 this new rules.
- 31 January 2007 – Maintenance of the istituti tecnici and istituti professionali: Law decree on 'liberalizations' (no. 7/2007) foresees some 'urgent provisions concerning technical-vocational education and school autonomy improvement. In practice, the istituti tecnici and istituti professionali have been reintroduced and, at the same time, the economic liceo and the technological liceo, foreseen by the D.Lgs 226/2005, have been abolished; it is possible to set up technical-vocational poles, which are associations of technical institutes, vocational institutes, accredited vocational training organisations, organisations operating within the Istruzione e formazione tecnica superiore (IFTS) system. Its aim is 'to foster systematically the diffusion of the scientific and technical culture as well as the measures for the economic and productive development of our Country'. The above mentioned D.Lgs. has been subsequently transformed into law 2 April 2007, no. 40, providing for the postponement of the reform of the secondo ciclo in school year 2009-2010.

Further details on the development of the reform will be provided in the following chapter, in the paragraphs dedicated to ongoing debates.

Legislation: D.Lgs. 15 April 2005, no. 76

Legislation: D.Lgs. 15 April 2005, no. 77

Legislation: D.Lgs. 17 October 2005, no. 226

Legislation: D.Lgs. 17 October 2005, no. 227
Legislation: D.Lgs. 19 February 2004, no. 59
Legislation: D.Lgs. 19 November 2004, no. 286
Legislation: Law 11 January 2007, no. 1
Legislation: Law 17 July 2006, no. 233
Legislation: Law 2 April 2007, no. 40
Legislation: Law 27 December 2006, no. 296
Legislation: Law 28 March 2003, no. 53
Legislation: Frame law 10 February 2000, no. 30

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

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

Institutions: Ministry of Education, University and Research (MIUR)

Institutions: Ministry of University and Research

Institutions: Ministry of Public Education (MPI)

2.3. Fundamental principles and basic legislation

Italian school legislation has its foundations in a number of Articles of the Constitution of the Republican State. Articles 30, 33, 34 and 38 in particular lay down the principles on which legislation must be based. Basic principles which cannot be waived include the freedom of education, the duty of the state to provide a network of educational establishments of every type and level and open to everyone with no discrimination of any type, the right of the universities, academies and highly cultural institutions to lay down independently their own regulations; the right of private individuals to establish schools and educational establishments at no cost to the State, the *diritto/dovere* of parents to provide education for their children even if born outside the bonds of matrimony. If parents cannot do so, measures must be taken by law to help them to carry out their duties. Appropriate measures must be taken to enable capable and deserving students to enter higher levels of education even if they lack financial resources. The education of citizens also includes the education and vocational training of disabled 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 unified *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 (*organi collegiali*) 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;
- Law no. 59 of 15 March 1997 delegated the government to entrust Regions and local authorities with functions, to reform the Public Administration and simplify administrative procedures. The consequent delegated regulations have granted a wide educational, organisational and research autonomy to schools, which will start in school year 2000-2001; furthermore, they have widened the University autonomy (Law no. 370 of 19 October 1999 and regulation no. 509 of 3 November

- 1999);
- Law no. 425 of 10 December 1997 reformed the 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 Accademie di belle arti, Accademia nazionale di danza, Accademia nazionale di arte drammatica, Istituti Superiori per le Industrie Artistiche, Conservatori di musica and approved Music Institutes".
 - Law no. 62 of 10 March 2000 concerning equality between public and private education;
 - Constitutional Law no. 3 of 18 October 2001 which modified the subdivision of the responsibilities, also as far as education is concerned, between State and Regions and subsequent Law of 5 June 2003 no. 131 introducing regulations' adjustments to the above mentioned constitutional modifications;
 - DPR 28 February 2003, no. 132, providing for the criteria for statutory, regulation and organisation autonomy of art and music institutions, according to law 21 December 1999, no. 508;
 - Law of 28 March no. 53 for the reform of the education and training system issued under delegated power **2.2.**;
 - Law of 18 July 2003 no. 186 on the acquisition of tenure for catholic religion teachers;
 - DPR 8 July 2005, no. 212, regulating the teaching orders of the high level art, music and dance institutes, according to lw 21 December 1999, no. 508;
 - Law 16 September 2005, no. 236, regulating the composition, functioning as well as the appointment and election procedures of the members of the National Council for High Level Art and Music Education (Consiglio Nazionale per l' Alta formazione artistica e musicale - CNAM) ;
 - 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;
 - DPR 15 March 2006, authorizing the Ministry of education, university and research to recruit teaching staff for 2005-2006 academic year in the AFAM institutes, according to law 27 December 1997, no. 449;
 - Law degree 6 April 2006, no. 164 for the reorganisation of the recruitment of university professors;
 - Law 17 July 2006, no. 233 establishing the Ministry of public education (Ministero della pubblica istruzione – MPI) and the Ministry of university and research (Ministero dell'Università e della Ricerca – MiUR);
 - DPR 12 December 2006, authorising the Ministry of the university and research, according to law 27 December 1997, no. 449, to recruit teaching, administrative and technical staff in the high level art and music institutes as for academic year 2006-2007.
 - Law 11 January 2007, no. 1 for the reform of the state exam at the end of upper secondary education (ex-esame di maturità);
 - Ministerial decree of 12 march 2007, no. 39, for the acknowledgment of the final study titles to be released at the end of the two-year experimental courses started at the state and legally recognised Accademie di belle arti and the Conservatori di musica;
 - Ministerial decree of 29 May 2007, no. 88, for the acknowledgment of the final study titles to be released at the end of the two-year experimental courses, as an integration of the previous DM no. 39 of 12 March 2007.

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

Legislation: Constitution of the Italian Republic

Legislation: D.Lgs. 6 April 2006, no. 164

Legislation: D.M. 3 November 1999, no. 509

Legislation: DPR 28 February 2003, no. 132

Legislation: DPR 8 July 2005, no. 212

Legislation: DPR 8 March 1999, no. 275

Legislation: Law 10 December 1997, no. 425

Legislation: Law 10 March 2000, no. 62

Legislation: Law 11 December 1969, no. 910

Legislation: Law 11 January 2007, no. 1
 Legislation: Law 15 March 1997, no. 59
 Legislation: Law 17 July 2006, no. 233
 Legislation: Law 17 May 1999, no. 144
 Legislation: Law 18 July 2003, no. 186
 Legislation: Law 18 March 1968, no. 444
 Legislation: Law 19 November 1990, no. 341
 Legislation: Law 19 October 1999, no. 370
 Legislation: Law 20 May 1982, no. 270
 Legislation: Law 21 December 1999, no. 508
 Legislation: Law 28 December 2001, no. 448
 Legislation: Law 28 March 2003, no. 53
 Legislation: Law 30 July 1973, no. 477
 Legislation: Law 31 December 1962, no. 1859
 Legislation: Law 4 August 1977, no. 517
 Legislation: Law 4 November 2005, no. 230
 Legislation: Law 5 June 1990, no. 148
 Legislation: Constitutional law 18 October 2001, no. 3
 Legislation: Frame work on handicap 5 February 1992, no. 104

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

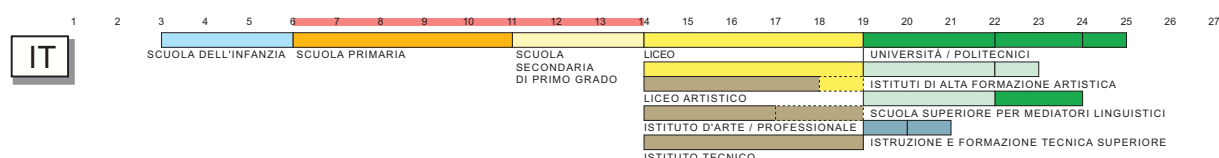
Institutions: Ministry of Education, University and Research (MIUR)

Institutions: Ministry of University and Research

Institutions: Ministry of Public Education (MPI)

2.4. General structure and defining moments in educational guidance

Organisation of the education system in Italy, 2006/07



Pre-primary education – 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 – ISCED 1 + ISCED 2 (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 (see [3.](#)); enrolment can be anticipated at 2 years and 4 months of age in a transient phase, considering the abrogation of the anticipated enrolment according to financial law 2007 (see [2.2.](#));
- primary education for children between 6 and 11 years of age (see [4.](#); enrolment can be anticipated at 5 years and 4 months of age;
- *scuola secondaria di primo grado* for children between 11 and 14 years of age (see [5.3.1.](#)). Law 53/2003 and D.Lgs 59/2004 foresee the possibility to anticipate enrolment in both *scuola dell'infanzia* and primary school (see [3.](#) and [4.](#)); therefore, as soon as these regulations will be completely phased in, also enrolment in *scuola secondaria di primo grado* will be consequently anticipated;
- *scuola secondaria di secondo grado*, made up of different kinds of schools and, generally, for students from 15 to 19 years of age (see [5.3.2.](#) and [5.3.3.](#)).

Access to both university and non-university higher education (chapter [6.](#)) is reserved for students after passing the State exam at the end of upper secondary school (see [5.17.](#)). Law 11 January 2007, no. 1, reformed the upper secondary school leaving state examination, while no changes have been introduced concerning the specific admission conditions to higher education under the responsibility of the MiUR or of each single university and AFAM institutes.

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

2.5. Compulsory education

Law of 28 March 2003, no. 53 for the reform of the education and training system rescinded the previous Law of 20 January 1999, no. 9 which extended gradually compulsory education from 8 to 10 years; however it aims at widening and redefining the concept of compulsory education and compulsory training to ensure the *diritto/dovere* to education and training to all citizens for at least 12 years (within the education system), or up to the attainment of a qualification (within the vocational education and training system) within 18 years of age; the *diritto/dovere* will be gradually introduced in accordance with the new *sistema su due canali* of the *secondo ciclo*. Law no. 228 of 12 July 2006 has delayed of 18 months the time limit for possible amendments of D.Lgs 76/2005 concerning general rules on *diritto/dovere* to education and training.

From school year 2003-2004, the MIUR and the Ministry of Labour and Welfare have drawn up an agreement with the Regions and the local authorities to launch projects on the *diritto/dovere* in the *sistema di istruzione e formazione professionale*. These projects are supposed to guarantee the continuity of the processes that have been started for the implementation of compulsory education and training. Regional projects resulting from the agreement have a three-year duration, release a qualification, refer to training standards jointly established (by the *Conferenza unificata Stato/Regioni*), and will be spendable at national level. The *diritto/dovere* implementation will be regulated by legislative decrees foreseen by law, upon agreement with the *Conferenza unificata* (see [7.3.](#)).

At present, compulsory education formally lasts 8 years [2.2.](#) and can be accomplished in state schools or *scuole paritarie*. It includes five years of primary school and three years of *scuola secondaria di primo grado*. Rules for accomplishment of compulsory education can be summed up as follows:

- children who have reached six years of age within 31 August should enrol in the first grade of primary school. However, enrolment is not compulsory for those who reach six years of age after the 1st of September. Furthermore, children who reach six years of age within 30 April of the current school year can enrol in the first grade.
- parents or caregivers are responsible for the accomplishment of compulsory education;
- the Mayors of the Communes where pupils reside and the school heads of every school types and levels supervise that pupils fulfil compulsory schooling;
- within the month of December, the Communes where pupils reside prepare the list of pupils subject to compulsory schooling and gives information about it to all those concerned. Parents are obliged to enrol their children in a state school or in a *scuola paritaria* or *scuola legalmente riconosciuta*; otherwise, they must provide education themselves (the so called private education or '*scuola familiare*' [4.17.](#)), making a special statement to the school head every year;

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

Legislative Decrees 59/2004 and 76/2005 have confirmed the sanctions foreseen for non attending school in the primo ciclo of education.

Compulsory training takes place after accomplishment of compulsory schooling; it requires attendance of integrated paths of education and training up to 18 years of age, attendance of the vocational training system managed by the Regions or the apprenticeship.

Financial law 2007 has recently extended the duration of compulsory education to 10 years.

Legislation: D.Lgs. 15 April 2005, no. 76

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

Legislation: Law 12 July 2006, no. 228

Legislation: Law 20 January 1999, no. 9

Legislation: Law 27 December 2006, no. 296

Legislation: Law 28 March 2003, no. 53

Institutions: Ministry of Labour and Social Security

Institutions: Ministry of Education, University and Research (MIUR)

2.6. General administration

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

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

It must be pointed out that Law 15 March 1997, no. 59 is consistent with the Constitution in force at present. According to Law Decree no. 112 of 31 March 1998, in the field of education the State

remains still responsible for the tasks and functions which concern the criteria and parameters for the organisation of the school system, its evaluation, the functions relating to the determination and allocation of financial resources debited to the State budget and for the allocation of staff to schools; in addition it remains responsible for functions concerning the Conservatori di musica, the Accademia di belle arti, the Istituti Superiori per le Industrie Artistiche, the Accademia nazionale di arte drammatica, the Accademia nazionale di danza and for foreign schools and cultural institutions in Italy. To the Regions instead is delegated the planning of the integrated formative offer, a combination of education and vocational training, the programming of the school network on the basis of provincial plans, the fixing of the school calendar, contributions to non state schools, and vocational training. Finally, to the Provinces, in relation to upper secondary schools, and to the Communes, in relation to schools of lower levels, are delegated the functions concerning the establishment, the aggregation, the amalgamation and the closing down of schools, the suspension of lessons for serious and urgent reasons, the setting up of school collegiate councils, control and vigilance, over them, including their dissolution. Autonomy regulations (approved with Presidential Decree no. 275 of 8 March 1999) have transferred to schools important administrative and managing functions of the educational service (see articles 14 and following), as well as high responsibility tasks such as definition of curricula, widening of the educational offer, organisation of school time and groups of pupils, etc., within the frame of general branches valid at national level (see 2.6.4.).

The Ministry of Public Education (MPI) is responsible for the general administration of school education, whereas the Ministry of University and Research (MiUR) is responsible for the higher education sector. The two ministries, which had been unified in one only ministry in 1999, have been again separated with law no. 233 of 17 July 2006.

- as far as non university education is concerned the new Ministry is responsible in the following areas: general organisation of the school system; school regulations and programs; legal status of school staff; criteria and parameters for the organisation of the school network; establishment of financial resources charged to the State budget and allocation of staff to schools; evaluation of school system; decision of objectives and training standards on the subject of higher education, etc.;
- as far as university education and research are concerned the new Ministry will be responsible in the following areas: planning of research institutions and interventions in the university system; guidance and co-ordination, issue of general regulations and financing of both the university and non-university systems (AFAM); monitoring and assessment; European harmonisation and international integration of the university system; requirements for the admission to the university and the Afam system; exploitation and support to research, etc.

Each Ministry has its seat in Rome and a minister in charge of determining its political tendency with the help of a deputy-minister, undersecretaries and of the direct collaboration offices (Cabinet office, Legislative office, Minister's private secretary, Press service and a spokesman, if required).

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

The Legislative office's task is to define the regulative interventions within the subjects under the Ministry's responsibility; it examines the provisions submitted to the Council of Ministers and those presented by the Parliament; it provides legal advice to the various departments and directorates general. The Secretary of the Ministry carries out activities of support to the Ministry's functions.

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

Legislation: Constitution of the Italian Republic

Legislation: D.Lgs. 31 March 1998, no. 112

Legislation: DPR 24 luglio 1977, no. 616

Legislation: DPR 8 March 1999, no. 275

Legislation: Law 15 March 1997, no. 59

Legislation: Law 17 July 2006, no. 233

Institutions: Ministry of Foreign Affairs
Institutions: Ministry of Education, University and Research (MIUR)
Institutions: Ministry of University and Research
Institutions: Ministry of Public Education (MPI)

2.6.1. General administration at national level

Please refer to sub-sections for more details.

2.6.1.1. Preprimary, primary and secondary education

Regulation no. of 11 August 2003, no. 319 describes all the details of the reorganisation as far as the education sector is concerned, which is structured in two levels:

- Ministry at national level
- Uffici Scolastici Regionali at regional level

After the reorganisation of the MIUR (Presidential Decree of 11 August 2003, no. 319 [2.6.](#)), which has now a horizontal organisation per subjects and no longer a vertical organisation per school orders, the Directorates General which dealt only with scuola dell'infanzia, primary or secondary schools don't exist anymore.

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

The Departments are the following:

- Department for ministerial planning and management of national budget, human resources and information. It includes the following management offices:
 - Directorate General for Studies and Planning on Educational Systems, University, Research and High Level Art, Music and Dance. It promotes and carries out studies and documentation activities as well as analysis useful to departments and General Directorates on technical aspects of the themes they have to develop; it collaborates in the evaluation of the educational system and schools self-evaluation. It provides the statistical service for central and peripheral organisational structures of the Ministry.
 - Directorate General for Financial Policy and National Budget. It registers the financial requirement of the Ministry through data delivered by departments and Uffici Scolastici Regionali; in accordance with the Ministry's directives and in co-ordination with the other departments, it elaborates the estimate of expenditure of the Ministry, the proposals for the financial law, the financial statement to the Parliament and supervision bodies.
 - Directorate General for Human Resources of the Ministry, Purchases and General Affairs. It carries out tasks related to the implementation of the minister's stance on the policy concerning the administrative and technical staff of the Ministry, recruitment, general training and management of the personnel, relationships with trade unions and bargaining, in co-ordination with the other departments.
 - Directorate general for Communication. It cares of the relationships with the department for information and publishing of the prime ministership and with the other information bodies, it elaborates and manages the communication plan in co-ordination with the other departments; it is responsible for the office for relations with the public at the central level and directs the activities of the same offices at the peripheral level.
 - Directorate General for the Information Systems. It cares of and is responsible for the relationships with the suppliers of services related to the information system; it collaborates for the realisation of distance training.
- Department for education. It includes the following management offices connected with the Uffici scolastici regionali:
 - Directorate General for School Orders. Its activities relate to school orders, curricula and study programmes, as well as research and innovations in the various levels and types of education in collaboration with the National Institute of Documentation for Innovation and Educational Research (Istituto Nazionale di Documentazione per l'Innovazione e la Ricerca Educativa – INDIRE, [9.6.1.](#)); furthermore, it deals with examinations, certifications

- and recognition of foreign qualifications.
- Directorate General for Students. Its activities concern the students' status, services for the integration of students with special needs and immigrant students; it deals with national strategies in the field of sport, students' associations, social politics as well as prevention and fighting of juvenile uneasiness.
- Directorate General for Post-Secondary Education and Relations with Training Systems of the Regions and local authorities. It carries out the functions of education administration as for school/work relationships, education and training paths, adult education, non university higher education.
- Directorate General for School Personnel. It carries out activities concerning the definition of general directives on work organisation, the legal and financial aspects of employment relationships and the related bargaining.
- Directorate General for International Affairs of School Education. The Directorate attends to international relations on the subject of school education, including the collaboration with the European Union and international bodies. Furthermore, it elaborates comparative analysis on European and international systems, in collaboration with the General Directorate for Studies and Planning, and individuates opportunities of financing on public and private international and community funds.

In the near future this organisation will be partially revised after the coming into effect of the new organisation regulation following from the institution of two different ministries, the Ministero della Pubblica Istruzione – MPI and the Ministero dell'Università e della Ricerca – MiUR.

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

At peripheral level, the Uffici scolastici regionali have been instituted as a consequence of the abolition of the Sovrintendenze and Provveditorati agli Studi: they are autonomous centres with administrative responsibility; they have residual state functions which have been transferred neither to the Regions nor to the schools (for example: the determination of the number of the schools' staff, the recruitment and school staff mobility); furthermore, they have functions related to the relationships with the Regions, local authorities, universities and formative agencies. They can be present also at provincial level through the centres for administrative support to schools, called Uffici Scolastici Provinciali, (called Centri Servizi Amministrativi until 18 May 2006).

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

2.6.1.2. Higher education

According to DPCM of 14 July 2006, the Ministero dell'Università e della Ricerca – MiUR is subdivided into Department for university, high level art, music and dance and the Department for scientific and technological research, Offices for study and planning on the related education and research systems, and the Offices for information and communication systems. Furthermore, the MiUR includes the following directorates general:

- Directorate General for the University. It carries out tasks related to financing, planning, development and monitoring of the university system.
- Directorate General for Students and the Right to Study. Within the branch of university and high level art, music and dance, it carries out activities related to directives for the implementation of the right to study, guidance activities as far as study, employment and professions are concerned, students' register.
- Directorate General for High level Art, Music and Dance. It carries out tasks related to financing, planning and development of related areas, supervision of the relevant institutions, development of the formative offer and artistic production.

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

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

- 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 Dottorato di ricerca courses. They are all elective members and remain in office for a period of three years. They cannot be re-elected;
- National Committee for the Evaluation of the University System (Comitato Nazionale per la Valutazione del Sistema Universitario - CONVSU). It has been instituted with Ministerial Decree no. 178 of 4 April 2000. It is an independent body that interacts autonomously with the universities and the Ministry. It delivers the results of the evaluation of the university system to the ministry. It is provided with a technical-administrative secretariat, and has specific expense item in the Ministry budget; it can entrust expert groups, bodies or specialised companies with the development of studies and research. Among its main tasks, the Committee establishes the general criteria for the evaluation of the universities activities, it implements an annual programme of external evaluation of the universities or single teaching structures, it carries out consultative activities as well as inquests, evaluations, definition of standards, parameters and technical rules for the Ministry 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 Alta formazione artistica e musicale (CNAM), instituted with Law of 21 December 1999, no. 508, 6.3. and regulation of law 236/2005: the CNAM expresses opinions and proposals on implementation regulation of the above mentioned law, teaching regulations of institutes of Alta formazione artistica e musicale, recruitment of their teaching staff, planning of the educational offer in the art, music and dance sectors 6.5.1..

Legislation: Law 21 December 1999, no. 508

Institutions: National Committee for the Evaluation of the University System (CONVSU)

Institutions: Conference of the Rectors of Italian Universities (CRUI)

Institutions: National Council of University Students (CNSU)
Institutions: National Council for high level art and music education (CNAM)
Institutions: National University Council (CUN)
Institutions: Ministry of University and Research

2.6.2. General administration at regional level

The offices responsible for the State school administration are the Uffici Scolastici Regionali (USRs) and, for the Regions, the Regional Administration Departments called Assessorati, see [1.3.](#)

The Ufficio scolastico regionale is a peripheral office at general management level of the state administration of education. The Ufficio scolastico regionale is subdivided according to its functions and territory requirements; the Centri Servizi Amministrativi (CSAs) are present at the provincial levels.

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

The Centri Servizi Amministrativi (CSAs), now called Uffici Scolastici Provinciali according to Ministerial Directive no. 7551 of 7 September 2006, 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. They are headed by managers who are not general managers. Recently, the above mentioned Directive of 7 September 2006 entrusted such offices with monitoring activities on schools on the following subjects: implementation of safety provisions, implementation of the law on school building, projects carried out within the planning of the European structural funds, accomplishment of compulsory education, conditions to fully carry out school autonomy, use of funds. The Education Office of the regional authorities (Assessorato alla Pubblica Istruzione dell'Amministrazione Regionale), that may have different names in the various Regions, has responsibility, above all, for school assistance to students at all the levels of education including University. Furthermore, the Education Office of the Regional authorities has responsibility for planning the integrated educational offer which includes general education and vocational training; school network planning, based on provincial plans; school calendar determination; funds destined to non-state schools. It is also responsible for vocational training. From the whole set of regulations, it emerges that the responsibility of the Regions includes interventions aimed at a first placement in the world of work, including higher technical-vocational training, vocational specialisation and requalification, in-service training, etc. These interventions relate to all formative activities aimed at obtaining a qualification, a diploma di qualifica or a credito formativo but they don't lead to an academic qualification, even evidence can be provided and used towards the attainment of academic qualification.

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.

In some Regions with special statutes (Valle d'Aosta, Trentino-Alto Adige, Friuli-Venezia Giulia, Sicily, Sardinia) regulations on the organisation of Uffici scolastici regionali 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 Sovrintendenza 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 no state Uffici scolastici regionali, 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 CSA 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 intendants.

There is no administration for higher education at the regional level.

Legislation: DPR 6 March 2001, no. 190

Institutions: IRRE (Regional Institute for Educational Research)

Institutions: Ministry of Public Education (MPI)

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.

The Ufficio Scolastico Provinciale is an internal subdivision of the Uffici Scolastici Regionali without any operative autonomy; as a consequence, at provincial level, there is only the Education Office of the provincial authorities.

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

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

Legislation: D.Lgs. 31 March 1998, no. 112

Legislation: Law 15 March 1997, no. 59

Institutions: Ministry of University and Research

Institutions: Ministry of Public Education (MPI)

2.6.4. Educational institutions, administration, management

Please refer to sub-sections for more details.

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

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

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

For this purpose, each school prepares the [Piano dell'offerta formativa \(POF\)](#), which is the fundamental document of the cultural and planning identity of the school; it must be consistent with the general and educational objectives of the various kinds and branches of study established at national level. It must 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 includes the different methodological options, including those of minority-groups; it is devised by the [collegio dei docenti](#) on the basis of general objectives defined by the [Consiglio di circolo](#) or [Consiglio di istituto](#), taking into account proposals and advises of organisations and associations, even de facto, of parents associations and, as far as upper secondary schools are concerned also of students associations. It must be approved by the [Consiglio di circolo](#) or by the [Consiglio di istituto](#) and it is available to the public and given to students and their family on the point of the enrolment.

School autonomy includes:

- 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's requirements; schools can organise in a flexible way the overall timetable for the curriculum and for any single subject even on the basis of multi-week planning, provided that lessons spread over a minimum of five days per week and that the prescribed annual, pluriennial or cycle number of hours for the single subjects is complied with. Furthermore, teachers can be differently employed in the various classes and sections according to the methods and organisation featured by the POF.
- Autonomy in research, experimentation and development is implemented as follows: through the planning of the educational offer and assessment research; through training and professional updating 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 adjust the curricular teaching time defined at national level, increase the educational offer with optional subjects and activities taking into consideration the local cultural, social and economic requirements.

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

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

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

The MIUR 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 *obiettivi specifici di apprendimento* 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 the following paragraphs 2.6.4.1.1. 2.6.4.1.2. 2.6.4.1.3. 2.6.4.1.4.

Legislation: DPR 8 March 1999, no. 275

Legislation: Law 15 March 1997, no. 59

Institutions: Higher Council for Public Education

Institutions: Ministry of Public Education (MPI)

2.6.4.1.1. Head teacher

Following Decree no. 59, 6 March 1998, the heads of schools that have been granted autonomy and legal status (see 2.6.4.) take on the title of *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 *Dirigente scolastico* is responsible for the overall management of the institution, of which he will have legal responsibility; he is responsible for the management of financial and material resources and for the quality of the service provided. With due respect of the competencies of the *organi collegiali* of the school, the *Dirigente scolastico* has autonomy in his role of direction, co-ordination, and exploitation of resources, and to this purpose he promotes the necessary interventions aimed at guaranteeing quality in the educational processes and providing for the collaboration of cultural, professional social and economic resources present in the community. He is the trade union representative. In carrying out his management and administrative duties, the *Dirigente scolastico* can resort to teachers, whom he will have selected, and to whom

specific tasks can be delegated; in addition he is assisted by the *Direttore dei servizi generali e amministrativi* 2.6.4.1.3. As for recruitment procedures of *Dirigenti scolastici*, please refer to 8.3.1.

Legislation: D.Lgs. 6 March 1998, no. 59

2.6.4.1.2. The School or Group Council

The *Consiglio di circolo* (in the *circoli didattici* of primary schools) and the *Consiglio di istituto* are made up of elected representatives of teaching and non-teaching staff, parents and, in upper secondary schools, students. The *Dirigente scolastico* is an ex-officio member. The Chairman is elected from among parents' representatives. The Council deliberates on the purchase, renewal and maintenance of school equipment and teaching material, library endowments and consumer material for classes. It approves the *Piano dell'offerta formativa* (POF) (see 2.6.4.) and, in keeping with the organisation of school life and activities, it decides on the use of premises and equipment, cultural, sport and recreational activities, co-operation with other schools or with the (not yet instituted 2.7.2.) *Consiglio di intersezione locale*, planning of extramural activities, guided visits and educational trips and welfare schemes for pupils. Of course, when planning these measures the Council has to abide by budget limits and must respect the powers of the Teachers' Assembly *Collegio dei docenti* and the freedom of teachers in their work. The *Giunta esecutiva* (Executive Board), elected by the *Consiglio di istituto* is chaired by the *Dirigente scolastico*. It draws up the preliminary budget and the final accounts and ensures that resolutions of the Council are implemented.

The necessity to reform the *organi collegiali* 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.

Legislation: Law 30 July 1973, no. 477

2.6.4.1.3. The 'Direttore dei servizi generali e amministrativi'

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

The *Direttore dei servizi generali e amministrativi* supervises, with operative autonomy, within the general instructions given by the *Dirigente scolastico* of the school and the assigned aims, the administrative and general services of the school education and 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 *Consiglio di circolo* or the *Consiglio di istituto*, see 2.7.2.

2.6.4.1.4. Other bodies

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

scolastico as regards class formation, lesson timetables and the performance of school activities, taking account of the general criteria laid down by the Consiglio di circolo or Consiglio di istituto and the proposals of the Consiglio di classe.

The Consiglio di intersezione for scuole dell'infanzia and the Consiglio di interclasse, for primary schools consist of teachers from all classes or parallel sections operating at each school establishment included in Circolo didattico and by one parent elected for each class or section. The Consiglio di classe 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 Dirigente scolastico who chairs the Council or delegates this task to one of the class teachers. Two student representatives and two parents' representatives also serve on the Council in scuola secondaria di secondo grado..

These Councils formulate educational and teaching plans for the class, especially as regards interdisciplinary matters, check the progress of teaching and discipline in the class or section, approve innovation, catching-up and support activities, propose and organise supplementary and extramural activities. They also formulate proposals on educational and teaching activities, organisational innovation (see [2.6.4.1.4.](#)) and relations between teachers, parents and pupils for the Collegio dei docenti, which carries out interdisciplinary co-ordination and the periodical and final assessment of pupils exclusively in the presence of the teachers.

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

Legislation: DPR 8 March 1999, no. 275

Institutions: Ministry of Public Education (MPI)

2.6.4.2. Higher education

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

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

The direction and management of universities consist of three levels as explained under paragraph [2.6.4.2.1.](#)(University), [2.6.4.2.2.](#)(Dipartimento universitario), [2.6.4.2.3.](#)(Faculties).

2.6.4.2.1. University administration

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

- The Rector: he is the legal representative of the university. He presides over the Senato Accademico and the Board of management, supervises the functioning of the university structures and services, is responsible for the disciplinary function, draws up external collaboration agreements, plans teaching and research activities of the university. University Rectors are elected from among full-time professori ordinari and professori straordinari. The university statute establishes the composition of the electoral body. Generally, it is made up of professors with tenure, research professors, students representatives in the Consiglio di facoltà, 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 di facoltà, the Pro-rector and students' representatives of the academic world according to each Statute's regulations. It decides on didactical-scientific matters of general interest for the university, it 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 management: it is responsible for the administrative, financial, economic and assets management of the university, as well as for the management of the technical and administrative staff; it approves budget and final accounts of the university. According to law of 9 May 1989 no. 168, universities' statutes must regulate the composition of the Board of management; the law ensures only the representation of the various parts foreseen by the regulations in force. Despite the unavoidable differences, due mainly to the dimensions of the universities, almost all Statutes foresee within the Council the presence of the Rector, Pro-rector, 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, organisation of human resources and supervision. Specific competencies are however determined by the Statutes of the universities. He is a member of the Board of administration and, with consultative vote, of the Senato Accademico. He can be chosen among the management staff of the university or of other Public administrations as well as among external experts. It is a 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.

Legislation: Law 9 May 1989, no. 168

2.6.4.2.2. Administration of departments

Article 83 of D.P.R. 11 July 1980 established the so-called *Dipartimenti*, which are organisations of one or more research sectors having comparable aims and methods and teaching comparable subjects, possibly including several faculties or several laurea courses. The *Dipartimenti* promote and co-ordinate research activities respecting the independence of individual researchers. They have their own structure with financial and managerial autonomy.

Their main direction and management bodies are:

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

Legislation: DPR 11 July 1980, no. 382

2.6.4.2.3. Faculty administration

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

- The Consiglio di facoltà is made up of the Preside di facoltà, all permanent professors and representatives of researchers. Meetings may also be attended by student representatives who are entitled to speak and make proposals on issues of interest to them. The Consiglio di facoltà plans teaching activities, co-ordinates their operation and puts forward proposals for changes in teaching arrangements.
- The Preside di facoltà is elected by a majority of votes from among full-time professori ordinari and professori straordinari. The electorate consists of the professori ordinari, professori straordinari and professori associati working in the Faculty. The Preside di facoltà Pres is also President of the Consiglio di facoltà C (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.

2.7. Internal and external consultation

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

Furthermore, co-ordination is still easier in the comprehensive schools which group together scuola dell'infanzia, primary school and scuola secondaria di primo grado in the same institute. In school year 2004/05, comprehensive schools in Italy were 3.437 (Source: MPI: - La Scuola Statale: Sintesi dati anno scolastico 2005/06, p. 8)

As far as higher education is concerned, decisions are taken at the central level among the various members of the education community through the already mentioned national collegiate bodies for representation and advice 2.6.1.2. like the CUN, CNSU, CRUI, National Council for the right to university study (university sector), and the CNAM (non-university sector, AFAM system). At the institutional level, decisions in the universities are taken through the already mentioned collegiate bodies for administrative management and direction 2.6.4.2.1.2.6.4.2.3. like the Senato Accademico, Board of management, 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.

Institutions: Conference of the Rectors of Italian Universities (CRUI)

Institutions: National Council of University Students (CNSU)

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

Institutions: National University Council (CUN)

Institutions: Ministry of Public Education (MPI)

2.7.1. Internal consultation

Internal co-ordination is implemented mainly through internal *organi collegiali*, according to provisions regulating these bodies (see [2.6.4.1.2.](#) and [2.6.4.1.4.](#)). It can be stated that co-operation among the different members of the educational community aims at planning school activities and integrative activities without any interference with the teaching activities, which are under the exclusive responsibility of the teaching staff.

2.7.2. Consultation involving players in society at large

The information provided in this paragraph refer to the school levels. As far as university or non university higher education, see [6.5.1.](#).

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

The territorial school Councils, which have not yet been instituted, should be formed according to the provisions of Presidential Decree no. 233 of 30 June 1999. Law Decree no. 411 of 23 November 2001 provided that collegiate bodies like School Districts, local school councils and the National Council of Education (Consiglio Nazionale della Pubblica Istruzione) will keep operating until the new territorial school Councils will be definitely set up.

Central level

The Higher Education Council, foreseen with article 1 of Decree no. 233/1999, has replaced the National Education Council on the basis of the previous Decree of 1974.

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

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

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

Regional level

In accordance with the reform of the administrative organisation at regional level of the MIUR (now MPI), establishing the *Uffici Scolastici Regionali*, Law Decree no. 233 of 30 June 1999, has foreseen the Regional council for education (Consiglio regionale dell'istruzione), which has not been instituted yet.

Local level

On the basis of the new territorial structure of the peripheral administration, Law Decree no. 233 of 30 June 1999 has abolished the Provincial school councils and the District school councils and established the Local school councils. At present these latter have not yet been established.

Other forms of participation

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

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

- Students' meetings in *scuole secondarie di secondo grado* provide an opportunity for democratic participation and they make it possible to analyse educational and social problems in view of the cultural and social development of the students themselves. They are regulated with the consolidation act of laws of 1994 concerning education (see **2.2.**). Students' representatives in the *Consigli di classe* can form a school student committee entitled to express opinions and formulate proposals to the *Consiglio di istituto*, also on the activities regulated with Presidential Decree no. 567 of 10 October 1996 further on mentioned in this paragraph. One school assembly and one class assembly can be organised each month, the former can take place during the school hours of one day and the latter can last for two hours. The invitation to meetings organised during school hours can also be extended to a maximum of four experts on social, cultural, artistic and scientific questions that are proposed by the students and whose participation can be included in the regular agenda of the meeting. In this case, the days destined to the assemblies are part of the 200 school days established with article 74 of Consolidation Act of 16 April 1994, no. 297 (Ministerial circular of 26 November 2003). The hours set aside for assemblies can also be used for research activities, seminars and group-work, if the students so require. The meeting is called on request of the majority of the students' committee members of the institute or upon request of 10% of the students. The date and agenda of the meeting have to be submitted to the *Dirigente scolastico* beforehand. The latter has the authority to intervene if the rules are violated or if it is impossible to hold an orderly meeting.
- The "Charter of students in secondary schools" has been approved by with Presidential Decree no. 249 of 24 June 1998. The charter, which states that the school is a community based on dialogue, research, social experience, democratic values and aimed at the development of pupils, establishes rights and duties of pupils. It also provides for the right to a qualified cultural and vocational training, a transparent and quick evaluation, etc., as well as the duty to attend school regularly, the constant fulfilment of the study duties, a correct behaviour towards the *Dirigente scolastico*, teachers, school staff and school-friends, observing the organisation and safety rules of each school, etc. The charter, eventually, 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 *organi collegiali* and provided only for serious and repeated breaches of discipline and cannot last more than 15 days. It is possible to appeal against disciplinary measures to a Watchdog office within the school. This body falls within the regulations of the institute, but among its members there must be also one representative of the students of upper secondary schools and one representative of the parents of pupils attending the *scuola secondaria di primo grado*. The same Watchdog office body decides on conflicts concerning the application of the Charter of right and duties of students of upper secondary schools. It is possible to appeal against the decision adopted by the internal Watchdog office addressing to the manager of the peripheral school administration; this administration level is responsible to issue a definitive decision after having heard the binding opinion of the Watchdog office described in the last section of this paragraph.
- Participation in school initiatives enabled by school autonomy. With Presidential Decrees no. 567 of 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 Consiglio di classe in the general assessment of students. Therefore, these initiatives are examined beforehand by the Collegio dei docenti in order to be co-ordinated with the curricular activities. Supplementary initiatives must be deliberated, like complementary initiatives, by the Consiglio di circolo or by the Consiglio di istituto, they aim at offering extracurricular activities to favour the human and civil development of students; they must take into consideration students' needs, opportunities offered on the territory and real organisational abilities of student associations. All initiatives can be carried out directly by the schools or through agreements with student associations; agreements must foresee the duration and regulate the use of rooms and equipment as well as liability for damages, etc.

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

Involvement of the parents

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

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

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

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

In accordance with Presidential Decree no. 567 of 10 October 1996, parents can put forward requirements that can be met with complementary and supplementary initiatives.

In accordance with Regulations approved through Presidential Decree no. 105 of 13 February 2001 and through Decree no. 14 of 1 February 2002, the Ministry of Education instituted the National Forum

of the most representative parents' associations, identifying the various associations and determining the Forum's composition (minimum 2 representatives per association) and tasks (similar to those of the Forum of students' associations). At the opening of the meetings, the Forum elects a co-ordinator; it sits at least three times a year and adopts its own internal regulations. Its seat is at the Directorate General for Students' Status, which ensures the required support as for organisation and secretary service.

Legislation: D.Lgs. 16 April 1994, no. 297

Legislation: D.Lgs. 30 June 1999, no. 233

Legislation: DPR 10 October 1996, no. 567

Legislation: DPR 11 August 2003, no. 319

Legislation: DPR 13 February 2001, no. 105

Legislation: DPR 24 June 1998, no. 249

Legislation: DPR 9 April 1999, no. 156

Institutions: Higher Council for Public Education

Institutions: Ministry of Education, University and Research (MIUR)

Institutions: Ministry of Public Education (MPI)

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.

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 MiUR.

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.

Institutions: Ministry of University and Research

2.9. Statistics

Table no. 1- Budget of the Ministry of Public Education (in euros), 2007

1. Cabinet and Minister's offices	18 054 055
2. Development of education	141 846 524
3. Service for financial and economic affairs	3 887 589 540
4. Ufficio scolastico regionale of Lombardy	5 115 627 692
5. Ufficio scolastico regionale of Piedmont	2 521 964 570
6. Ufficio scolastico regionale of Liguria	844 263 462
7. Ufficio scolastico regionale of Veneto	699 314 909
8. Ufficio scolastico regionale of Emilia-Romagna	2 154 082 235
9. Ufficio scolastico regionale of Friuli Venezia Giulia	735 952 945
10. Ufficio scolastico regionale of Tuscany	2 084 538 644
11. Ufficio scolastico regionale of Umbria	569 560 671
12. Ufficio scolastico regionale of Latium	3 447 462 000
13. Ufficio scolastico regionale of Marches	1 012 688 245
14. Ufficio scolastico regionale of Molise	261 621 380
15. Ufficio scolastico regionale of Abruzzi	908 189 827
16. Ufficio scolastico regionale of Apulia	3 089 364 846
17. Ufficio scolastico regionale of Campania	4 843 181 070
18. Ufficio scolastico regionale of Basilicata	545 466 837
19. Ufficio scolastico regionale of Calabria	1 922 209 260
20. Ufficio scolastico regionale of Sardinia	1 276 937 619
21. Ufficio scolastico regionale of Sicily	1 101 131 112

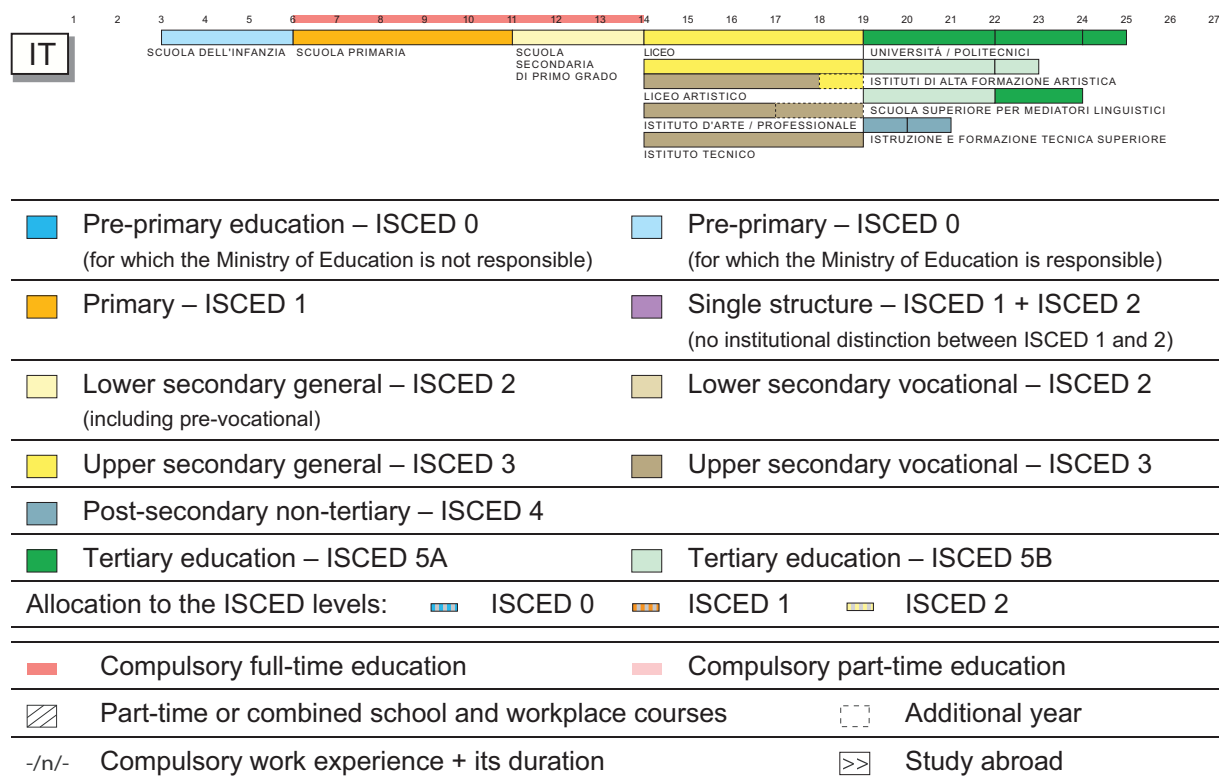
Source: Decree of the Minister of economy of 29 December 2006. Subdivision into items of the State budget units for financial year 2007 (ordinary supplement no. 301 to the Official Gazette of 29 December 2006)

Institutions: Ministry of Economy and Finance

Institutions: Ministry of Public Education (MPI)

3. Pre-primary education

Organisation of the education system in Italy, 2006/07



Source: Eurydice.

The *scuola dell'infanzia* has been reformed by Legislative Decree no. 59 of 19 February 2004 (implementation of Delegated Law no. 53 of 28 March 2003 for the reform of the educational and training system). The mentioned decree has come into force in school year 2004/05. This chapter will make reference to it, making sure to point out further changes occurred in the meantime. The *scuola dell'infanzia* is the only type of pre-school in the state and non state sectors.

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

Legislation: Law 28 March 2003, no. 53

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.

With Law no. 444, pre-school, with the passing of time, has lost its assistance features and gained not only educational value, but also a full didactical autonomy even though it keeps a certain level of continuity with the primary level of education and has become part of the educational system.

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

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

Legislation: Law 18 March 1968, no. 444

Legislation: Law 28 March 2003, no. 53

Legislation: Gentile Reform

3.2. Ongoing debates and future developments

A review of the *Indicazioni nazionali*, annexed to D.Lgs. 59/2004 in a transient phase, is being carried out; they should be subject to experimentation in school year 2007-2008 and consequently definitely approved. According to the new *Indicazioni nazionali*, school autonomy is the preliminary principle for any subsequent choice; therefore, they don't suggest any specific methodology for teaching planning or pupils' evaluation.

Government and local authorities strongly encourage a widespread attendance of *scuole dell'infanzia* by all children, in particular in the South of Italy. It is also confirmed by the annual provisions concerning the definition of the number of teachers that is progressively increased at this educational level, despite the current expense reductions policies

The 2007 financial law has abrogated the possibility to anticipate the enrolment in *scuola dell'infanzia* (it is allowed in a transient phase only for school year 2007/08 for children who achieve three years of age within February 2008).

The financial law has also faced the problem of the services for childhood; this is a very relevant aspect for the families where both parents work: the law foresees the possibility of starting projects offer qualified educational to children between 24 and 36 months of age; the project may be started as experimentations based on pedagogical quality and flexibility, supposed to meet the requirements of this specific age range. Such provision has come into effect as a consequence of the agreement of 14 June 2007 signed by the Minister of Public Education, the Minister of Social Solidarity, the Regions, the Autonomous Provinces of Trento and Bolzano, the Provinces, the Communes and the Consortium of communes in mountain areas.

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

Institutions: Ministry of Public Education (MPI)

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 nursery school;
- Law no. 463 of 1978 containing special rules and introducing changes in the way State nursery schools were operated; in particular, this law has eliminated the "assistant" and provided for the assignment of two teachers to each section;

- 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 private 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 Indicazioni nazionali for the personalized plans of the educational activities in the scuole dell'infanzia included in Table A, annexed to Legislative Decree 59/2004 (see 3.2.);
- The Consolidated Act of 1994 containing the current laws on education at all levels. Changes have been made in the rules on didactical and organisation autonomy;
- Law n. 53 of 2003 for the reform of the educational system. It concerns also the scuola dell'infanzia;
- Legislative Decree no. 59 of 19 February for the reform of the scuola dell'infanzia.

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

Legislation: Law 18 March 1968, no. 444

Legislation: Law 28 March 2003, no. 53

Legislation: Law 9 August 1978, no. 463

3.4. General objectives

According to article 1 of Legislative Decree 59/2004, the three-year scuola dell'infanzia contributes to the affective, psychomotor, cognitive, moral, religious and social development of children and promotes their potentiality of establishing relationships, of autonomy, creativity, learning and to secure equal educational opportunities: in the respect of the educational responsibility of parents, it contributes to the integral education of children; through its autonomy and didactical and pedagogical unity, it carries out the educational profile and the educational continuity together with all childhood's services and the school. The most relevant provisions and activities introduced through the mentioned legislative decree are related to:

- anticipated enrolments (now abrogated by financial law of 2007);
- new professions and their organisation;
- functioning timetables,
- Indicazioni nazionali for the personalized plans of the educational activities.

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

Legislation: 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 this, in that they have to set up and operate 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.

Legislative Decree 59/2004 assures the generalisation of the educational offer and the possibility to attend the scuola dell'infanzia. To this aim, further legislative decrees will be issued.

Legislation: Constitution of the Italian Republic

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

3.6. Admission requirements and choice of institution/centre

Legislative Decree no. 59 of 19 February 2004 provides for the enrolment in the scuola dell'infanzia of children who reach three years of age by 30 April of the calendar year in which they begin school. However, these rules have not been immediately implemented, because they require adequate financial resources, availability of places, the provision of certain services by the Communes and the introduction of new professional figures. Until school year 2006/07, enrolment of children who had achieved 3 years of age respectively within 28 February 2007, has been allowed. The rules on anticipated enrolment have been abrogated by financial law of 2007.

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

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

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

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

Different measures (coupons, cheques, etc.) are instead foreseen by regional laws according to the regions' responsibilities as far as the right to study is concerned. In some Regions (for example Veneto and Lombardy) half of the scuole dell'infanzia are scuole paritarie.

Legislation: Law 10 March 2000, no. 62

3.8. Age levels and grouping of children

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

However, these expectations are often not turned into reality and the sections are made up of children of different ages. The Orientamenti educativi of 1991 (see 3.3.) suggested alternating the activities carried out in a section with activities carried out at intersection level to stimulate the relationship between teachers and children, increase interaction among children and permit a better and wider use of rooms, environments and materials. Therefore, if sections are made up of children of the same age, it is appropriate to make heterogeneous intersection groups and vice versa. The grant of autonomy to schools confirmed their freedom in forming the groups of pupils.

Starting from school year 1999-2000, the organico funzionale has been set up: it permits a more balanced, diversified and flexible management of school staff and aims at increasing the value of school planning and teachers' professionalism in order to achieve the best implementation of the Piano dell'offerta formativa (see 2.6.4.). The school staff is determined by taking into account the following elements: the number of enrolled children, research activities and educational planning, programmes for the prevention of school drop-out, integration projects for foreign children and projects

for the realisation of individual educational paths. The *organi collegiali* are responsible to deliberate how the school staff has to be managed, from the point of view of its structure, the organisation of the teaching group's work for what concerns teaching hours, school time, rational exploitation of school premises, equipment and didactical material, and time to be destined to projecting work in team, etc.

Following the reform of the MIUR, starting from school year 2002/03, the number of sections, classes, and teachers, including support teachers, of every school types and levels is established by the Ufficio scolastico regionale (see [2.6.2.](#)) on a proposal advanced by the school heads, within the limits of the regional number of units of school staff assigned by the Ministry, and upon opinion of the relevant collegiate bodies. The MIUR, together with the Ministry of Economy and upon opinion of the relevant parliamentary committee, establishes the overall extent of the permanent teaching staff and its distribution on a regional basis. The head of the Ufficio Scolastico Regionale distributes the permanent staff on a provincial basis.

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

Legislation: D.Lgs. 16 April 1994, no. 297

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

Institutions: Ministry of Economy and Finance

Institutions: Ministry of Education, University and Research (MIUR)

Institutions: Ministry of Public Education (MPI)

3.9. Organisation of time

Please refer to sub-sections for more details.

3.9.1. Organisation of the year

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

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

3.9.2. Weekly and daily timetable

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

The Consiglio di circolo or the Consiglio di istituto sets the timetable for the beginning and the end of the daily activities as well as the days of lessons in a week; these latter cannot be less than 5, taking into account the parents' requests. Schools can now offer their own timetable model or more models in the respect of a minimum and a maximum amount of hours.

3.10. Curriculum, types of activities, number of hours

Legislative Decree 59/2004, while waiting for the definitive government regulations of the pedagogical, teaching and organisation system, has provided for the adoption of the Indicazioni nazionali of the personalized plans of the educational activities in the scuole dell'infanzia, foreseen in table A, annexed to the mentioned decree.

The Indicazioni nazionali of 2004 establish what follows:

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

- the portfolio delle competenze, which is supposed to last until the end of the pupils' study path. It includes a basic description of the path followed, the educational progresses achieved and some papers; it should offer guidance indications based on the pupils' resources, their learning times and methods, interests, attitudes and aspirations. The portfolio is filled out and updated by the section teacher, who is also the docente tutor; he follows the pupil's personal development for the whole scuola dell'infanzia. The portfolio is particularly relevant to decide on anticipated enrolment in primary school. However, according to a guidance note of 31 August 2006 on the start of school year 2006/07, the portfolio is not mandatory; it has to be considered a form of documentation of the formative process; according to school autonomy, schools are free to decide to adopt it or not; it has only a formative and didactical value and is a support for the learning process.
- Organisation restraints. As far as the provision of the POFs and the personalized plans of the educational activities for children are concerned, schools should take into account what follows: their staff resources; their organisation and teaching autonomy, in particular their possibility to create labs where section or inter-section groups of pupils can work together; the docente tutor working in the school complex; agreements with local authorities to institute, where possible, sections with children of less than 3 years of age, in connection with day nurseries for the whole school year or for a part of it.

With the note of guidance of 31 August 2006, the Minister has announced, during school year 2006/07, the start of a review process of the Indicazioni nazionali. The new Indicazioni should be ready for the beginning of school year 2007/08.

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

3.11. Teaching methods and materials

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

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 the scuola dell'infanzia 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 the scuola dell'infanzia;
- 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;
- scuole paritarie, run by organisations or private citizens but officially recognised by the State and therefore authorised to provide certificates with legal value;
- private schools, not authorised to provide certificate with legal value.

Since the introduction of the Italian Constitution in 1948, due to divergences among political forces, the law on scuola paritaria has been approved by the Parliament just on the 10th of March 2000. Law 62/2000 provides "rules for school equality and provisions concerning the right to study and education".

The solution has been found through the assignment of financial supports directly to the families of pupils of State and non-State schools through scholarships and tax relief instead of allotting them to the managers of non-State schools; also the recognition of equal schools as parts of the national

education system played an important role in this respect.

Law on school equality established the following principles:

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

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 *scuole paritarie* - 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.

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

Non state schools are not obliged to apply for equality of status. Law no. 62 of 10 March 2000 provides that regulations contained in Part II, Title VIII of the Consolidation Act no. 297 of 16 April 1994 continue to apply to private schools that do not intend to ask for equality of status. However, the Ministry of education will have to present to the Parliament a report on the implementation of the law. Furthermore, the MPI, upon opinion of the competent parliamentary committees, has to propose the suppression of the provisions contained in the above mentioned Consolidation Act, in order to bring all non-state schools within the two categories of *paritarie* and non-*paritarie* schools.

Law of 3 February 2006, no. 27, providing also rules on non state schools, establishes what follows:

- non state schools include the *scuole paritarie* 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 scuole paritarie.
- The non-paritarie schools responding to the conditions stated at paragraph 4 are included in a specific list put up on the board of the Ufficio Scolastico Regionale. This office supervises the existence of the above mentioned conditions. If such conditions fail, the schools are cancelled from the list. The procedures for the inclusion of schools in this list are established through regulation in accordance with law of 23 August 1988, no. 400.

While waiting for the above mentioned regulation, in school year 2006/07 non state schools and non-paritarie schools, have functioned in a transient phase in accordance with the previous provisions, foreseeing the so called authorized schools ('scuole autorizzate').

Legislation: Circular 18 March 2003, no. 31

Legislation: Constitution of the Italian Republic

Legislation: D.Lgs. 16 April 1994, no. 297

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

Legislation: Law 10 March 2000, no. 62

Legislation: Law 3 February 2006, no. 27

Institutions: Ministry of Education, University and Research (MIUR)

Institutions: Ministry of Public Education (MPI)

3.15. Organisational variation and alternative structures

There are no organisational and structural alternatives to nursery schools.

3.16. Statistics

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

School year	School units	Sections	Pupils	Permanent and temporary (on an annual basis) Teachers
2005-2006	13 614	41 927	979 301	84 130

Table 2 - Pupil/teacher ratio and pupil/section ratio in state scuole dell'infanzia

School year	Pupil/teacher ratio	Pupils per section
2005-2006	11.6	23.5

Table 3 - School attendance rate in state scuole dell'infanzia

School year	School attendance rate
2005-2006	97%

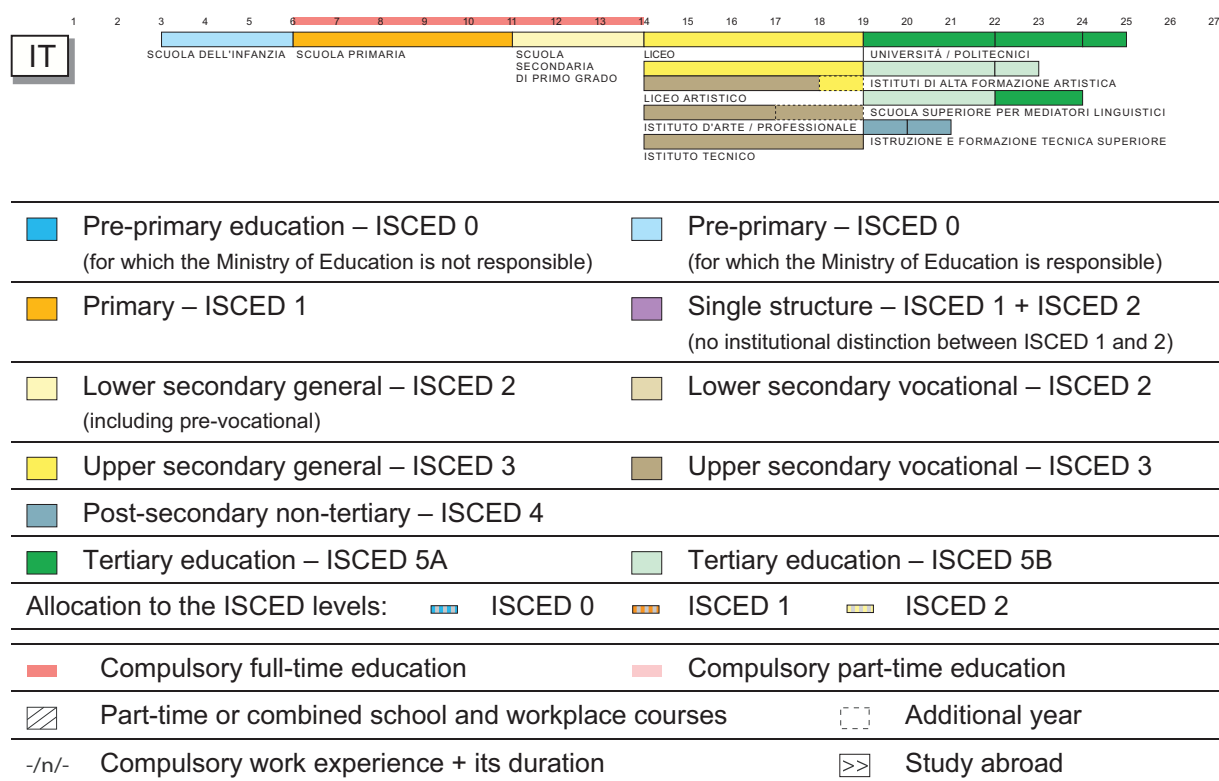
Source: MPI – La Scuola Statale. Sintesi dati anno scolastico 2005/2006, pp. IX-XXI

Bibliography: La scuola statale: sintesi dei dati - Anno scolastico 2005/2006

Institutions: Ministry of Public Education (MPI)

4. Primary education

Organisation of the education system in Italy, 2006/07



Source: Eurydice.

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.

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

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

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

4.1. Historical overview

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

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

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

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

Law no. 1254 of 1957 replaced the grade structure with a subdivision into cycles: the first grade is made up of the first and the second classes; while the second grade is made up of the third, fourth and fifth classes. 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. 148 of 1990 provides for the reform of primary school and adjusts it to the 1985 study programmes.

The Law for the reform of school cycles (no. 30 of 2000), approved during the 1996-2001 legislature, has never been implemented and has been abrogated through law no. 53 of 28 March 2003 which replaced the name 'scuola elementare' with 'scuola primaria' (primary school).

Primary school foreseen by Law no. 53/2003 began to be operational starting from school year 2004/05, through approval of Legislative Decree 59/2004.

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

Legislation: DPR 12 February 1985, no. 104

Legislation: DPR 14 June 1955, no. 503

Legislation: Law 28 March 2003, no. 53

Legislation: Law 5 June 1990, no. 148

Legislation: Legge Casati

Legislation: Frame law 10 February 2000, no. 30

Legislation: Gentile Reform

4.2. Ongoing debates and future developments

Legislative decree 59/2004 for the implementation of reform law 53/2003 has introduced in primary level some institutions which have not been implemented. The first one is the so called docente tutor, a teacher who is supposed to receive a specific training and carry out the following functions related to the pupils of his/her class: care of the relationships with pupils' parents; pupils' guidance concerning the choice of optional activities; care of the documentation of the pupils' educational path, in particular concerning the drawing up of the portfolio; co-ordination of teaching and educational activities.

The second institution foreseen by Legislative decree 59/2004, which has not been completely implemented, is the portfolio for individual competences. The Indicazioni nazionali for the personalised study plans described it as a document structured into two parts, each covering various dimensions supposed to intertwine with each other: the first part is dedicated to the evaluation and drawn up according to the Ministry's guidelines; the second one is dedicated to guidance and includes materials produced by the pupil as well as observations of teachers and parents.

The Minister of public education, with guidance note of 31 August 2006, specified that the use of portfolio is not mandatory, but that it is just one of the possible forms of documentation of the educational process that schools, according to their autonomy, are free to choose; therefore, its adoption has just a formative and didactical value and supports the pupils' learning process; it has not an administrative or public function related to certification or evaluation. The mentioned note highlights

the need to strictly respect the recommendation of the Authority for the privacy guarantee.

At the beginning of 2007, the procedure for the review of the Indicazioni nazionali for the personalised study plans has been started up. The new Indicazioni should be ready within the beginning of school year 2007-2008; during the same year they should be experimented and, subsequently, adopted in the following school year.

However, the Indicazioni nazionali should be soon replaced by a new guidance document for the curricula development 4.2.

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

Legislation: Law 28 March 2003, no. 53

Institutions: Ministry of Public Education (MPI)

4.3. Specific legislative framework

Law no. 820 of 1971 introduced innovations into the primary school system and the content of teaching and marked the end of a school merely confined to teaching children how to 'read, write and make calculations'. The introduction of supplementary activities and special teaching (music, painting, drama, etc.), the extension of the school timetable into the afternoon (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 and pupils in the planning of school activities.

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

D.P.R. no. 104 of 1985 adopting the new curricula for primary education as well as Law no. 148 of 1990, which reformed the primary school system so that the new curricula could be fully implemented, were the final stages of this innovative legislation. Amongst the Decrees setting out implementing regulations for Law no. 148, mention should be given of the Decree relating to the gradual introduction of a compulsory foreign language in the (Ministerial Decree of June 28 1991).

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

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

Legislation: DPR 12 February 1985, no. 104

Legislation: DPR 8 March 1999, no. 275

Legislation: Law 24 September 1971, no. 820

Legislation: Law 28 March 2003, no. 53

Legislation: Law 30 July 1973, no. 477

Legislation: Law 4 August 1977, no. 517

Legislation: Law 5 June 1990, no. 148

4.4. General objectives

According to Legislative Decree no. 59/2004, primary school, through the exploitation of the pupils' personal diversities, including those due to disabilities, 'fosters the personality development, the acquisition of basic knowledge and the development of skills, from ICT literacy up to the first logical-

critical organisation, as well as learning expressive means, Italian language and English language literacy; furthermore, it intends to place the bases for the use of scientific methodologies in the study of the natural world, its phenomena and laws, and to exploit social and orientation skills in the space and time as well as to teach the fundamental principles of civil coexistence'.

Primary school aims are clarified in the Indicazioni nazionali for the personalised study plans, (Legislative Decree 59/2004).

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

4.5. Geographical accessibility

As for a brief introduction, see paragraph 3.5..

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.

4.6. Admission requirements and choice of school

Children who reach six years of age by 31 August of the current year can enrol in the first year of primary school (Legislative Decree 59/2004). It is therefore reconfirmed the principle that the diritto/dovere starts at the age of 6 (Delegated Law no. 53 of 29 March 2003).

Children who reach six years by 30 April of the calendar year in which they begin school can also enrol in the first year. Parents can opt for anticipated enrolment.

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

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

Legislation: Law 28 March 2003, no. 53

4.7. Financial support for pupils' families

Enrolment and attendance of a State school or a private scuola parificata are completely free of charge (as for recent regulations on non state schools see 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.

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

4.8. Age levels and grouping of pupils

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

This educational level includes five grades; pupils are normally enrolled in each grade according to their age, except for pupils repeating the year.

As far as enrolment is concerned, see [4.6.](#).

Anagraphic 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.

Classes, made up of maximum 25-27 pupils (generally 20, if there are pupils with special educational needs), are the main grouping; however, since the introduction of Law 517 of 1977, it is possible to form groups of pupils from the same class or from different classes, according to specific school activities or to the objectives to be achieved. This possibility has been confirmed by regulations on school autonomy.

Multi-classes are some times set up in schools located in isolated places, generally on the mountains or on islands, with a low density of school population which doesn't allow to start a five-year course. 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.

4.9. Organisation of school time

School time can widely vary, because it involves the annual school calendar, the annual overall teaching time and the teaching time of each single subject, the weekly and the daily timetable.

4.9.1. Organisation of the school year

D.Lgs 297/1994 establishes what follows:

- school year starts on the 1st of September and finishes on the 31st of August;
- teaching activities, including scrutiny 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).

Before D.Lgs 112/1998 came into effect, the annual school calendar was established through order of the Ministry of public education. Subsequently, the Regions have become responsible for this subject and now school calendars are different throughout the national territory. The Ministry is only responsible for the definition of the calendar of the national festivities.

Every year, the MPI publishes a summary table, on its website, providing the dates established at regional level of the beginning and end of the school activities, and of the local festivities. (http://www.pubblica.istruzione.it/normativa/2006/allegati/om58_06.pdf)

According to the regulation on school autonomy, come into effect since the 1st of September 2000, the total teaching hours are no more calculated on a weekly basis, but on an annual basis.

Therefore, D.Lgs. 59/2004 establishes that the annual teaching time in primary school is made up as follows:

- 891 compulsory hours, including the hours destined to the teaching of catholic religion;
- 99 hours destined to facultative and optional activities that each school should plan within its Piano dell'Offerta Formativa (POF), taking into account the prevailing requests of parents and teacher professionalisms; (the rule of D.Lgs. 59/2004 providing for the possibility to draw up work contracts with external experts to carry out such activities, has ceased to apply in accordance with the agreement signed by ARAN and trade unions on the 17th of July 2006 4.2.).

Legislation: D.Lgs. 16 April 1994, no. 297

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

Legislation: D.Lgs. 31 March 1998, no. 112

Institutions: Ministry of Public Education (MPI)

4.9.2. Weekly and daily timetable

After Law 148/1990 came into force, the organisation of the weekly timetable could follow three models:

- organisation of the timetable arranged into modules: 27 weekly teaching hours, which become 30 including the teaching of a foreign language;
- full time (tempo pieno): 40 weekly teaching hours, with two teachers per class;
- extended timetable, that could reach 37 weekly teaching hours.

Since the 1st of September 2000, on the basis of school autonomy, schools have been able to adopt more flexible solutions according to the families' requirements, their available teaching staff, their structures and functioning services. Furthermore, the Consiglio di circolo or Consiglio di istituto 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.

D.Lgs. 59/2004 for implementation of Law 53/2003 amended the organisation of the school time leaving the following possibilities:

- only a compulsory timetable of 891 annual hours, corresponding to an average of 27 weekly hours;
- compulsory timetable + timetable of facultative and optional activities (99 annual hours, corresponding to an average of 3 weekly hours), for a total amount of 30 weekly hours;
- compulsory timetable + timetable of facultative and optional activities + timetable of activities dedicated to and after the canteen (up to maximum 330 annual hours, corresponding to an average of 3 weekly hours), for a total amount of 40 weekly hours.

Therefore, the new regulations have kept the possibility to offer a 40-weekly-hour timetable like the full time (tempo pieno); however, this organisation would be similar to tempo pieno only for the total amount of teaching hours and not for its teaching and organisational peculiarities.

However, a bill actually debated in the Parliament foresees the reintroduction of the full time (tempo pieno).

The Consiglio di circolo or the Consiglio di istituto are 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. According to law, it is not allowed to chose only a morning timetable; however, many schools have adopted this solution.

Eventually, the internal subdivision of the weekly timetable: law 148/1990 established a precise distribution of the time destined to the various subjects, whereas D.Lgs. 59/2004 doesn't foresee specific subject timetables. According to other regulations, 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. Two weekly hours are destined to the teaching of Catholic religion or to alternative activities for those who choose them as an alternative to Catholic religion.

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.

Legislation: D.Lgs. 16 April 1994, no. 297

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

Legislation: DPR 8 March 1999, no. 275

Legislation: Law 28 March 2003, no. 53

Legislation: Law 5 June 1990, no. 148

4.10. Curriculum, subjects, number of hours

Legislative Decree of 19 February 2004, no. 59 provides for the adoption, in a transient phase, of the *Indicazioni nazionali* for the personalised study plans in primary education, while waiting for the definitive teaching and organisation structure.

They indicate what follows:

- general objectives of the educational process indicated in the following paragraphs: to exploit of the child's experience; corporeity as a value; to express ideas and values of the experience; from empiric to formal categories; from ideas to life: the international comparison; the difference of people and cultures as a richness; to practise personal commitment and social solidarity;
- *obiettivi specifici di apprendimento*, indicated by subject activities. The subjects are 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 *obiettivi specifici di apprendimento* 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. The decree indicates not only the *obiettivi specifici di apprendimento* for the subjects activities, but also the objectives related to the education to civil coexistence (citizenship education, traffic education, food education, health and affectivity education); this latter is not a separate subject but is a unitary offer of educational and teaching activities carried out by the teachers of the class.

D.Lgs 59/2004 introduced the *Profilo educativo culturale e professionale* (Pecup) of the pupils at the end of the first school cycle; it 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* of 2004 have also foreseen other particular procedures for the planning of teaching focused on the following concepts:

- personalized study plans: they are made up of the learning units actually carried out, with diversifications aimed at meeting the requirements of every single pupil;
- learning units: «learning units provided for every single pupil, for level groups, task groups, or assigned to the class group, involve the planning of what follows: a) one or more integrated formative objectives (with learning standards related to knowledge and skills involved); b) joint educational and teaching activities, methods, organisational solutions necessary to carry out the formative objectives; c) methods and procedures for the evaluation of both knowledge and attained skills to verify if and how much such knowledge and skills have turned into personal competencies»;
- formative objectives: they should be established by the teachers who interpret the specific learning objectives, according to psychological and teaching criteria, and adapt them to every single pupil.

However, the Minister of public education, through the already mentioned guidance note of 31 August 2006, specified that each school is free to chose the most appropriate type of planning; therefore it is binding only to choose planning methods and procedures suitable to develop the basic competencies.

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

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

Institutions: Ministry of Public Education (MPI)

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 Piano dell'offerta formativa [...] and they are carried out according to transparency and timeliness criteria. They foster the introduction and use of teaching technologies'.

The Piano dell'offerta formativa, according to section 3 of the above mentioned regulations, 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.

The methodological criteria of experience exploitation, promotion of pupils' activity, of their abilities in organising concepts starting from real situations, have provided primary schools with many teaching materials and tools related to the various subjects. Study programmes of 1985 have encouraged the arrangement of 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.

Legislation: Constitution of the Italian Republic

Legislation: DPR 8 March 1999, no. 275

4.12. Pupil assessment

Law no. 53 of 2003, established the following principles and criteria, subsequently assimilated by D.Lgs. 59/2004:

- recurrent and final evaluation of the pupils of a class is task of the class teachers who are responsible of carrying out the educational and teaching activities foreseen by the study programmes;
- such evaluation focuses on the pupils' learning outcomes and their behaviour;
- teachers are also committed with the certification of the competencies attained by the pupils.

Two circulars (no.85 of 2004 and no. 84 of 2005) have been issued to implement recurrent and final evaluation, providing for the integrated use of the personal assessment paper and the portfolio.

The circulars take into consideration the regulations on school autonomy which abrogated the section of the Consolidated act of 1994 on a national form for the assessment paper, thus entrusting the single schools with the drawing up of their own form. However, every assessment paper form should include the following elements: assessment ("excellent", "very good", "good", "fair", "below standard") related to the pupils' attainments in the subjects foreseen by the Indicazioni nazionali and in the facultative and optional activities offered by their school; assessment on pupils' behaviour; behaviour is only referred to pupils' interest and participation in the school and educational life, their commitment, ability in the relationships with the others; global, summary, recurrent and final assessment.

In school year 2006/07, after the introduction of specific statements on the use of the portfolio (see [4.2.](#)), it has been reconfirmed that schools are free to choose the form of their assessment papers, while waiting for the new Indicazioni nazionali.

However, the certification of competencies in primary school level has not yet been regulated and, therefore, not yet implemented.

Law 53 of 2003 provides also that the Invalsi (National institute for the evaluation of the educational system) [9.3.2.](#), verify recurrently and systematically pupils' knowledge and skills.

Up to school year 2005/06, this rule has been implemented through tests destined to all pupils in the 2nd and 4th grades of primary school on Italian, mathematics and sciences. The outcomes have been gathered at the provincial level and published; they have been sent to the schools gathered by single classes. In this way, policy makers have been provided with information useful to decide if any interventions in the education system were required; at the same time, schools have received important information for their self evaluation. On the contrary, these outcomes have no effect on the pupils' assessment, which is under the teachers' responsibility. In school year 2006/07, the tests have no longer been carried out on the whole school population of the target school grades, but only on a sample of 220 schools selected according to a statistical method, involving 357 classes and approximately 7 000 pupils respectively of the second and fourth grade.

Legislation: Circular of MIUR 3 December 2004, no. 85

Legislation: D.Lgs. 16 April 1994, no. 297

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

Legislation: D.Lgs. 19 November 2004, no. 286

Legislation: Law 28 March 2003, no. 53

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

4.13. Progression of pupils

Law 53/2003 has provided for the subdivision of primary education in three teaching periods: a first year (first grade) and two two-year periods (2nd/3rd grades, and 4th/5th grades).

Pupils are admitted to the following teaching period on the basis of the outcomes of the final scrutinio, carried out by all teachers who are responsible for the educational and teaching activities of their class.

Non admission to the following grade within the same teaching period (that is from the 2nd to the 3rd and from the 4th to the 5th grades) is only exceptionally possible in particularly critical cases and when the promotion would seriously compromise the learning process and the attainment of the educational objectives. In this way, the unanimous opinion of teachers is required.

The introduction of the primo ciclo in the educational and training system, which includes primary and lower secondary school, implied the removal of the esame di licenza elementare.

Legislation: Law 28 March 2003, no. 53

4.14. Certification

Circular no. 85 of 3 December 2004 confirms the need to document formally the educational attainments of each pupil, to establish yearly the stages of her/his path.

Recurrent and final assessments related to learning and behaviour, as well as global summary assessments, are documented in the pupils' personal assessment paper.

Admission or non admission to the following grade is certified in the final certificate, on the frontispiece of the personal assessment paper.

Schools are free to draw up their own certificate, provided the fundamental requirements established by the Ministry (MPI) are respected. Anyway, the Ministry has provided schools with a certificate form which the schools can conform to.

A specific certification to attest the accomplishment of primary education is not foreseen. Like every year, pupils receive their personal assessment paper, certification included, also at the end of the last grade of primary school.

Legislation: Circular of MIUR 3 December 2004, no. 85

Institutions: Ministry of Public Education (MPI)

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

According to Consolidated act on education (D.Lgs. 297/1994), there are the following types of non state primary schools:

- **scuole parificate**: they are run by bodies and associations with juridical personality and recognised through a specific agreement which defines also the amount of the state contribution; they must adopt the same study programmes and timetables as state schools;
- **authorised private schools**: they are opened upon authorisation of school administration; they are managed by citizens who obtained an upper secondary leaving certificate and whose legal ability and morality has been proved.

Citizens and bodies of the member states of the European community are equal to Italian citizens and bodies, as far as the management of every type of school is concerned.

When Law on school equality came into effect (Law 10 March 2000, no. 62), many scuole parificate and private schools have requested and obtained equality; therefore, they have become part of the national education system, made up of state schools, private scuole paritarie and scuole paritarie managed by local authorities.

The requirements for equality acknowledgement are the following:

- an educational project in keeping with the Constitution principle; a plan of the educational offer in accordance with current regulations; 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 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 *abilitazione* title;
- labour contracts for management and teaching staff in accordance with the collective national labour contract.

Equality recognition affects all the current provisions, in particular those concerning the power to release study titles with legal status.

In 2006, as already explained 3.14., 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 27/2006 establishes that 'non *paritarie* schools are those which carry out an organised teaching activity and which have the following functioning conditions:

- educational project and related educational offer, in accordance with the Constitution principles and the Italian school system, with general and specific learning objectives related to the attainment of study titles;
- availability of premises, furniture and equipment in accordance with the current regulations on hygiene and safety of school premises, and adequate to the number of students;
- teaching staff and co-ordinator of the teaching activities in possess of professional qualifications consistent with the subjects they teach and with the education offer of the school, as well as adequate technical and administrative staff;
- attending pupils of an age not lower than the age foreseen by the current school system for pupils attending State or *paritarie* schools, in accordance with the study title they have to obtain;

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

According to Law 27/2006, premises and teaching activities not complying with conditions required by the law itself, cannot be named 'schools' and cannot constitute a place where to fulfil the *diritto/dovere* to education and training.

Law 26/2007 has not been fully applied, since the regulation containing the procedures for the inclusion of these schools into the specific list to be set at Regional level, has not been issued yet 3.14.

Legislation: D.Lgs. 16 April 1994, no. 297

Legislation: Law 10 March 2000, no. 62

Legislation: 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. The '*scuola familiare*', however, is allowed. By *scuola familiare* it is meant the provision of primary education undertaken directly by parents or by a person whom they designate by the parents. Children of statutory school age who fulfil their obligation in this way are admitted to sit the aptitude test *esame di idoneità* in a state primary school or a *scuola paritaria*

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

Legislation: Law 28 March 2003, no. 53

4.18. Statistics

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

School year	Units	Classes	Pupils	Teachers (permanent and fixed-term contracts)
2005-2006	16 199	137 366	2 545 491	271 151

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

School year	Pupil/teacher ratio	Pupils/class
2005-2006	10.3	18.5

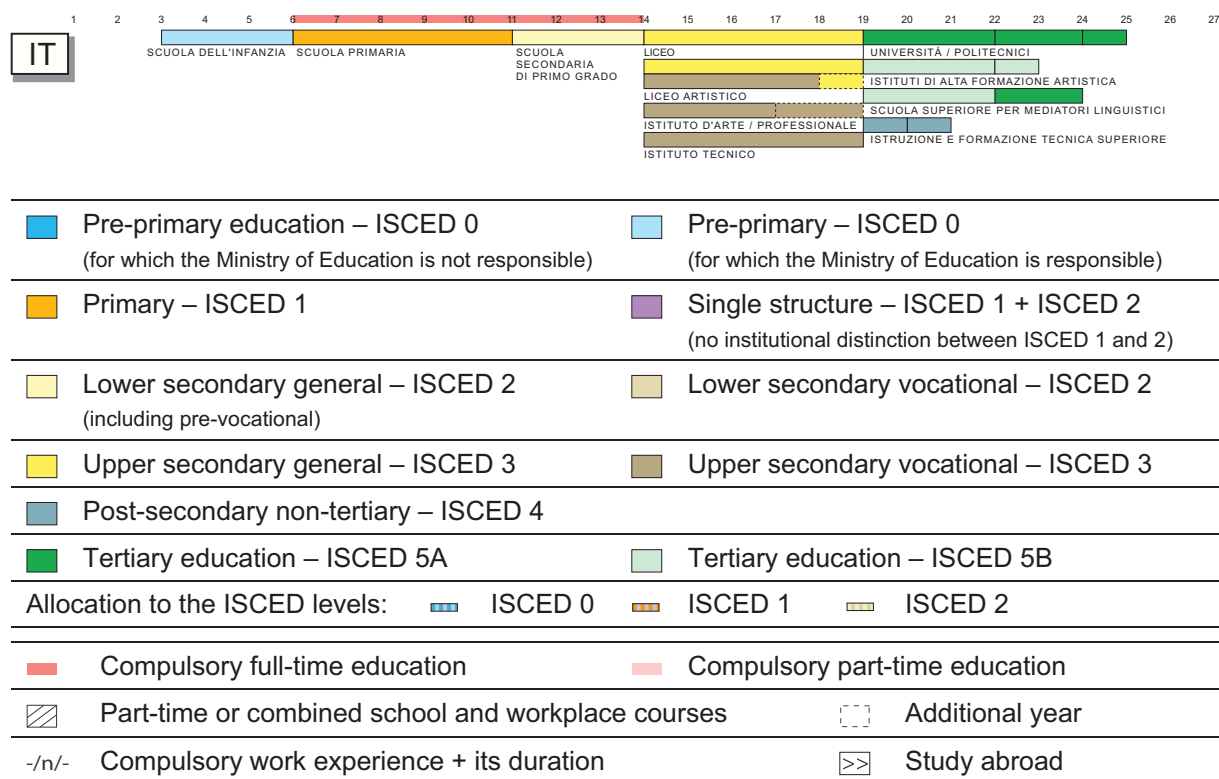
Source:—data processing by MPI, La Scuola Statale: Sintesi dati anno scolastico 2005/06 – p. IX

Bibliography: La scuola statale: sintesi dei dati - Anno scolastico 2005/2006

Institutions: Ministry of Public Education (MPI)

5. Secondary and post-secondary non-tertiary education

Organisation of the education system in Italy, 2006/07



Source: Eurydice.

Secondary education has been divided into two stages up to school year 2003/04: 1st stage, corresponding to *scuola media*, and 2nd stage corresponding to the various types of upper secondary schools. Law no 53 of 28 March 2003, established the subdivision of the education and training system into *scuola dell'infanzia*, a *primo ciclo* including primary school and *scuola secondaria di primo grado*, a *secondo ciclo* including the *sistema dei licei* (artistic, classical, economic, linguistic, music, scientific, technological, human sciences) and the *sistema di istruzione e formazione professionale*. Therefore, according to the new school system, the *scuola secondaria di primo grado* becomes part of the *primo ciclo* of education together with primary school. According to delegated decree no. 226 issued on 17 October 2005, the new regulations concerning the reorganisation of *scuole secondarie di secondo grado* will come into force starting from the 1st of September 2007.

Legislative Decree no. 59 of 19 February 2004 established the general rules not only for the *scuola dell'infanzia* and primary school but also for the *scuola secondaria di primo grado*: this latter, starting from school year 2004/2005, has been regulated according to new rules and immediately implemented in the first grade and gradually implemented in the second and third grades. Therefore, in school year 2006/07, new regulations have come into force in all grades of the *scuola secondaria di secondo grado*, within the limits referred to at paragraph 5.2..

As far as the following education level is concerned, *istruzione secondaria di secondo grado* and vocational education and training, respectively under the State and the Regions responsibility, have kept functioning according to the old system, while waiting for the implementation of the regulation of Law 53/2003.

Finally, the Regions organise post-compulsory (also these courses are aimed at the fulfilment of the *diritto/dovere*) and post-secondary vocational training course. For further information refer to the publication 'Structures of education, vocational training and adult education systems in Europe, Italy'.

Legislation: D.Lgs. 17 October 2005, no. 226

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

Legislation: Law 28 March 2003, no. 53

Bibliography: Strutture dei sistemi di istruzione, formazione professionale e educazione degli adulti in Europa, Italia

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, like the transfer of technical and vocational education under the responsibility of the Ministry of public education. In 1939, minister Bottai had the 'Carta della scuola' 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 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, reflecting this concept, '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'.

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.

Meanwhile, in 1977, law no. 517 was issued which provided for the integration of handicapped pupils in ordinary schools 10.

As for scuola secondaria di secondo grado, 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 experimentations 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 (upper secondary education includes liceo classico, liceo scientifico, istituti tecnici, liceo

artistico, istituto magistrale, istituti professionali and istituti d'arte), 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 public education 'The educational pathways of the state scuola secondaria di secondo grado 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 istituti tecnici can offer also an experimental study course which releases a certificate of liceo scientifico or linguistic liceo".

In year 2000, law no. 30, after a thirty-year debate on the reform of scuola secondaria di secondo grado, 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 which foresaw an eight licei system: artistic, classical, economic, linguistic, music and dance, scientific, technological, human sciences. The law foresaw also that the artistic, economic and technological licei would offer further branches of study to meet the various educational requirements of the students.

Law 53 was supposed to be implemented in school year 2007-2008 through legislative decree no. 226 of 17 October 2005, which has however been blocked and then replaced by new regulation introduced at the beginning of the current legislature 5.2..

Legislation: Constitution of the Italian Republic

Legislation: D.Lgs. 16 April 1994, no. 297

Legislation: Law 28 March 2003, no. 53

Legislation: Law 4 August 1977, no. 517

Legislation: Gentile Reform

Bibliography: I percorsi formativi della scuola secondaria di secondo grado statale tra corsi di ordinamento, sperimentazioni e autonomia

Institutions: Ministry of Public Education (MPI)

5.2. Ongoing debates and future developments

At the beginning of the legislature, in year 2006, various laws have amended the school system established by Law 53/2003 and D.Lgs. 226/2005 (see also 2.2.):

- it has been started a process for the review of the Indicazioni nazionali for the personalised study plans in the scuola secondaria di primo grado, annexed to D.Lgs. 59/2004 in a transient phase;
- Law no. 228 of 23 July 2006 has extended of further 18 months the 18-month time limit already foreseen by law 53/2003 to issue corrective and integrative provisions for the implementation of law 53 itself; therefore, D.Lgs. 226/2005 will be amendable until the end of November 2008 and the implementation of the secondo ciclo reform has been postponed to school year 2008-2009;
- according to financial law 2007, compulsory education has been extended to 10 years and access to work has been postponed to 16 years of age; the new law on compulsory education must be coordinated with D.Lgs. no. 76/2005 on diritto/dovere to education and training for at least 12 years or up to the attainment of a qualification within 18 years of age; starting from school year 2007-2008, after conclusion of the scuola secondaria di primo grado, students must attend two more years of compulsory education and two years of diritto/dovere; the diritto/dovere was supposed to be fully implemented in accordance with the start of the reform of secondo ciclo; however, in the absence of this reform, D.Lgs. 76/2005 establishes that Law 144/1999, providing for compulsory attendance of formative activities up to accomplishment of 18 years of age (compulsory training), is still valid;
- financial law of 2007 provides for the reduction of the weekly number of hours in the istituti professionali;
- Law of 11 January 2007 no. 1, has newly amended the procedures of upper secondary school leaving state exam; it has re-introduced external members (half members) in the examination

board, besides the president;

- Law of 2 April 2007, no. 40, has confirmed the existence of the istituti tecnici and istituti professionali; it has abrogated, at the same time, the economic and technical licei foreseen by Law 53/2003 and D.Lgs. 226/2005; a reorganisation of the above mentioned institutes is foreseen, while the start of the reform has been postponed once again to school year 2009-2010; it is also possible to set up, technical-vocational poles at the provincial or sub-provincial levels: they are consortium organisations made up of three elements: istituti tecnici and istituti professionali; vocational training structures authorised to release vocational qualifications and certificates recognised at the national and European levels; higher technical institutes that should be set up to replace the current IFTS.

Legislation: D.Lgs. 15 April 2005, no. 76

Legislation: D.Lgs. 17 October 2005, no. 226

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

Legislation: Law 11 January 2007, no. 1

Legislation: Law 12 July 2006, no. 228

Legislation: Law 17 May 1999, no. 144

Legislation: Law 2 April 2007, no. 40

Legislation: Law 27 December 2006, no. 296

Legislation: Law 28 March 2003, no. 53

5.3. Specific legislative framework

The Consolidation Act of 1994 contained regulations in force for scuole secondarie di primo grado and scuole secondarie di secondo grado. As we have already said, the legislative framework has undergone frequent and relevant amendments.

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

Legislation: Constitution of the Italian Republic

Legislation: D.Lgs. 16 April 1994, no. 297

5.3.1. Lower secondary education

The fundamental regulations of the scuola secondaria di primo grado are the following:

- D.Lgs. 297/1994: on aims and organisation, collegiate bodies; handicapped pupils;
- D.P.R. 14 May 1982, no. 782, on the cattedre institution;
- D.M. and O.M. 22 July 1983, on extended-time education;
- Law 3 May 1999, no. 124, on the setting up of music-oriented courses;
- D.P.R. 8 March 1999, no. 275 (Regulations on school autonomy);
- D.lgs. 59/2004, on the teaching activities timetable, on evaluation, scrutini and exams; it provides the Indicazioni nazionali for the piani di studi personalizzati, as an annex;
- D.Lgs. 226/2004, providing for the increase in the share of the compulsory number of hours of teaching activities; it integrates the obiettivi specifici di apprendimento for science.

Legislation: D.Lgs. 16 April 1994, no. 297

Legislation: D.Lgs. 17 October 2005, no. 226

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

Legislation: DPR 8 March 1999, no. 275

5.3.2. General upper secondary education

According to the current system, general upper secondary education includes ginnasio- liceo classico, liceo scientifico and liceo artistico. The social-psycho-pedagogical liceo has now replaced the istituto magistrale and has been started as an experimentation. The linguistic liceo formally exists in some scuole paritarie according to the programmes of D.M. of 31 July 1973; it has been introduced as an experimentation in state schools (Progetto Brocca, C.M. 27/1991, national experimentation of school autonomy, autonomous experimentation of the schools).

All study courses last five years, except for the liceo artistico that lasts four years; however, the current experimentations in theicei artistici foresee a five-year study course.

Regulations introduced with Law 53/2003 has not yet come into effect and the results of the review of D.Lgs 226/2005 are awaited 5.2..

D.M. no. 331 of 24 July 1998 is essential as far as the classes formation and the definition of the staff number are concerned; it is integrated through annual provisions for the implementation of the financial laws.

The final state exam is regulated by law 425/1997, recently amended by law 1/2007.

The official study programmes date back to several decades ago; however, the real curricula of the schools depend on the possibility to adequate the national study programmes to the specific environmental requirements; such possibility falls within the responsibilities of the teachers' assembly since 1974 (D.P.R. 416); furthermore, they depend on the adopted experimentations and the flexibility granted through school autonomy (D.P.R. 275/1999). The review of D.Lgs 226/2005 should lead to the introduction of a precise framework of new Indicazioni nazionali for the curriculum of the secondo ciclo .

According to financial law 2007, the first two-year period has become part of compulsory education since school year 2007-2008; however, it is still offered the possibility to accomplish compulsory education and training also through the three-year experimental pathways of vocational education and training carried out according to the 2004 agreement between state and regions. Relevant regulations are being issued; they will define, in an experimental phase, knowledge and skills that assure formative equity in the different pathways.

Legislation: D.Lgs. 16 April 1994, no. 297

Legislation: D.Lgs. 17 October 2005, no. 226

Legislation: Law 11 January 2007, no. 1

Legislation: Law 28 March 2003, no. 53

5.3.3. Vocational upper secondary education

Vocational upper secondary education includes istituti tecnici, istituti professionali and istituti d'arte.

The istituti tecnici offer five-year study courses; the istituti professionali are organised in a three-year study course, at the end of which the students obtain a diploma di qualifica, plus a two-year study course to obtain the upper secondary school leaving certificate. Also the istituto d'arte study courses are organised in a three-year study course to obtain the 'art master' certificate, plus a two year study course to obtain the upper secondary school leaving certificate in applied arts.

As for study programmes, curricula, school staff number and state exam, make reference to general upper secondary education 5.3.2., taking into account that law 40/2007 provides a specific reorganisation of istituti tecnici and istituti professionali.

This education sector was subject to deep changes in the last decades; these changes affected mainly istituti tecnici and istituti professionali which lost their strong professionalizing nature. Their programmes have been gradually modified towards the fostering of cultural subjects and contents and to the detriment of the time destined to practise 5.13.3. This process diminished the previously strong

difference between general and vocational upper secondary education. In particular, the national study programmes of vocational education had been reviewed in 1992; ten year later a project called 'Progetto 2002' was launched, it was aimed to offer a wider general culture in the first years to permit to students to be more aware of their future choices.

The Regions organise post-compulsory vocational training courses (also aimed at the fulfilment of the diritto/dovere) 5.

Legislation: Law 2 April 2007, no. 40

5.3.4. Post-secondary non-tertiary education

It includes Istruzione e Formazione Tecnica Superiore (IFTS) paths and post-secondary vocational training courses managed by the Regions 5.

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

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

Regions plan the institution of IFTS courses in order to assure integration among educational systems, on the basis of guidelines defined by a National Committee and approved by the Conferenza unificata. The task of the National Committee, established by Ministerial Decree of 28 January 2000, is to formulate proposals on the adoption of guidelines and on the access, the definition of standards, recognition of credits and conditions for certifications obtained through Istruzione e Formazione Tecnica Superiore (IFTS); the role of the Regions for the planning of the educational offer still holds good. The structure of the IFTS system is sub-divided in paths; it aims at developing professional specialisations at post-secondary level. The objective of these paths is to offer to both employed and unemployed young people and adults more specific cultural knowledge and an in-depth technical and vocational training.

The IFTS system has been relaunched 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 IFTS, 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.

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

Law 40/2007 has redefined the IFTS system as 'higher technical institutes' and provided for their inclusion in the technical-vocational poles made up of istituti tecnici, istituti professionali, as well as recognised structures for vocational training and high level technical institutes.

Legislation: Agreement 25 November 2004

Legislation: Constitution of the Italian Republic

Legislation: Law 17 May 1999, no. 144

Legislation: Law 2 April 2007, no. 40

Institutions: Ministry of Labour and Social Security

5.4. General objective

Please refer to sub-sections for more details.

5.4.1. Lower secondary education

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

The aims of the scuola secondaria di primo grado are better specified in the Indicazioni nazionali for the personalised study plans (Legislative Decree no. 59), whereas table D outlines the Profilo educativo culturale e professionale of pupils at the end of the primo ciclo of education".

The Profilo educativo culturale e professionale of the student at the end of primo ciclo of education, annexed in a transient phase to D. Lgs 59/2004, "represents what a 14-year old pupil should know and be able to do to be the person and the citizen he/she is expected to be at the end of primo ciclo of education".

The Indicazioni nazionali for the piani di studio personalizzati in scuola secondaria di primo grado, annexed in a transient phase to D.lgs 59/21004, provide the general objectives of the educational process and the obiettivi specifici di apprendimento that teachers should interpret and transform into formative objectives.

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

5.4.2. General upper secondary education

According to D.Lgs. 297/1994, education offered by liceo classico and liceo scientifico aims at preparing students to university studies, whereas education offered by liceo artistico aims at teaching art, independently from its industrial applications.

However, each school establishes its own aims in its Piano dell'Offerta Formativa (POF), 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.

D.Lgs. 226/2005 and the annexed Indicazioni nazionali have redefined the aims, and general objectives of the educational process and the obiettivi specifici di apprendimento of the foreseen eight licei; however, this legislative decree has not come into effect and is still waiting for possible amendments within year 2008.

Legislation: D.Lgs. 16 April 1994, no. 297

Legislation: D.Lgs. 17 October 2005, no. 226

5.4.3. Vocational upper secondary education

According to D.Lgs. 297/1994, section 191, 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.

In this case also, the aims established by each school in its piano dell'offerta formativa 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.

As for the redefinition at the national level of the aims, it is necessary to wait for the possible amendments to D.Lgs. 226/2005.

Legislation: D.Lgs. 16 April 1994, no. 297

Legislation: D.Lgs. 17 October 2005, no. 226

5.4.4. Post-secondary non-tertiary education

a) Vocational training courses

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

b) Istruzione e formazione tecnica superiore (IFTS)

The Istruzione e Formazione Tecnica Superiore (IFTS) 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.

5.5. Types of institutions

5.5.1. Lower secondary education

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

5.5.2. General upper secondary education

Upper secondary education includes the following schools:

- **liceo classico**. It includes five years of study and is structured in two cycles: a two-year lower cycle ginnasio (classes IV and V, because before the establishment of the scuola media, it was preceded by a three-year lower cycle) and a three-year upper cycle (classes I, II and III);
- **liceo scientifico**: It comprises a five-year course, focusing on scientific training in the last three years of study;
- **liceo artistico**: Courses last four years and are structured in two sections: one for figurative arts and stage design, the other for architecture; students can attend a fifth year called **corso integrativo** in order to enrol in the University. It's worth it to note that almost all licei artistici offer now a five-year course of study on an experimental basis which allows the enrolment in the university without having to attend the one-year corso integrativo.
- **social-psycho-pedagogical liceo**: 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.

Law 53/2003 concerning the general reorganisation of the national education and training system, has also reformed the **secondo ciclo**, providing for a **sistema dei licei** (artistic, classical, economic, linguistic, music and dance, scientific, technological, human sciences) and the **sistema di istruzione e formazione professionale**.

Law 40/2007 abrogated the economic and technological licei.

A review of D.Lgs. 226/2005 is now expected, and the start of the **secondo ciclo** reform should take place in school year 2009-2010.

Legislation: D.Lgs. 17 October 2005, no. 226

Legislation: Law 2 April 2007, no. 40

Legislation: Law 28 March 2003, no. 53

5.5.3. Vocational upper secondary education

Schools offering vocational secondary education are the following:

- **istituti tecnici**: their duration is subdivided into a common basic two-year cycle and a three-year cycle with more branches of study and specialisations **5.11.3.**;
- **istituti professionali**: their duration is subdivided into a three-year cycle, leading to obtain a diploma di qualifica, and, according to Law of 27 October 1969, no. 754, a post-qualification two-year cycle (4th and 5th years) that grants admission to the university;
- **istituti d'arte**: they foresee courses lasting for three years and structured in sections depending on the art specialisation's: ornamental painting, ornamental sculpture, graphics, wood, ceramic and metal applied arts, etc.. At the end of these courses students obtain the certificate of Master of Art. Applied art courses include practice in the laboratory. Law 27 October 1969, no. 754 has instituted in istituti d'arte further courses lasting two years, granting admission to University, upon attainment of the upper secondary school leaving certificate in applied arts.

Law 53/2003 and D.Lgs. 226/2005 separated the **sistema dei licei** and the **sistema di istruzione e formazione professionale** respectively under the state and the regions responsibility.

D.Lgs. 226/2005 established, in fact, that 'All vocational qualifications are under the regions and autonomous provinces responsibility and are exclusively released by the schools and training institutes of the **sistema di istruzione e formazione professionale**'. It establishes also that the two systems have equal dignity and that 'it is granted the possibility to pass from the **sistema dei licei** to the **istruzione e formazione professionale** system and viceversa, through specific teaching initiatives aimed at offering an adequate preparation for the new study path'.

Specific agreements of the Conferenza unificata Stato/Regioni, upon proposals of the Minister of education in accordance with the Minister of labour and welfare, should have defined correspondence and recognition procedures for credits obtained both in the licei study and in the istruzione e formazione professionale in view of the possibility of transition between these two systems.

However, in the meantime, Law 40/2007 has established that the secondo ciclo is made up of the upper secondary education system (licei, istituti tecnici and istituti professionali) and the istruzione e formazione professionale system.

Furthermore, law allows 15 to 18 year-old students to attend 2nd level courses through alternation of study and work periods, under the responsibility of schools or training institutions, on the basis of agreements with enterprises or associations of professional classes, public or private bodies, or to attend integrated courses organised at vocational education and training institutes offering study programmes planned by the two systems together. D.Lgs. 77/2005 can be integrated or amended within May 2008.

Legislation: D.Lgs. 15 April 2005, no. 77

Legislation: D.Lgs. 17 October 2005, no. 226

Legislation: Law 12 July 2006, no. 228

Legislation: Law 2 April 2007, no. 40

Legislation: Law 27 October 1969, no. 754

Legislation: Law 28 March 2003, no. 53

Institutions: Ministry of Labour and Social Security

5.5.4. Post-secondary non-tertiary education

a) Vocational training courses

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

b) Istruzione e formazione tecnica superiore (IFTS)

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

Legislation: Agreement 25 November 2004

Institutions: National Institute of Statistics (Istat)

5.6. Geographical accessibility

The same considerations on scuola dell'infanzia [3.5](#) and primary education [4.5](#) count also for this section.

It is worth it to point out that the number of educational institution is higher at low secondary level (approximately 7 000) than at upper secondary level (approximately 5 000).

The assignment of the general planning of the educational offer to the regions (D.Lgs. 112/1998) has implied a territorial distribution closer to the users in the last few years; furthermore, it allows the provision of a high quality educational offer also at the sub-provincial level, in the big and medium towns.

Legislation: D.Lgs. 31 March 1998, no. 112

5.7. Admission requirements and choice of school

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

5.7.1. Lower secondary education

In accordance with Delegated Decree no. 59 of 19 February 2004, stating that both primary school and scuola secondaria di primo grado belong to the primo ciclo di istruzione that realise the first section of the diritto/dovere to education and training, transitory rules of article 19 abolished the esame di licenza elementare; as a consequence, pupils pass from primary school to scuola secondaria di primo grado just upon positive assessment at the of the 5th grade (see [4.12.](#)).

Pupils in possession of the admission final certificate issued at the end of primary school have access to lower secondary school; if they come from a non- paritaria school or from 'scuola familiare' ([4.17.](#)), they have access upon positive result of the esame di idoneità carried out in a state primary school of in a scuola paritaria.

Pupils coming from private schools can 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 scuola secondaria di primo grado, as well as candidates who have obtained the above mentioned certificate respectively one or two years before.

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

5.7.2. General upper secondary education

Students who have passed the State examination at the end of the primo ciclo di istruzione (see [5.17.1.](#)) can enrol in the schools of the secondo ciclo of the education and training system.

It's worth it to mention the situation of foreign students, who are more and more numerous. The guidelines for their integration ('Linee guida per l'accoglienza e l'integrazione degli alunni stranieri')

released by the ministry of education in March 2006, 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 certificate of scuola secondaria di primo grado which is useful for their cultural and social integration'.

Institutions: Ministry of Education, University and Research (MIUR)

Institutions: Ministry of Public Education (MPI)

5.7.3. Vocational upper secondary education

Please, refer to paragraph 5.7.2.

5.7.4. Post-secondary non-tertiary education

a) Vocational training course

In particular, the courses of the second level are reserved for those who have passed the upper secondary school leaving State examination and have attained the respective certificate. There are various types of selection to determine admission, using the objective evidence provided by entrance tests of students' prior knowledge of the subject or tests of capacity.

b) Istruzione e formazione tecnica superiore (IFTS)

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

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

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

5.8. Registration and/or tuition fees

Payment of enrolment and attendance fees is required only for scuole secondarie di secondo grado. The amount is low and established at the central level.

According to D.Lgs 76/2005 and D.Lgs. 226/2005, starting from school year 2006-2007 the diritto/dovere to education and vocational training includes the first three years of upper secondary schools as well as of the experimental vocational education and training paths carried out according to an agreement signed on 19 June 2003 at the Conferenza unificata Stato/Regioni. Therefore, students who enrol in the first, second and third grades of upper secondary schools, are exempted from paying school fees. Such exemption is granted according to the family income. The income limits for school year 2007-2008 are indicated through ministerial circular.

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.

The Regions can request the payment of fees also to attend vocational courses; the amount can vary from one region to the other according to the type of course.

Legislation: D.Lgs. 15 April 2005, no. 76
Legislation: D.Lgs. 17 October 2005, no. 226

5.9. Financial support for pupils

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

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

- school vouchers, to cover partially education expenses;
- financial contributions to purchase textbooks;
- free-of-charge transport and canteen services;
- non-recurring cheques for students of low-income and socially disadvantaged families;
- particular provisions for disabled students;
- free lodging in the Convitti nazionali and State educandati femminili as well as in the Convitti annexed to the istituti tecnici and istituti professionali.

Legislation: Law 10 March 2000, no. 62

5.9.1. Lower secondary education

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

Textbooks, instead, unlike in primary school, are generally not free of charge

However, financial law of 1999 established that 'the communes grant total or partial free provision of text books for pupils in compulsory education who meet the requirements' (partly free textbooks can be provided according to specific regional situations and within certain income limits); it provided, furthermore, for establishing criteria to fix yearly the total maximum cost of textbooks; teachers should choose the textbooks within this total price limit.

As for the other possible aids, please refer to paragraph 5.9.

5.9.2. General upper secondary education

At this level, no school of any kind or orientation is part of a compulsory education scheme, which means that enrolment, attendance, except for what has been specified at paragraph 5.8., and exam fees as well as contributions towards the maintenance of laboratories have to be paid.

Tax and contributions amount in non-state schools is relatively low. There are many different textbooks some of which are extremely expensive, as is the case for dictionaries, and atlases. The Ministry of public 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'.

The mentioned financial law of 1999 5.9.1 had foreseen the possibility for the communes to 'offer free loans for textbooks to upper secondary school students who meet the requirements'.

Financial law of 2007 has then established what follows:

'partially free provision of textbooks, according to Law of 23 December 1998, no. 448, is also extended to students of the first and second grade of upper secondary education. Criteria for establishing the maximum total price of textbooks should be defined for students attending the following grades. Schools and parents associations can lend textbooks to students or their parents'.

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

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

Legislation: Law 27 December 2006, no. 296

Institutions: Ministry of Public Education (MPI)

5.9.3. Vocational upper secondary education

See the previous paragraph 5.9.2..

5.9.4. Post-secondary non-tertiary education

a) Vocational training courses

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

b) Istruzione e Formazione Tecnica Superiore (IFTS)

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

Institutions: Ministry of Education, University and Research (MIUR)

Institutions: Ministry of Public Education (MPI)

5.10. Age levels and grouping of pupils

Please refer to sub-sections.

5.10.1. Lower secondary education

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

In the future, pupils aged 10 years onwards, who will have anticipated their enrolment in the first grade of primary school (see 4.6.), and will turn 11 years of age within 30 April of that school year, will be able to attend the scuola secondaria di primo grado. At present, it is attended by pupils older than 11 years of age.

Article 10 of Legislative Decree no. 59/2004 has foreseen the school staff also in the scuole secondarie di primo grado to guarantee education and teaching activities as well as educational assistance during and after the meals (see [5.13.1.](#)). However the decision on lower secondary school staff, who has not yet been instituted, are still based on criteria established by D.P.R. of 14 May 1982, no. 782.

The Uffici Scolastici Regionali establish the school staff according to criteria specified at paragraph [3.8.](#). However, in order to exploit the principle of autonomy and to improve school services, the resources to be assigned to each school should be determined on the basis of the overall school requirements, including detached sections, if any, and evening courses, as well as the requirements related to the integration of disabled pupils. Normally every class should have not more than 25 (20 if there are students with disabilities) and not less than 15 students, with the exception of mountains villages, little islands, areas at the risk of juvenile delinquency, geographic areas inhabited by linguistic minorities. These are, however, approximate numbers which can be overlooked in order to respect the limit of the budget established by the regional school office.

Legislative Decree 59/2004 foresees that teachers teach in the same class at least for the first two years, in order to foster teaching continuity and the quality of pupils' learning processes. It will be necessary to change the teachers' national labour contract to make this rule effective; this will imply a union negotiation. This provision has ceased to apply according to subsequent negotiation agreements.

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

Institutions: Ministry of Public Education (MPI)

5.10.2. General upper secondary education

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

Almost every upper secondary institute is divided into a first two-year course and in a second three-year course as regards the organisation of study plan. There are no examinations for the passage from one course to the other. In the first two years basic teachings are given, whereas in the last three years the real specialisation of studies is fulfilled, especially as regards istituti tecnici. Courses of shorter length have similar features too, bringing students from a basic cultural training to a specialised study. The two-year course is attended by students among 14 and 16 years of age, the three-year course by students among 16 and 19. In the future, according to the new regulations foreseen by law 53/2003, pupils who have anticipated enrolment in primary school of four months will start scuola secondaria di secondo grado six months in advance, if they have followed a regular study path.

Legislation: Law 28 March 2003, no. 53

5.10.3. Vocational upper secondary education

Please, see [5.10.2.](#)

5.10.4. Post-secondary non-tertiary education

a) Vocational training courses

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

b) Istruzione e Formazione Tecnica Superiore (IFTS)

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

Institutions: Conference of the Rectors of Italian Universities (CRUI)

5.11. Specialisation of studies

Please refer to sub-sections.

5.11.1. Lower secondary education

Scuola secondaria di primo grado is compulsory and integrated, therefore it doesn't offer any study specialisation

Legislation: D.Lgs. 17 October 2005, no. 226

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

5.11.2. General upper secondary education

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

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

Many institutes, while waiting for reform, have started additional experimental five-year branches of study not foreseen by the school system, in order to meet the new requirements of the social, economic and cultural reality (for example, linguistic, psycho-pedagogical licei, etc.) [5.1.](#).

5.11.3. Vocational upper secondary education

Istituti tecnici

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 istituti tecnici 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.

Istituti professionali:

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 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 certificate of upper secondary artistic education in applied arts

Istituti d'arte

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

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

Institutions: Ministry of Education, University and Research (MIUR)
Institutions: Ministry of Public Education (MPI)

5.11.4. Post-secondary non-tertiary education

a) Vocational training courses

The range of formative offers is quite wide. The courses for environment technician, insurance advisor, enterprise marketing and communication, etc., are highly requested.

b) Istruzione e Formazione Tecnica Superiore (IFTS)

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

Professional figures refer to the following areas:

A) Agriculture

- higher level technician in vegetable production
- higher level technician in animals production
- higher level technician in the transformation of agro-industrial products
- higher level technician in agro-industrial marketing
- higher level technician for the management of the agro-environmental territory

B) Industry and handicraft:

- I – Manufacturing
 - higher level technician in trade/marketing/sales
 - higher level technician in industrial design and planning
 - production higher level technician
 - higher level technician for environment, energy and safety (in enterprise)
 - higher level technician in financial administration and management supervision
 - higher level technician for the quality system (products and process)
 - higher level technician for products and process industrialisation
 - higher level technician for planning, production/logistics
 - higher level technician in industrial data processing
 - higher level technician in systems management/maintenance
 - higher level technician in industrial automation
 - higher level technician in supplying
 - higher level technician for the company informative system
- II – TIC
 - higher level technician in multimedia and communication
 - higher level technician in data processing
 - higher level technician for telecommunications
 - higher level technician for software development
 - higher level technician for information technology and systems
- III – Building
 - higher level technician for building yard management
 - higher level technician for architectonic surveys and graphics representation
 - higher level technician for surveys and remote sensing equipment

C) Trade and tourism, transports

- I – Transports
 - higher technician of integrated logistics
 - higher level technician of transports and intermodality
 - higher level technician for logistic infrastructures
 - higher level technician for mobility and public local transports
 - higher level technician for cargo boats sailing – deck section
 - higher level technician for cargo boat sailing – engine section
 - higher level technician for the management of passenger services – purser

- II – Tourism
 - higher level technician for assistance to travel agency and tour operator management
 - higher level technician for integrated tourism organisation and marketing
 - higher level technician for catering and exploitation of typical products of the territory
 - higher level technician for assistance to accommodation facilities management

D) Public and private social services

- I – Environment
 - higher level technician for refuse collection and waste systems
 - higher level technician for the water system
 - higher level technician for monitoring and management of the territory and environment
- II - Insurance and financial services
 - higher level technician for counter transactions in the financial services sector
 - higher level technician for portfolio management in the financial services sector
 - higher level technician for basic transactions in the financial services sector
 - higher level technician for financial promotion
 - higher level technician for marketing in the financial services sector
 - higher level technician for call centre activities in financial and insurance services sectors
 - higher level technician for management of accidents in the insurance services sector
 - higher level technician for supervision and assistance in the insurance services sector
 - higher level technician for organisational and commercial activities in the insurance services sector

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

5.12. Organisation of school time

Please refer to sub-sections for more details.

5.12.1. Organisation of the school year

D. Lgs. 297/1994 establishes what follows:

- In preschools, primary, lower secondary and upper secondary schools, school year starts on the 1st of September and ends on the 31st of August.
- teaching activities, including scrutiny, 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.

Within the above mentioned limits and according to D. Lgs. 112/1998, the Regions are responsible for deciding the regional school calendars. The national festivities are still decided by the Minister.

The total number of hours in *scuola secondaria di primo grado* is established on an annual basis to allow their subdivision during the school year, according to flexibility granted through school autonomy. The compulsory annual number of hours is 891, subdivided into 33 teaching weeks. This number of hours include the Regions share (still to be defined), the schools share, at present equal to the 20%, and the weekly religion hour destined to students who chose catholic religion as a facultative subject. The facultative number of annual hours is 132 (an average of 4 weekly hours), at the families' choice. The facultative activities and teachings selected at the moment of enrolment become compulsory and have equal dignity within the personalised study plans. The above mentioned number of hours doesn't include the time destined to meals and after meals, which can reach maximum 231 annual hours.

The above indicated timetable doesn't include meals and after meals time which can achieve maximum 231 annual hours.

Legislation: D.Lgs. 16 April 1994, no. 297

Legislation: D.Lgs. 31 March 1998, no. 112

5.12.2. Weekly and daily timetable

The compulsory annual hours of *scuola secondaria di primo grado* are 957, subdivided in 33 teaching weeks (see 5.12.1.); they correspond, on average, to 29 weekly hours for all classes. Further 231 hours correspond to 6 weekly facultative hours (198 per year) and other possible weekly hours for meals and after meals, for a maximum total amount of 231 annual hours corresponding to an average of 7 weekly hours).

Therefore, the total school time can reach, also according to Legislative Decree 59/2004, 40 weekly hours. Timetables of upper secondary schools vary a lot depending on the number of subjects included in the study courses of the various institutes and the teaching hours devoted to each of these subjects. School hours range between 25 hours per week in the first grade of the *liceo scientifico* to 36-38 hours in many *istituti tecnici*, 40 hours in many *istituti professionali* and 43-44 hours in the third and fourth grades of *liceo artistico*.

Vocational education and IFTS courses are organised in different ways according to their characteristics.

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

5.13. Curriculum, subjects, number of hours

Please refer to sub-sections for more details.

5.13.1. Lower secondary education

According to article 14 of Legislative Decree 59/2004, the implementation of the new organisation of the *scuola secondaria di primo grado* has gradually taken place, starting from school year 2004-2005 and from the first grade. Full implementation of the reform has taken place in school year 2006/07, at the same time as the start of the review process of the *Indicazioni nazionali*.

Article 14 of Legislative Decree 59/2004 has foreseen the adoption of the *Indicazioni nazionali* for the personalised study plans in the transient phase, while waiting for the definitive pedagogical, teaching and organisational structure which will be regulated by the government.

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

- General objectives of the educational process: a school for integral education of the individual; a school that places young people in the world, a school for guidance; a school for identity, motivation and significance; a school to prevent uneasiness and make up for disadvantages; a school for educational relationships.
- Specific learning objectives according to subjects and “educations”, all converging into “civil coexistence” education. The subjects concerned are the following: religion (facultative subject, see 1.4.), 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 *scuola secondaria di primo grado* (first two-year period and third class) there is an indication of knowledge and skills that will be transformed into personal competencies of each pupil with the help of the school. *Indicazioni nazionali* indicates also the *obiettivi specifici di apprendimento* of civil coexistence education (citizenship education, traffic education, environment education, health education, food and affectivity education) which is not a separate subject, but is composed of teaching units and activities carried out with the collaboration of all class teachers.

- The mandatory annual number of hours represented in the following table. Each school decides every year, according to the educational need, the teaching timetable of the subjects and activities. The table has been modified according to what established by D.Lgs. 226/2005: 'the mandatory annual number of hours has been increased by 66 teaching hours, 33 of which are destined respectively to English language and to technology teaching; as a consequence, the facultative of optional annual number of hours available for students has been decreased by an equivalent number of hours.

ANNUAL COMPULSORY AMOUNT OF HOURS

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

* D.Lgs 226/2005 has established that the annual compulsory amount of hours is 957 (33 hours for the English language and 33 hours for technology).

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

Annex D specifies in the details the Pecup internal subdivisions.

Legislation: D.Lgs. 17 October 2005, no. 226

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

5.13.2. General upper secondary education

Licei classici

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

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

D.M. of 4 November 1996, no. 682, amended the annual subdivision of the programme of history, thus reserving the study of the nineteenth century to the last grade.

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

Licei scientifici

Teaching programmes were approved in 1945 and updated, as for Latin, with Presidential Decree of 20 March 1967 no. 223, as for history, with Presidential Decree of 6 November 1960, no. 1457 (as for the annual subdivision, refer to licei classici); as for physical education, with Presidential Decree of the 1st of October 1982, no. 908.

This subject, except for religion or alternative activities (optional subjects), are Italian, Latin, foreign language, history and philosophy, natural sciences, chemistry and geography, mathematics and physics, history of art, physical education.

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

Licei artistici

Teaching programmes were approved with Royal Decree of 19 June 1924, no. 1239; however, according to Ministerial circular of 20 January 1970, *Collegi dei docenti* were authorised to introduce adequate adjustments to them. Teaching programmes of history approved with Presidential Decree of 6 November 1960 (as for the annual subdivision, refer to licei classici), and physical education, approved with Presidential Decree of the 1st of October 1982, no. 908, apply also to licei artistici.

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

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

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

Social-psycho-pedagogical liceo

Social-psycho-pedagogical 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.

The 'autonomous experimentation' foresees 30 weekly teaching hours in the first two grades and 32 in the last three grades.

The Indicazioni nazionali annexed to D.Lgs 226/2005 have redefined the curricular structures of all pathways; however they are not yet come into force.

Legislation: D.Lgs. 17 October 2005, no. 226

Institutions: Ministry of Education, University and Research (MIUR)

Institutions: Ministry of Public Education (MPI)

5.13.3. Vocational upper secondary education

Istituti tecnici

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

- teaching programs are established by the decrees that authorised experimental projects and are based on strengthening the study of humanities, scientific and technical subjects to the detriment of practical exercises. Programs of the two-year period are the same and change in the three-year period according to the different specialisations;
- subjects of the two-year period, except from religion or alternative subject (optional subject), are Italian, history 5.13.2., foreign language, mathematics, physics, natural sciences, chemistry and geography, and some specialisation subjects (for example, technical drawing in the Industrial technical institute) and practical exercises. As for the three-year period, the subjects typical of the branch of study will be added to the subjects of the two-year period;
- weekly timetable foresees 32-38 hours, according to the different classes and branches of study.

Istituti professionali

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

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

Subjects are divided into:

- an area comune: Italian, History, Foreign Language, Law and Economics, Mathematics and Computer Science, Earth Science and Biology, Physical Education, Religion (upon request), for a total of 22 hours per week in the first and second year, 12-15 hours per week in the third year; as far as history is concerned, D.M. of 4 November 1996, no. 682, establishes that 'the knowledge of the events occurred in the current century will be studied in depth'. D.M.- of 31 January 1997 has then amended the study programmes of the first three years leading to the qualification and of the post-qualification two years; the same decree also amended the study programme of Italian in the third year of the post-qualification courses;
- an area di indirizzo: technological and vocational subjects for 14 hours per week in the first and second class, 21-24 hours per week in the third class;
- an area di approfondimento: 4 hours per week in each class.

Curricula outline standards and contents for the area comune and the area di indirizzo, while teachers have the broadest planning powers, since teaching must be focused on the goals of the institutes. The latter depend on the vocational training sector, as well as on local reality and on the evolving cultural, economic and productive traditions.

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

After having obtained the qualification at the end of the first three-year period, students have the following options:

- access to the labour market;
- enrolment in two-year post-qualification courses to obtain the upper secondary school leaving certificate;
- attendance of modules held in the same school in agreement with the Region to obtain a second and higher level qualification.

In July 1997, the Experimental project 2002 has been launched; it foresees the decrease of the weekly teaching hours to 34.

Eventually, financial law of 2007 foresees 'the improvement of efficiency and efficacy of the current vocational education system also through the decrease, starting from school year 2007/2008, of the number of weekly teaching hours, according to criteria of more flexibility, higher professionalism and stronger connection with the territory'.

In accordance, while waiting for the general re-organisation of the *secondo ciclo*, D.M. of 25 May 2007, no. 41 has established the weekly timetable in 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% (D.M. of 13 June 2006, no. 47).

Istituti d'arte

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

Subjects: except from religion or alternative activities (optional subject), general culture subjects (Italian, history, mathematics, physics, natural sciences, chemistry and geography, history of art) are generally common to all types of institutes; technical subjects and laboratory activities change according to the different specialisations and have to be added to the general culture subjects; as far as history is concerned, D.M. of 4 November 1996, no. 682 established that 'knowledge of the events of the current century will be studied in depth in the last year of the study course'.

The minimum weekly timetable foresees generally from 36 hours to a maximum of 44 hours. Law of 27 October 1969, no. 754, established two-year courses to allow students to obtain a cultural and artistic education at upper secondary school level after having obtained the qualification.

Legislation: Law 27 December 2006, no. 296

Legislation: Law 27 October 1969, no. 754

Institutions: Ministry of Education, University and Research (MIUR)

Institutions: Ministry of Public Education (MPI)

5.13.4. Post-secondary non-tertiary education

a) Vocational training courses

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

b) Istruzione e Formazione Tecnica Superiore (IFTS)

The duration of the courses can vary from minimum 2 semesters to maximum 4 semesters, anyway not less than 1200 and not more than 2400 hours. The curricula of the courses refer to transversal and technical-vocational basic skills. Workload for employed people can be distributed in longer times. Each semester is subdivided in hours destined to theoretical, practical and workshop activity. As for their organisation, the courses destined to employed adults take into consideration their work

commitments. Enterprise stages and training apprenticeships are compulsory for not less than 30% of the total number of hours.

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

Legislation: Agreement 25 November 2004

5.14. Teaching methods and materials

Please refer to sub-sections for more details.

5.14.1. Lower secondary education

According to the Indicazioni nazionali for personalised study plans in scuola secondaria di primo grado, annexed to D.Lgs. 59/2004, the obiettivi specifici di apprendimento, foreseen by regulations, aim at indicating clearly in the details the basic performance levels that public schools should ensure to the citizens to keep the unity of the national education system and to prevent breaking up and polarization; furthermore, it aims, above all, at allowing pupils to mature in all the dimensions outlined in the Profilo educativo culturale e professionale foreseen at the end of the first school cycle. Teachers and the single schools, on the basis of their history and the reality of the territory, are responsible to mediate, interpret, organise and distribute the obiettivi specifici di apprendimento within the formative objectives, in the contents, methods, learning units assessment, taking into consideration, on the one hand, the general abilities of each pupil and, on the other hand, the teaching practices more suitable to transform these abilities into personal competencies. However, at the same time, each school and its teachers are responsible to account for their choices and to inform pupils, their families and the territory about them.

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 (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) and the 'hologram logic', that is the connection among the various subjects and between these latter and civil coexistence educations.

Actually, 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.

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

Legislation: DPR 8 March 1999, no. 275

5.14.2. General upper secondary education

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. 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. In school year 2006-2007, bullying has broken out and measures to fight it

have been introduced. 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

What explained at paragraph 5.14.2. on upper secondary education is valid also for vocational upper secondary education.

It can be added that experimentation projects promoted by the Ministry, involving almost all istituti tecnici, provide many general indications on methods and specific indications on subjects.

The most interesting innovations are to be found in the istituti professionali. The curricula envisage two main goals: ensuring a more marked cultural component and tailoring courses to adjust more effectively to the outside. In order to attain these objectives educational activities shall be highly flexible.

Curricula are based on training modules aimed at:

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

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

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

Institutions: Ministry of Education, University and Research (MIUR)

Institutions: Ministry of Public Education (MPI)

5.14.4. Post-secondary non-tertiary education

a) Vocational training courses

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

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

b) Istruzione e Formazione Tecnica Superiore (IFTS)

Up to 2002/03, IFTS courses could be organised through modules and Unità formative capitalizzabili. Teaching foresaw a balance among classroom activities, laboratories, exercises, including training/work periods and working activities. Furthermore, interactive teaching methods and technologies were used.

Starting from academic year 2002/03, teaching must be organised only through Unità formative capitalizzabili, re-organised as follows:

- a capitalizable part, described through the Unità formative capitalizzabili model, on which is based the certification of skills referred to minimum standards established at national level. Minimum standards relate to basic, cross-curricular and technical-vocational skills.
- a formative part, described through the formative unit model and connected to the Unità formative capitalizzabili or their elements, which defines instruments, teaching methods, contents, times and places to acquire, to achieve the skills foreseen by the Unità formative capitalizzabili.

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

5.15. Pupil assessment

Please refer to sub-sections for more details.

5.15.1. Lower secondary education

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

- a minimum attendance to make the school year valid. This restraint foresees at least three quarters of the annual timetable of the compulsory and optional educational and teaching activities. Therefore, as for compulsory school time, pupils should attend school for at least three quarters of 957 hours, equal to not less than 718 hours in a year. Pupils who request an annual facultative school timetable of 132 hours, equal to an annual total school time of 1 089 hours, should attend school for not less than 816 annual hours, except meals. However, in exceptional cases, schools can autonomously establish well-founded exceptions;
- recurrent and annual assessment of pupils' learning and behaviour as well as skills certification falls within the responsibility of teachers in charge of educational and teaching activities foreseen by the personalised study plans. On the basis of the outcomes of the recurrent assessment, schools arrange the educational and teaching interventions to foster catching up and learning development.
- assessment aimed at the passage from one grade to the other within the same teaching period (the first two-year period in *scuola secondaria di primo grado*) is carried out during the final scrutinio; in case of particularly critical situations which seriously compromise the learning process and prevent a pupil from achieving the foreseen outcomes, teachers can decide – upon decision taken by majority - not to admit the pupil to the following grade of the two-year teaching period. The reasons for this decision should be specified in the pupil's personal assessment paper. Teachers carry out the biennial assessment for transition to the third grade, making sure to ascertain that pupils have achieved the two-year formative objectives and to evaluate the pupils' behaviour.
- the third year of the *scuola secondaria di primo grado* ends with a state exam which entitles to access to the *secondo ciclo*. External candidates who have turned thirteen years of age within 30 April of the current school year and have obtained the study title to access the first year of *scuola secondaria di primo grado* are also admitted to this exam; admission is also granted to candidates who have obtained the above mentioned qualification at least three years before and to those who turn 23 years of age in the current year.
- the *esame di idoneità* permits admission to the second and third grade for candidates coming from private education who have reached respectively 11 and 12 by 30 April of the current school year and who have attained admission to the first class of the *scuola secondaria di primo grado*; this is valid also for candidates who have attained this admission one or two years before.

As mentioned at paragraph [4.12.](#), schools have been provided with a series of indications, through two Ministerial circulars respectively of 2004 and 2005, on pupils' evaluation either in primary school or in the scuola secondaria di primo grado. The above mentioned circulars acknowledge the amendments introduced on pupils' evaluation through D.P.R. 275/1999 and D.Lgs. 59/2004, taking into consideration that schools have become responsible for drawing up their own model of personal assessment paper and final certificate, according to the abrogation of the previously used national models. The circulars at issue have also defined guidelines for the portfolio; however, subsequent provisions established that the portfolio is not mandatory but that it should be considered a form of documentation of the formative process and that schools are free to decide to adopt it or not. Therefore, the portfolio adoption is mainly a formative and didactical tool which offers support to the learning process of pupils and has no administrative, certification or evaluation functions ([3.10.](#) and ([4.12.](#)).

Ministerial circular no. 28 of 15 March 2007 has eventually provided for the carrying out of the state exam at the end of primo ciclo di istruzione and for the start of skills certification at the end of primo ciclo di istruzione at experimental level [5.17.1.](#).

Legislation: Circular 15 March 2007, no. 28

Legislation: Circular 1st March 2006, no. 24

Legislation: Circular of MIUR 3 December 2004, no. 85

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

Legislation: DPR 8 March 1999, no. 275

5.15.2. General upper secondary education

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

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

The "Charter of students in secondary schools" (D.P.R. June 1998, no. 249) 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'.

Verification terms and assessment criteria are described in the Piano dell'Offerta Formativa (POF) of each school.

As for the state exam at the end of secondo ciclo, see [5.17.2.](#).

5.15.3. Vocational upper secondary education

See the previous paragraphs [5.15.2.](#), [5.17.2.](#) and [5.17.3.](#).

5.15.4. Post-secondary non-tertiary education

a) Vocational training courses

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

b) Istruzione e Formazione Tecnica Superiore (IFTS)

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

IFTS assessment tests are structured as follows:

1) an interview on what follows:

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

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

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

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

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

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

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

The National Institute of Documentation for Innovation and Educational Research (INDIRE) has developed the IFTS database in order to document the development of practices and knowledge of the IFTS system. Documents information and the IFTS database are available on the web site www.indire.it/ifts, in agreement with and on behalf of the Regions, the National committee, Working groups and committees of the sector. Such documentation offers a continuous updating to users. Information steadily provided to the database allow to enrich and update the documentation services of the system and enhance national planning, regional planning and the actual improvement of IFTS educational paths.

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

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

Internal evaluation concerns either the teaching aspects, or the overall verification of the project. It is subdivided into three phases: 'ex ante', 'in itinere' and 'ex post'. 'Ex ante' evaluation aims at the verification of assumptions for the development of the educational path (professional specialisations, formative requirements, available resources) through an analysis of the starting contents and involved resources. During the 'in itinere' phase, it takes place the monitoring of activities related to projects

management to individuate problems which came to light and, if necessary to start support interventions.

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

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

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

Legislation: Agreement 2 March 2000, no. 223

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

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

The subject is regulated by D.Lgs. 297/1994 and following amendments.

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

The Ministry has stated that promotion to the next year can be obtained if failing is not serious and doesn't represent a lack in the students' global education. Students should be offered the opportunity to recover their *debito formativo* the following year with the aid of the school which is obliged to organise catching up and support activities, to which students must participate. The student can even change his course of study and transfer to a different kind of school, after passing an 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 secondary school leaving certificate *diploma di licenza media* and how long it would have taken him/her to reach the class he/she wants to be admitted to. The additional exam is based on all or part of the subjects not included in the curriculum of the original course of study.

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

not to be assessed in the final scrutinio, which will be the "junction modules" of the disciplines of the future course of study and that will be assessed in the final scrutinio by the teachers of these modules. At the end a certificate is issued, attesting the achievement of knowledge, skills and abilities required to change course of study.

Legislation: D.Lgs. 16 April 1994, no. 297

5.16.3. Vocational upper secondary education

See the previous paragraph.

5.16.4. Post-secondary non-tertiary education

a) Vocational training courses

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

b) Istruzione e Formazione Tecnica Superiore (IFTTS)

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

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

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

5.17. Certification

Please refer to sub-sections for more details.

5.17.1. Lower secondary education

The primo ciclo di istruzione ends with a State examination.

In school year 2006-2007, such exam has been carried out for the first time at the end of the study path indicated in the Indicazioni nazionali of 2004, as stated by ministerial circular no. 28 of 15 march 2007 5.15.1.

Up to school year 2005-2006, the esame di licenza media was made up of written tests in Italian, mathematics and foreign language as well as of an multidisciplinary oral test on all the subjects. The above mentioned circular has also foreseen the experimentation, decided at the school level according to school autonomy, of an additional written test in the second foreign language. According to the outcomes of the final scrutini, written tests and multidisciplinary oral test, the examination board formulates a justified overall assessment. Such assessment, if positive, is expressed through a classification which ranges from 'excellent', to 'very good', 'good' and 'fair'. If the assessment is negative, the classification will be 'not passed'.

This synthetic assessment is written on the certificate issued at the end of scuola secondaria di primo grado and signed by the president of the examination board.

Legislation: Circular 15 March 2007, no. 28

5.17.2. General upper secondary education

At the end of the upper secondary school, students take the examination for the upper secondary school leaving examination (State examination). The law no. 425 of 10 December 1997 approves some new regulations which have completely modified the procedures of the examinations. Law no. 425/1997 has been partially amended by Law no. 1 of 11 January 2007. The state exam has also been regulated through D.P.R. of 23 July 1998, no. 323, and Ministerial order of 15 March 2007.

These provisions have defined the following fundamental elements of the state exams.

A) Aims of the state exam

Upper secondary school leaving state exams aims at assessing the preparation of each candidate in relation to the general objectives of each study branch. State exams are held at the end of the study pathways of general upper secondary schools or at the end of the corsi integrativi of the istituti professionali and istituti d'arte.

The assessment of each candidate's preparation aims at verifying general and specific knowledge, skills and elaboration, logic or critical abilities.

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 branch of study and to the general cultural components, as well as the critical ability of the candidate.

B) Admission of internal candidates

Law 1/2007 establishes that students of state schools and scuole paritarie who have attended the last grade, who have obtained a final positive assessment and have quitted the debiti formativi they have got in the previous years, are admitted to the state exam. The same conditions apply to students of pareggiate schools and scuole legalmente riconosciute until their study courses are phased out **5.19.** According to the same law, in school years 2006-2007 and 2007-2008 provisions on debiti formativi are not implemented. However, the new law has introduced the admission evaluation to the state exam. The O.M. of 15 March 2007, no. 26, establishes that 'the Consiglio di classe carries out an overall assessment of the student during the final scrutinio of the current school year. Such final assessment takes into consideration knowledge and competences attained by students in the last year of their study path, their critical and expressive abilities and their efforts to fill their gaps and achieve an adequate preparation in order to be able to face the state exam, also in the presence of insufficient assessment in single subjects. In this latter case, admission or non admission should be specifically justified. However, the Consiglio di classe should formulate an admission assessment for all students to provide the examination board with useful information on the personality and preparation of each candidate. The outcome of the final assessment, with the indication *admitted* or *non admitted*, is published on the school notice board'.

Students enrolled in the second-last grade, who have obtained not less eight out of ten in each subject 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 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 (Law 1/2007; O.M. 26/2007).

C) Admission of external candidates

Law 1/2007 and O.M. 26/2007 establishes that 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 diploma di 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.

Law 1/2007 establishes also that 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.

D) Examination board

Law 1/2007 establishes what follows:

‘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 Ufficio Scolastico Regionale, 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 scuole legalmente riconosciute or pareggiate schools is coupled with an examination board of a state scuola paritaria.

The president is appointed according to determined criteria and procedures, on the basis of the following order, among the following subjects:

- in-service dirigenti scolastici of upper secondary state schools and of convitti nazionali and educandi femminili;
- in-service dirigenti scolastici of primary and lower secondary schools, in possession of abilitazione all'insegnamento for upper secondary schools;
- in-service teachers of upper secondary state schools with at least ten years of permanent employment;
- university professori di prima fascia and professori di seconda fascia, also fuori ruolo, and confirmed university researchers;
- directors and professors with tenure of the Institutes for high level art, music and dance education;
- dirigenti scolastici 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’.

E) Contents of the state exam

Law 1/2007 establishes that ‘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 piano dell'offerta formativa 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 public 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'.

In school year 2006-2007, the first two written tests have taken place according to D.M. of 23 April 2003, while the third test has been carried out according to D.M. no. 429 of 20 November 2000.

F) Credito scolastico

The class council, in the final *scrutinio* of the last three grades of upper secondary school, assigns specific marks called *credito scolastico* to the deserving students. The addition of these marks obtained in the last three grades results in the *credito scolastico* which is added to the marks attained by the students in the written and oral tests. According to law 425/1997, the *credito scolastico* couldn't exceed 20 marks; law 1/2007 has raised it to 25 marks, but this new measure will be implemented in school year 2009-2010.

G) Credito formativo

D.P.R. of 23 July 1998, no. 323 foresees the acknowledgement of the *crediti formativi* corresponding to any qualified experience, duly documented, which provides competences consistent with the type of study course which the state exam refers to. The experiences which allow the acquisition of *crediti formativi* are carried out out of the school, in society sectors related to the development of the human person and to the human, civic and cultural growth like cultural, artistic and recreational activities, as well as activities carried out within vocational training, labour, solidarity, co-operation and sport.

The Ministry of public education has identified the types of experiences which allow the acquisition of *crediti formativi* through a decree (D.M. of 24 February 2000, no. 49). As far as the final mark is concerned, the *credito formativo* is incorporated in the *credito scolastico*.

H) Outcome of the exam

Law 425/1997 establishes that '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 *credito scolastico* attained by each candidate. The examination board has at its disposal 45 and 35 marks respectively for the assessment of the written tests and the oral test. Each candidate can obtain maximum 20 marks. 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 *credito scolastico* corresponding to at least 15 marks and an overall outcome of the exam equal to at least 70 marks'.

Law 1/2007 has amended the composition of the marks; it foresees maximum 30 marks for the oral test and 25 for the *credito scolastico*; however, this provision will be implemented starting from school year 2009-2010.

I) Certification

A diploma and a certificate are issued to the students who pass the state exam.

D.P.R. 323/1998 has established what follows:

'The certification released to students who have passed the state exam, also according to the requirements for the circulation of qualifications within the European Union, attests the length of study and the duration of the study course, the final mark attained by the student, the subjects included in the curriculum and the total number of teaching hours dedicated to each subject, the acquired competencies, knowledge and abilities, the *crediti formativi* documented for the exam. The certification

models are drawn up by the Ministry of public education’.

Such model has been drawn up with D.M. of 26 January 2006, no. 8.

Diploma and certificate are issued in four European languages in order to make them readable throughout Europe.

The law has introduced a National Institute for the Evaluation of the Educational System **9.5.1.** It is in charge of monitoring, checking and evaluating the new organisation of the state exam and represents a permanent support for the examination boards as far as the preparation of the third written test is concerned.

Legislation: DPR 23 July 1998, no. 323

Legislation: Law 10 December 1997, no. 425

Legislation: Law 11 January 2007, no. 1

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

Institutions: Ministry of Public Education (MPI)

5.17.3. Vocational upper secondary education

See previous paragraph **5.17.2.**, with some specifications.

Admission to the state exam in the istituti professionali and istituti d'arte is granted to the students who meet the following requirements:

- students who turn 19 years of age within the calendar year during which the exam takes place and hold the diploma di qualifica;
- students who have obtained the diploma di qualifica 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 diplomi di qualifica;
- 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 diploma di qualifica;
- 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 istituto professionale where they take the exam. Their vocational training or work experiences should be referred to the specific branch of study; in particular, the work experience should consist in an activity which includes not only executive contents.

In the istituti tecnici, istituti professionali, istituti d'arte and liceo artistico, 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 istituti professionali and istituti d'arte, the credito scolastico is assigned, for the first year of the three-year period, on occasion of the exam for the diploma di qualifica.

5.17.4. Post-secondary non-tertiary education

a) Vocational training courses

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

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

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

b) Istruzione e Formazione Tecnica Superiore (IFTS)

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

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

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

Institutions: Ministry of Labour and Social Security

5.18. Educational/vocational guidance, education/employment links

The MPI keeps on paying high attention to school guidance, also through directives addressed to peripheral bodies and schools in order to point out the necessity to reinforce guidance actions within the Piano dell'offerta formativa (POF) in the view of continuing to study and to enter the labour market. This interest has been recently confirmed with the institution of the National Committee for guidance chaired by the MIUR or by a delegate of the ministry with study, analysis, planning and technical-scientific counselling tasks. A decree of 9 September 2004 foresees the inclusion within the Committee of representatives of the ex-MIUR (now MPI), Ministry of Labour and Social policy, of Italian Manufacturer Association ("Confederazione generale dell'industria italiana – Confindustria"), of the chamber of commerce, of the communes and provinces association, of the regions, publishers, universities as well as INVALSI and INDIRE. The committee should promote the comparison among school actors, local authorities and the university for the definition of guidance lines, the decision of work methods and to carry out operational/experimentation initiatives and pilot projects.

Law 53/2003 for the reform of the education and training system stresses the central position of students and considers guidance as the main strategy to offer growth opportunities, therefore the Ministry has started the National Plan for Guidance starting from school year 2004/05, according to development lines established by the above mentioned committee also for the training of guidance

staff at regional level. Furthermore, the Ministry has fostered the spreading in the schools of information on the National Day of “Orientagiovani”, organised by Confindustria.

Legislation: Law 28 March 2003, no. 53

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

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

Institutions: Ministry of Labour and Social Security

Institutions: Ministry of Education, University and Research (MIUR)

Institutions: Ministry of Public Education (MPI)

5.18.1. Lower secondary education

Guidance falls within the fundamental tasks of the *scuola secondaria di primo grado*. Law 53/2003 establishes that this school level is subdivided into a two-year period and a third year which concludes the educational path and ensures guidance and connection with the *secondo ciclo*. Legislative Decree 59/2004 reaffirms that the *scuola secondaria di primo grado* should help students to orientate themselves towards their future education and training choice; furthermore, it underlines the guidance character of the school that lies in particular within the subjects, the interdisciplinary and crosscurricular activities and that the study and activities carried out by the students can become more effective through the facultative paths. Particularly relevant is the *docente tutor*, who keeps regular contacts with the family and the territory, carries out guidance functions when pupils have to choose optional activities and fills out the portfolio; this latter function constitutes an added value in the last year of *scuola secondaria di primo grado* (see 5.13.1.). Such provisions should be harmonized with the amendments introduced in the meantime, in particular concerning the extension of compulsory education 5.2., the different function assigned to the portfolio 5.11.1. and the review process of the *Indicazioni nazionali* 5.2..

Law 53/2003 assures the right to education and training to all students for at least 12 years or until attainment of a, at the age of 18; it establishes, furthermore, that this right is implemented within the education system and within the vocational education and training system (see 2.5.). Thus, compulsory education is redefined and extended according to article 34 of the Italian Constitution, as well as compulsory training introduced with Law no. 144 of 17 May 1999. The *diritto/dovere* to education and training is regulated by D.Lgs no. 76/2005; however, the financial law of 2007 has subsequently extended compulsory education to ten years.

Therefore, students who complete the *primo ciclo di istruzione* and pass the exam must enrol in an upper secondary school or in an experimental pathway of vocational education and training 5.2..

Legislation: Constitution of the Italian Republic

Legislation: D.Lgs. 15 April 2005, no. 76

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

Legislation: Law 17 May 1999, no. 144

Legislation: Law 28 March 2003, no. 53

5.18.2. General upper secondary education

At the end of upper secondary school, students can continue their studies in the following paths:

- university higher education 6.5.2.;
- non university higher education 6.5.1.;
- *Istruzione e Formazione Tecnica Superiore* (IFTS) courses 5.4.4.; enrolment is also permitted to students who have obtained admission to the fifth grade;
- second level vocational training courses 5.5.4.;

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

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

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

Institutions: Ministry of Education, University and Research (MIUR)

5.18.3. Vocational upper secondary education

See previous paragraph.

5.18.4. Post-secondary non-tertiary education

a) Vocational training courses

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

b) Istruzione e Formazione Tecnica Superiore (IFTTS)

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

5.19. Private education

The consolidated act on education (D.Lgs. 297/1994) foresaw the following types of non state secondary schools:

- *Scuole legalmente riconosciute*, in accordance with section 335 which established the following conditions for their recognition:
 - teaching aims and organisation analogous to those of the state schools and teaching activity carried out in the same number of years and with the same timetable ;
 - school building meeting all the safety and hygiene requirements; their teaching activity, teaching, scientific and technical materials, labs, workrooms, enterprises and gyms equipment adequate to the type of school ;
 - teaching and practice, like those foreseen for the correspondent state schools, carried out in accordance with the official study programmes;

- school heads and teachers in possession of the same qualifications required in state schools to carry out their respective functions;
- Pareggiate schools in accordance with section 356, foresaw the following conditions to be granted equality, in addition to the conditions indicated above:
 - schools had to be administered by public bodies or ecclesiastical bodies as set out by the Agreement with the Vatican in 1929 and amended by law in 1985;
 - The number of cattedre and the educational criteria that they were based on had to be equivalent to those of the corresponding state schools;
 - Members of the teaching staff had to be appointed upon a regular public competition or appointed from among teachers who had won a competition for state schools of a similar level;
 - The initial salary of permanent staff could not be lower than the initial salary of state school teachers.

Legal recognition and equality implied the full validity of the studies and exams carried out in the non state school which had obtained the recognition.

Law no. 27 of 3 February 2006, foresees two type of non state schools: scuole paritarie and non-paritarie schools.

Scuole paritarie are schools that requested and obtained equality according to the conditions foreseen by Law no. 62 of 10 March 2000. Therefore, they became part of the national education system. The legal treatment of state schools applies also to scuole paritarie; therefore they can become examination centres for aptitude tests (with the limit to accept a number of external candidates in accordance with the premises capacity); boards for upper secondary leaving examinations can be set up only with sections of scuole paritarie, etc. The great majority of legally recognised schools scuole legalmente riconosciute obtained equality, as explained at next paragraph.

Non- paritarie schools carry out an organised teaching activity and present the following functioning conditions:

- an educational project and educational offer, in accordance with the Constitution principles, which aims at the achievement of the general objectives and the specific learning objectives related to the attainment of the study qualification;
- availability of premises, furniture and equipment in accordance with the regulations on hygiene and safety of school premises, adequate to their function and to the number of students;
- recruitment of teaching staff and a coordinator of the teaching and educational activities with professional qualifications consistent with the subjects and the educational offer of the school, as well as adequate personale ATA;
- students of an age not lower than the age foreseen by the school system, in relation to the qualification to be attained, for students of state schools or scuole paritarie.

Non paritarie schools cannot issue either intermediate or final qualifications with legal value. They cannot have the same name or a name correspondent to that of state schools or scuole paritarie; furthermore, the term 'non paritaria school' should be indicated in their name.

In the scuole legalmente riconosciute and scuole pareggiate which have not requested or obtained equality recognition in accordance with Law no. 62 of 2000, the study courses already started up with the implementation of law 27/2006 keep on working until they are phased out.

Non paritarie schools will be included in a special list affixed on the notice board of the Ufficio Scolastico Regionale, according to regulations as foreseen by Law of 23 August 1988, no. 400.

Legislation: Law 10 March 2000, no. 62

Legislation: Law 3 February 2006, no. 27

5.20. Organisational variations and alternative structures

State schools do not have alternative structures. The "Nunziatella" and "Morosini" militaryicei, respectively in Naples and Venice, can be considered as a variation of the structure. The European School of Varese was set up in 1967 in the framework of the implementation of Luxembourg Protocol

of 13.4.62. It is open to the children of the European Union's staff, as well as to young people coming from other countries. It includes primary education and the first and second cycle of the secondary school, as follows: a 5 year-primary school, a 3-year guidance corresponding to scuola media, a 4-years specialisation for 5 sections: Latin-Greek, Latin-modern languages, Latin-mathematics-science, modern languages-mathematics-science, economic and social sciences.

At the end of the course, students receive the European upper secondary school leaving certificate. It is valid in all European Union member-states. In Italy it corresponds to the certificate (Diploma di superamento dell'esame di Stato) attained after having passed the State examination at the end of liceo classico or liceo scientifico. Since 1993-1994, a project of European classical licei has been experimented in some national boarding schools, i.e. convitti nazionali and State educandati femminili. It aims at favouring an European awareness.

5.21. Statistics

Table 1 - Number of students enrolled in scuola secondaria di primo grado and scuola secondaria di secondo grado, school year 2006/2007

Level of education	Enrolled (total number)	Enrolled at the first year	Non Italian nationals (%)
Scuola secondaria di prima grado	1.730.031	570.719	27.8
Scuola secondaria di secondo grado	2.729.010	662.662	25.3

Source: MPI – Notiziario sulla scuola primaria e secondaria di I e II grado, a.s. 2006/07 (luglio 2007), pages 6 and 10.

(http://www.pubblica.istruzione.it/dg_studieprogrammazione/notiziario_0607_primsec.pdf)

Table 2 - School units, classes and teachers in scuola secondaria di primo grado and scuola secondaria di secondo grado, school year 2005/06

Educational level	School units	Classes	Permanent and temporary teachers
Scuola secondaria di I grado	7 102	79 035	198 816
Scuola secondaria di II grado	5 039	116 387	274 523

Source: MPI – La scuola statale: sintesi dei dati, a.s. 2005/06

Table 3 - Outcomes of lower secondary school leaving exams and final assessment, scuola secondaria di I grado, school year 2006/07

School leavers	Final assessment of school leavers			
	Fair	Good	Very good	Excellent
97.9	37.1	26.4	19.2	17.3

Source: MPI – Rilevazione sugli scrutini ed esami di Stato conclusivi del I e II ciclo (luglio 2007), page 8

http://www.pubblica.istruzione.it/mipi/pubblicazioni/2007/allegati/notiziario0707_scrutiniesami.pdf

Table 4. Outcomes of upper secondary school leaving exams and marks obtained at the exam, by type of school, scuola secondaria di II grado, school year 2006/07

Type of school	School leavers	Marks obtained by school leavers						
		60	61-70	71-80	81-90	91-99	100	100 com laude
Licei classici	99.1	6.7	21.2	24.8	19.5	14.2	12.0	1.5
Licei scientifici	98.6	8.0	25.4	25.1	18.4	12.3	9.8	1.0
Linguistic liceo	94.4	14.7	28.3	25.0	15.4	9.1	6.7	0.8
Social-psycho-pedagogical liceo	98.3	9.1	26.6	25.1	18.5	11.6	8.1	0.9
Istituti tecnici	96.0	16.5	33.9	23.6	13.4	7.4	4.7	0.4
Istituti professionali	96.7	16.2	36.1	24.8	13.3	6.3	3.1	0.2
Liceo artistico and Istituto d'arte	98.4	10.2	28.3	27.8	17.6	10.3	5.4	0.5
Total	97.3	12.5	30.0	24.6	15.8	9.6	6.8	0.7

Source: MPI – Rilevazione sugli scrutini ed esami di Stato conclusivi del I e II ciclo (luglio 2007), pages 10-11.

http://www.pubblica.istruzione.it/mpi/pubblicazioni/2007/allegati/notiziario0707_scrutiniesami.pdf

Table 5 - Breakdown of students enrolled in state upper secondary schools, per type of school, school year 2005/06

Types of school	Students
Licei classici	263 955
Licei scientifici	548 415
Licei artistici	40 590
Former istituti magistrali	92 043
Istituti professionali	536 230
Istituti tecnici	883 244
Istituti d'arte	57 104
TOTAL	2 521 581

Source: MPI – la scuola statale: sintesi dei dati, a.s. 2005/06 (pages 67, 71, 75, 79, 83, 87, 91).

http://www.pubblica.istruzione.it/mpi/pubblicazioni/2006/dati_0506.pdf

Table 13 – Courses financed since 2000 until 2007, subdivided by economic sectors, in the Istruzione e Formazione Tecnica Superiore (IFTS).

Economic sectors	Total number of courses
Not defined (pilot project started in 2002/03)*	575
Agriculture	127
Industry and handicraft - manufacturing	545
Industry and handicraft - ICT	421
Industry and handicraft – building industry	82
Trade and tourism, transport - Tranports	84
Trade and tourism, transports - Tourism	347
Public and private services of social interest - Environment	347
Insurance-financial **	7
TOTAL	2 535

* Before school year 2002/03, the national professional sectors and figures were not standardised. The heading NOT DEFINED includes courses not relevant to a given sector and pilot project courses. Pilot projects refer to professional figures not standardised at national level, corresponding to the requirements of the territorial labour markets.

** The 9 professional figures of this sector have been approved by the Unified Conference on 25 November 2004. Therefore, they are used within regional planning.

Bibliography: La scuola statale: sintesi dei dati - Anno scolastico 2005/2006

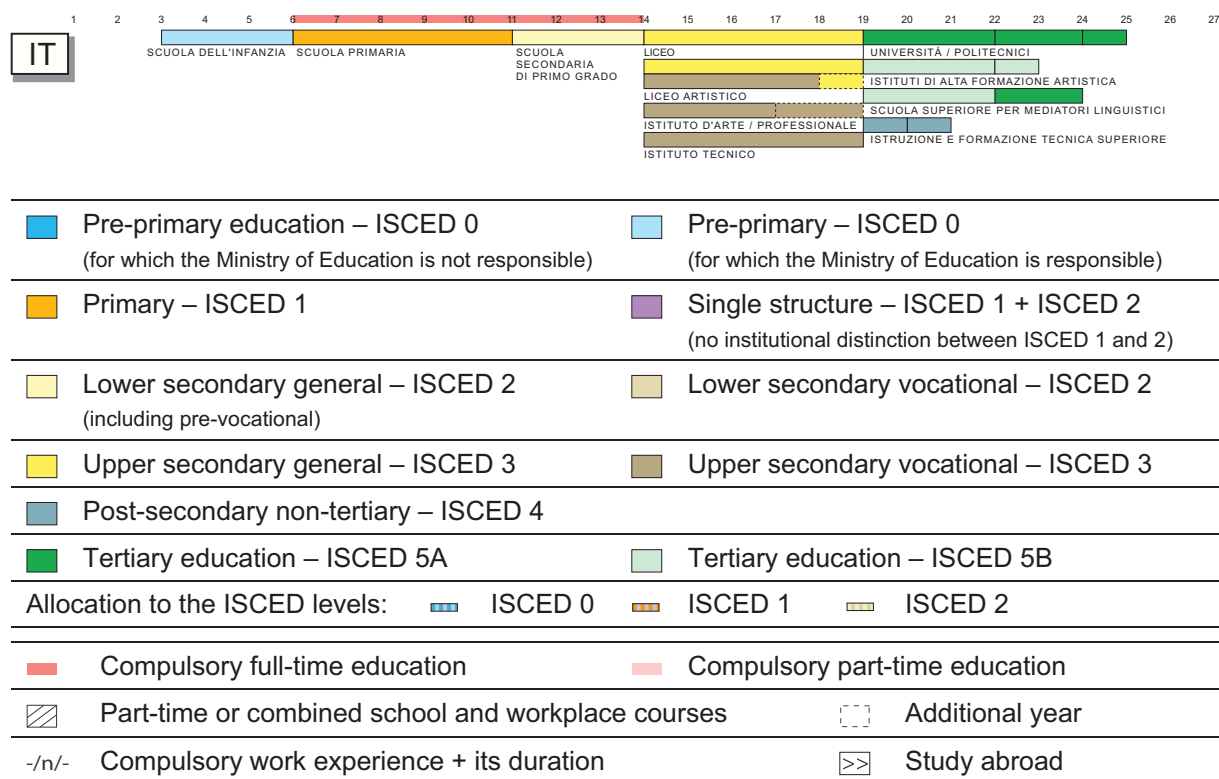
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Institutions: National Agency for the Development of the School Autonomy (former INDIRE, former BDP, former IRRE)

Institutions: Ministry of Public Education (MPI)

6. Tertiary education

Organisation of the education system in Italy, 2006/07



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 education
- Alta formazione artistica e musicale (Afam)
- Istruzione e Formazione Tecnica Superiore (IFTS) and other higher education opportunities [5].

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, dipartimenti, institutes and service centres.

Accademie di belle arti, Accademia nazionale di arte drammatica, Istituti Superiori per le Industrie Artistiche (ISIA), Conservatori di musica, Accademia nazionale di danza and officially recognised music institutes make up the Alta formazione artistica e musicale (Afam) system. Such educational institutions are the principal seats of high level education, specialisation 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.

The Istruzione e Formazione Tecnica Superiore (IFTS) aims at a quick insertion of students into the labour market. IFTS courses are destined to young people and adults who, after having obtained a

diploma, want to obtain a specialisation corresponding to high level qualifications and specific professional skills. IFTS courses last from two to four semesters and release a specialisation certificate.

At non university tertiary education level **6.5.1.6.6.1.**, these are the following educational opportunities:

- Scuole Superiori per Mediatori Linguistici, once called Higher schools for interpreters and translators; the diplomas they issue are equivalent to laurea (L);
- central schools and institutes of restoration of the Ministry of cultural heritage, specialised in the preservation and restoration of cultural heritage;
- Experimental centre for cinematography is the national school for high level cinema and audio-visual education in Rome (Cinecittà);
- scuole di archivistica paleografia e diplomatica within the State archives of the main Italian cities;
- Accademie militari and police institutes;
- vocational training courses financed by the Regions and the European social fund.

6.1. Historical overview

Please refer to sub-sections for more details.

6.1.1. Non-university tertiary education

Accademie di belle arti, Accademia nazionale di arte drammatica, Istituti Superiori per le Industrie Artistiche (ISIA), Conservatori di musica, Accademia nazionale di danza and officially recognised music Institutes are part of the Alta formazione artistica e musicale (AFAM) system, 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 Accademie di belle arti 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 Accademia nazionale di arte drammatica and the Accademia nazionale di danza in Rome.

Also the relatively recently instituted Istituti superiori per le industrie artistiche (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 Conservatori di musica, 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 Conservatorio was set up in Paris in 1784; it stimulated the institution of the Conservatori di musica 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 Alta formazione artistica e musicale 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 *crediti formativi universitari* 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 (please see [6.4.1.6.15.1.](#)).

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 *esame di Stato per l'abilitazione alla professione*, 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 co-ordination 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 - positively realised - the Ministry of University has been reunified into one only Ministry of education: the present 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)
- [2.6.1.2..](#)

Legislation: Legge Casati

Legislation: Gentile Reform

Institutions: National Committee for the Evaluation of the University System (CNVSU)
Institutions: Conference of the Rectors of Italian Universities (CRUI)
Institutions: National Council of University Students (CNSU)
Institutions: National University Council (CUN)
Institutions: Ministry of Education, University and Research (MIUR)
Institutions: Ministry of University and Research
Institutions: Ministry of Public Education (MPI)

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:

- Conservatori di musica, Accademia nazionale di danza 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.
- Equivalence between the new titles in the arts and music studies and university titles will be declared exclusively for the admission to public competitions and for the access to the public employment requiring such titles;
- The National Council for High Level Art and Music Education (Consiglio Nazionale per l'Alta formazione artistica e musicale - CNAM), with its seat at the 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;
- Subsequent regulations, which are still being elaborated, will regulate the following aspects: requirements of teaching, scientific and artistic qualification of institutions and teachers; b) suitability requirements of the seats; c) staff recruitment procedures; d) general criteria for the adoption of autonomy statutes and implementation of the statutory autonomy; e) procedures and times of planning, equalising and development of the teaching offer of the sector; f) general criteria for instituting and starting courses, for teaching rules and planning of admittance; g) evaluation of the institutions activities. Presidential Decree of 28 February 2003, no. 132, approved the first implementation regulations providing rules for statute autonomy and governing bodies (president, director, board of directors, academic council, board of auditors, evaluation group, students' council).

Legislation: Constitution of the Italian Republic

Legislation: DPR 28 February 2003, no. 132

Legislation: Law 21 December 1999, no. 508

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

Institutions: Ministry of Education, University and Research (MIUR)

Institutions: Ministry of University and Research

Institutions: Ministry of Public Education (MPI)

6.2.2. University tertiary education

The ongoing debates focus on courses crediting and quality certification. Crediting and certification are related to the growing teaching autonomy and express the importance of assuring users that each single higher education institute provides high quality education.

The objectives of the Italian system of courses crediting are the following:

- to reduce self-referential and bureaucratic aspects of the formal requirements which are typical of the Italian system based on the legal value of study titles;
- to activate a system of information and transparent and verifiable guarantees of the quality requirements of the study courses; it would help the subjects who apply to the university system to choose their study course on a rational basis; it would help students and families who have to choose an education sector, as well as enterprises and private or public bodies who need to employ graduates;
- to contribute to the correct functioning of the competitive system within the university system: the wide offer of many different courses implies the risk of spreading misleading information on courses which are extremely different but have the same name as well as on equal courses with very different names;
- to promote a continuous quality improvement within each university and to promote a constant verification of the coherence among objectives, used resources, organisational engagement and outcomes.

The already started experiences, following a work programme established by the National committee for evaluation **9.6.2.**, are organised in two phases:

- a start phase – also called 'pre-crediting' – to establish the minimum resources that a university should own to offer university education in the various laurea classes and study courses (number of teachers, their qualifications, number and size of classrooms, libraries, laboratories, etc.);
- a second phase during which the crediting should refer also to the minimum requirements concerning the quality features of the formative process and the quality of the graduates.

Regulation no. 509 of 3 November 1999 introduced the teaching reform of university courses which has been gradually implemented. Some amendments have been introduced (Ministerial decree no. 270 of 22 October 2004) following the monitoring of the first implementation phase. Amendments foresee what follows: the duty of institutions to start up study courses in the respect of regulations on the planning of the university system, upon favourable opinion of the University evaluation group; the change of the name, from laurea specialistica to laurea magistrale (the identification of this title with the master-level of the Bologna process is more evident); the duty of the universities to establish specific criteria for the access to the laurea magistrale courses; the specific reference to the Diploma supplement as a certification that should be released together with the new academic titles.

The teaching reform of university courses foreseen by regulation no. 509 of 1999 has been carried out starting from academic year 2001/02. The reform has been implemented in the first year of the new university courses; then, it has been gradually extended to the following years. Therefore, Italian universities offer courses based on the old system, which are destined to disappear, and courses based on the new system.

Legislation: D.M. 22 October 2004, no. 270

Legislation: D.M. 3 November 1999, no. 509

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

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).

Legislation: Constitution of the Italian Republic

6.3.1. Non-university tertiary education

Regulations on the AFAM reform are 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.

Legislation: DPR 28 February 2003, no. 132

Legislation: DPR 8 July 2005, no. 212

Legislation: Law 21 December 1999, no. 508

6.3.2. University tertiary education

The main stages of this process 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 **2.6.1.2.**), 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 during the 24th legislature (2001/06) is 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, dottorato 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; 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.

Legislation: Constitution of the Italian Republic

Legislation: D.Lgs. 17 October 2005, no. 227

Legislation: D.M. 22 October 2004, no. 270

Legislation: D.M. 3 November 1999, no. 509

Legislation: Law 15 May 1997, no. 127

Legislation: Law 19 November 1990, no. 341

Legislation: Law 2 December 1991, no. 390

Legislation: Law 3 July 1998, no. 210

Legislation: Law 4 November 2005, no. 230

Legislation: Law 9 May 1989, no. 168

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

Institutions: Conference of the Rectors of Italian Universities (CRUI)

Institutions: National Council of University Students (CNSU)

Institutions: National University Council (CUN)

Institutions: Ministry of University and Research

6.3.3. Postgraduate level

The dottorato di ricerca **6.4.3.** 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 Dottorato di ricerca, 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 Dottorato di ricerca courses; furthermore, it defines the procedures for the acknowledgement of foreign qualifications for the admission to research doctorate courses;

- Provisions on Dottorato di ricerca foreseen 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 Dottorato di ricerca courses 6.5.3.

The specializzazione di secondo livello courses 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 and first- and second-level Master universitario courses.

Legislation: D.M. 22 October 2004, no. 270

Legislation: D.M. 30 April 1999, no. 224

Legislation: D.M. 3 November 1999, no. 509

Legislation: DPR 23 March 2000, no. 117

Legislation: 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 courses of AFAM institutions have the following educational objectives:

- Course for Diploma accademico di primo livello: it aims at assuring an adequate mastery of artistic methods and techniques, as well as the acquisition of professional competencies in specific subjects 6.10.1.6.15.1.
- Course for Diploma accademico di secondo livello: 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 6.10.1.6.15.1.
- Course for Diploma accademico di specializzazione: it aims at providing students with high-level professional competencies in specific sectors 6.10.1.6.15.1.
- Course for Diploma di perfezionamento o Master: it meets the requirements of cultural investigation in certain study sectors or of professional updating/requalification and lifelong learning 6.10.1.6.15.1.

The complete implementation of the reform foresees also the:

- Diploma accademico di formazione alla ricerca in the art, music, dance, drama and design fields: it provides the skills required to plan and carry out highly qualified research activities in the art and music fields 6.4.3.6.15.3.

6.4.2. University tertiary education

The educational objectives of the study courses of first and second cycle are the following:

- The laurea (L) course 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 6.10.2.6.15.2.
- The purpose of the laurea specialistica/magistrale course is to provide students with advanced competencies for highly qualified activities in specific sectors 6.10.2.6.15.2.
- The specializzazione di primo livello course is designed to provide knowledge and abilities for particular professional activities for those who already have obtained a Laurea specialistica/magistrale 6.10.2.6.15.3.
- The Master universitario course aims at ensuring scientific specialisation and high level permanent and recurrent training 6.10.2.6.15.3.

6.4.3. Postgraduate level

The educational objectives of the third cycle university studies are the following:

- The Dottorato di ricerca course aims at providing the competencies required to carry out highly qualified research activities at universities, in public bodies and private structures **6.10.3.6.15.3..**
- The specializzazione di secondo livello course aims at providing knowledge and competencies to carry out particular professional activities **6.10.3.6.15.3..**
- The second level Master universitario course aims at guaranteeing scientific specialisation and high level permanent and recurrent training for those who have already obtained a laurea specialistica/magistrale **6.10.3.6.15.3..**

The third cycle studies of Alta formazione artistica e musicale (Afam) have the following educational objectives:

- The formazione alla ricerca course aims at providing competencies for planning and carrying out high quality research activities. The final qualification is equivalent to the university Dottorato di ricerca.

6.5. Types of institutions

Please refer to sub-sections for more details.

6.5.1. Non-university tertiary education

Institutes that provide high level art and music education Alta formazione artistica e musicale (Afam) are the following:

- Accademie di belle arti: There are 20 Accademie di belle arti and 24 legally recognised Accademie di belle arti **6.17..**
- Istituti Superiori per le Industrie Artistiche (ISIA): they are state institutes offering a specific training in the design field (graphic design). There are 4 'Istituti Superiori per le Industrie Artistiche' in Italy: in Faenza (specialised in ceramic design); in Rome and Florence (specialised in industrial design); in Urbino (specialised in graphic design). According to Law 508/99, ISIA have fallen under the responsibility of the Ministry of Education, University and Research.
- "Silvio D'Amico" Accademia nazionale di arte drammatica: its seat is in Rome; it offers training courses for actors and directors to Italian and foreign citizens between 18 and 25 years of age.
- Conservatori di musica (57) and officially recognised Music Institutes (21): admission is based on an esame di idoneità; age limits are established according to the study path.
- Accademia nazionale di danza, its seat is in Rome; admission is based on an esame di idoneità and age limits are established according to the study path.

Other non-university higher education institutes:

- Santa Cecilia National Academy with its seat in Rome: it offers specialisation courses in music studies lasting no longer than 3 years and free courses, seminars and master classes taking place in certain periods of the academic year. Students who are in possession of a 'Conservatorio di musica' diploma or an equivalent qualification can be admitted to the courses of the Santa Cecilia National Academy;
- National School of Cinema (former Experimental Centre for Cinematography), 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 12 students (6 females and 6 males);
- Central Institute for Restoration 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 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 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;
- le Scuole di archivistica paleografia e diplomatica are instituted within some State Archives and cannot exceed the number of 17 schools all over Italy. Courses last two years, the number of available places depends on the various seats; admission requires getting through a Latin language test;
- Scuole Superiori per Mediatori Linguistici (SSML) **6.17** are private higher schools for interpreters and translators; they offered three-year courses legally recognised according to Law no. 697 of 11-10-1986. SSIT, which change their own teaching orders in accordance with regulations provided by Ministerial Decree (MIUR) no. 38 of 10-01-2002, are called SSML; these schools issue qualifications destined to the linguistic mediation sector. Such titles are attained at accomplishment of three-year higher education courses, corresponding to 180 crediti formativi universitari (CFU) such courses aim at providing students with a valid cultural and linguistic basis at higher level, at least in two languages besides Italian, as well as a strong basis in the cultures of the chose languages; furthermore, these school provide to develop specific linguistic-technical skills, both oral and written, adequate to the typical professions of the linguistic mediation area. Admission requires the possession of 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) certificates issued by universities at the end of laurea (L) degree courses pertaining to class no. 3 (Class of University degrees in Linguistic mediation sciences). They permit admission to laurea specialistica courses of classes 39/S (Conference interpreting) and 104/S (Literary translation and Technical-scientific translation).
- Accademie militari: Accademia Aeronautica di Pozzuoli, Accademia della Guardia di Finanza, Accademia militare navale di Livorno, Accademia militare dell'esercito di Modena: they are all destined to those who want to start a military career or to prolong the national service as cadet officer or lieutenant. Admission is based on a competitive exam announced by the relevant Ministries and psycho-physical aptitude tests. Starting from year 2000 also women can enrol in military academies. The courses duration last 2 (cadet officer) or 5 years (lieutenant). All military academies allow 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).
- "Alfonso Gallo" Central Institute for the Pathology of Books: it is a body of the Ministry of cultural goods and activities, with its seat in Rome; it deals with research aimed at the safeguard and restoration of books. It organises short stages for professionals offering also a specialised training course;
- Foundation for the Preservation and Restoration of Books: it has its seat in Spoleto; with the support of the European Social Fund, it organises a three-year course aimed to obtain the "restorer- keeper of library and documentary goods" vocational qualification.

Legislation: Law 21 December 1999, no. 508

Institutions: Ministry of Education, University and Research (MIUR)

Institutions: Ministry of Public Education (MPI)

Institutions: Ministry of Cultural Goods and Activities

6.5.2. University tertiary education

University higher education is provided in the 89 university institutes, sub-divided as follows:

55 state universities located all over the national territory

3 state polytechnic institutes with their seats in Bari, Milan and Turin

17 free universities, or non-state universities that are legally recognised by the relevant state authority

2 Universities for foreigners in Perugia and Pisa

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 Dottorato di ricerca 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.

Furthermore, each university establishes the amount and the requirements for the assignment of the grants foreseen for each Dottorato di ricerca course.

Furthermore, the universities organise specializzazione di secondo livello courses and second level Master universitario courses 6.4.3.6.6.3..

AFAM institutes organise courses for the attainment of Diploma accademico di formazione alla ricerca 6.4.3.6.6.3..

Legislation: D.M. 22 October 2004, no. 270

Legislation: D.M. 3 November 1999, no. 509

6.6. Admission requirements

Admission conditions are indicated in the following paragraphs 6.6.1., 6.6.2., 6.6.3.. 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

Admission to the courses leading to obtain the Diploma accademico di primo livello requires a Diploma di istruzione secondaria superiore 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 (secondo grado) institutes.

Conservatori di musica, officially recognised Music institutes and the Accademia nazionale di danza admit also highly gifted students to the Diploma accademico di primo livello courses, even if they have never obtained a Diploma di istruzione secondaria superiore; however, this latter is required to obtain the academic diploma.

Admission to the Diploma accademico di secondo livello, Diploma accademico di specializzazione and Diploma di perfezionamento o Master courses requires a laurea (L) or a Diploma accademico di primo livello, or another equivalent qualification obtained abroad.

As for the diploma di perfezionamento o Master, each institution establishes in which cases the possession of the Diploma accademico di secondo livello or the laurea magistrale is required.

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.

Access to the other non university higher education institutes is allowed upon attainment of the Diploma di istruzione secondaria superiore 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.

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 in the faculties of medicine and surgery, veterinary science, architecture, laurea (L) courses, for which practical training is prescribed, and to Diploma di specializzazione courses is consequently restricted.

Enrolment in laurea (L) courses requires the possession of a Diploma attained after having passed the upper secondary school leaving State exam or of another qualification obtained abroad and officially recognised. Until recently enrolment could be attained just with the possession of an upper secondary school leaving certificate; now the two mentioned Ministerial Decrees on teaching autonomy (DM 509/1999 and DM 270/2004) establish that each university should 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 lay down tests procedures.

Tests can be carried out on completion of propaedeutic training activities in collaboration, at the same time, with institutes of upper secondary education. A not positive tests' result doesn't preclude 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 scuole secondarie di secondo grado 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 enrol in laurea specialistica/magistrale courses, students must be in possession of a laurea (L) or a Diploma universitario or of another qualification obtained abroad and officially recognised by the Italian educational system. As for the admission to 'laurea specialistica/magistrale' courses for which a limited intake is not foreseen, the universities should 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 specialistica/magistrale' course is fully consistent with the contents of the three-year degree course; otherwise, the students will be enrolled in the 'laurea specialistica/magistrale' course with a debito formativo. The one-cycle laurea specialistica/magistrale courses, regulated by the European Union, are an exception: admission to these courses requires the possession of a Diploma attained after having passed the upper secondary school leaving State exam and getting through a selection test.

Admission to a Specializzazione di primo livello course 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 the first level Master universitario are similar to the ones mentioned above for the Specializzazione di primo livello courses, each university can require an entrance exam or the possession of specific requirements for students' admission.

Legislation: D.M. 21 July 1997 no. 245

Legislation: D.M. 22 October 2004, no. 270

Legislation: D.M. 3 November 1999, no. 509

Legislation: Law 2 August 1999, no. 264

6.6.3. Postgraduate level

Applicants are admitted to the Dottorato di ricerca 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 (Ministerial Decree 509/1999 and Ministerial Decree 270/2004).

As for admission to Specializzazione di secondo livello courses it is required the possession of Laurea magistrale, or another qualification attained abroad and recognised as an appropriate qualification; 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, it is required a laurea magistrale or another qualification obtained abroad and recognised as an appropriate qualification; each university can require an entrance exam or the possession of specific requirements for students' admission.

Admission to AFAM courses that release the Diploma accademico di formazione alla ricerca require the possession of a Diploma accademico di secondo livello, a laurea magistrale or another qualification attained abroad and recognised as an appropriate qualification.

Legislation: D.M. 22 October 2004, no. 270

Legislation: 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 are not free of charge. The amount of fees and contributions, required by the majority of institutes, is generally established by their respective boards of directors, due to their financial autonomy. This amount changes from one institute to the other and from one year to the other; for this reason it is not possible to provide even an approximate amount. However, contribution in favour of students' organisations or medical services, are not foreseen.

6.7.2. University tertiary education

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 expansive 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 Specializzazione di primo livello and first level Master universitario courses, is established by each university.

Institutions: 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 Dottorato di ricerca. On the contrary, the winners of the competitive exam for admission receive a monthly benefit by the university. However, universities can announce Dottorato di ricerca posts that don't foresee any scholarship. In this case, the students of the dottorato courses have to pay annual enrolment fees, established by each single university.

Also the enrolment amount for Specializzazione di secondo livello 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.
- 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, *corsi di specializzazione* and grants for *Dottorato di ricerca* (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.

Legislation: Constitution of the Italian Republic

Legislation: Law 2 December 1991, no. 390

Legislation: Law 28 December 1995, no. 549

Legislation: Law 6 March 1998, no. 40

Institutions: Ministry of Education, University and Research (MIUR)

Institutions: Ministry of University and Research

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 *Dottorato di ricerca* courses and at the time of of scholarships assignment, or as far as *corsi di specializzazione* attendance is concerned.

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.

Legislation: 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

Non-university higher education institutes offer a vocational specialisation in very different areas, ranging from restoration, cinematography, regulation for the arrangement and keeping of archives, interpreters and translators training, to training of army officers and public safety force 6.5.1.

The AFAM institutes offer a highly qualified professional specialisation: in the field of art, with specialisations in painting, sculpture, decoration and set designing; in the field of dramatic arts with courses for actors and directors present in the Accademia nazionale di arte drammatica; in the field of dance, with the specialisations for soloist dancer, choreographer and teacher; in the field of music, at the Conservatori di musica, now Higher Institutes for Music and Dance.

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 level. The courses of each school can also be organised in more branches, according to specific contents.

AFAM courses are organised as follows:

- 1st cycle:
 - three-year courses to obtain the Diploma accademico di primo livello (180 CA or Ects credits);
- 2nd cycle:
 - two-year courses to obtain the Diploma accademico di secondo livello (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 to obtain the Diploma accademico di specializzazione, which duration can vary;
 - courses to obtain 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 specialistica/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) and 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).

In the first phase of the reform, two Ministerial decrees (DM 4 August 2000 and DM 28 November 2000) laid down at national level the laurea (L) and laurea specialistiche classes for all universities: 47 laurea (L) and 109 laurea specialistica classes.

One class groups together some Laurea (L) or Laurea specialistica 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 specialistica classes is accessible on the national data base, regularly updated, on the website <http://offf.miur.it>.

Legislation: D.M. 3 November 1999, no. 509

6.10.3. Postgraduate level

The Dottorato di ricerca courses fall within the scientific research big areas and are established by each university regulations, as provided by Law 210/98.

The Specializzazione di secondo livello 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.

Legislation: 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.

As far as planning and development of the whole tertiary education system is concerned, the majority of the institutions refers to the Ministry of, university and research (MiUR). Exceptions are the Accademie militari (Ministry of the defence), Higher institutes of religious sciences (if connected to papal universities, they depend on the Holy congregation for catholic education of the Vatican City State; otherwise they are accredited by the Italian catholic Church), and some institutes specialised in safeguard and restoration of cultural heritage under the responsibility of the Ministry for cultural heritage and activities.

Regulation no. 509 of 1999 has introduced the crediti formativi universitari (CFU) 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 crediti formativi universitari 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 crediti formativi universitari (CFU) and the European credit transfer System (ECTS) are required. According to ECTS, 60 credits correspond to one year of study (in terms of workload); 30 credits correspond to one semester and 20 credits to a trimester. A specific conversion table has been developed to facilitate the conversion between the national credit system and ECTS.

As far as AFAM is concerned, it has been introduced the credito accademico (CA) with the same above described peculiarities of CFU (DPR 212 of 2005).

Legislation: D.M. 3 November 1999, no. 509

Legislation: DPR 8 July 2005, no. 212

Institutions: Ministry of University and Research

Institutions: Ministry of Cultural Goods and Activities

6.11.1. Non-university tertiary education

As far as AFAM institutions are concerned, the 60% of *crediti accademici* (CA) required for each course, have been established through Ministerial decree, upon the CNAM opinion, and can be obtained with the following teachings:

- teachings related to basic education;
- typical teachings of the school and the course level.

In addition, the courses provide also the following activities:

- teachings aimed at the final test to obtain the qualification and at the assessment of a foreign language knowledge to obtain an academic diploma;
- further teachings aimed at improving linguistic knowledge, as well as knowledge related to information technology and telematic, 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;
- teachings 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, teachings 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, it doesn't exist 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.

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

Institutions: Ministry of Education, University and Research (MIUR)

Institutions: Ministry of University and Research

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.

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 of 3 November 1999 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 specialistica 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 propaedeutical to the assessment of the initial training; evaluation of the quality of the activities carried out.

Teaching regulations of study courses, deliberated by the responsible teaching unit and approved according to the procedures foreseen in the University statutes, establish the list of teachings; specific training objectives and credits; curricula offered to students and rules for the presentation of the individual study plans; provisions concerning any compulsory attendance.

As far as the teaching of foreign languages is concerned, regulations of 3 November 1999 prescribe the knowledge of a language of the European Union to obtain the laurea (L). Many universities have their own language centres where they organise language courses for Italian and foreign students and above all offer a wide range of audio-visual and didactic language teaching material. Furthermore, 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 specialistica classes 6.10.2.

For each class of the three-year laurea (L) and laurea specialistiche, the Ministry established the qualifying educational objectives and the subsequent essential teachings for each field of study.

The teachings are grouped as follows:

- teachings in one or more study areas related to basic education;
- teachings in one or more areas typical of the class;
- 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%.

Institutions: Ministry of Education, University and Research (MIUR)

Institutions: Ministry of University and Research

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 interdisciplinarity. 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.

6.12.2. University tertiary education

According to Regulation 509/1999, the reform that came into force in academic year 2001/02 states that the procedures to carry out teaching activities should be established by each university regulations, in the respect of teaching freedom as well as of teachers' and students' rights and duties.

Legislation: D.M. 3 November 1999, no. 509

6.12.3. Postgraduate level

As far as Dottorato di ricerca 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 the Specializzazione di secondo livello and the second level Master universitario courses, please refer to paragraphs [6.12.](#) and [6.12.2.](#)

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 (see [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*.

6.13.2. University tertiary education

Procedures and methods for students' assessment are laid down in the teaching regulations of each University with the requirement to express grades calculated on a scale of 0 - 30 (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*).

With the introduction of the *crediti formativi universitari* [6.12.2.](#), students must obtain 180 credits including those relating to the knowledge of a language of the European Union compulsory to achieve the *laurea* (L); 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 specialistica*, students must obtain additional 120 CFU, corresponding to a total number of 300 CFU obtainable in the five-year course, 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 *Dottorato di ricerca* courses are established by each university regulations. Generally, at the end of their studies, students present their *dottorato* thesis which is assessed by a teachers' assembly composed of experts for the subject concerned.

Assessment methods and procedures for the *Specializzazione di secondo livello* 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 *crediti formativi universitari* obtained by students, who ask to switch from one course to another within the same institution or to other *Alta formazione artistica e musicale*, 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.

Attainment of a Diploma accademico di secondo livello, Diploma accademico di specializzazione and Diploma di perfezionamento o Master requires the possession of a Diploma accademico di primo livello or a laurea (L).

6.14.2. University tertiary education

There are no time limits to obtain a degree. As a consequence, the number of students, enrolled in the laurea courses of the old system, who don't graduate within the foreseen number of years was very high. In academic year 2001-2002, students in order with the their study courses where 960 000 against a total number of 1 658 000 enrolled students. According to the National Committee for the evaluation of the University System **2.6.1.**, an Italian average university-student obtained a degree at 27 years of age and accomplished her/his studies in 7-8 years (approximately in 2 or three years more than the due course). Also the university study droppage was very high. This is one of the reasons why the two degree laurea (L) and laurea specialistica/magistrale levels have been introduced with the university reform.

At present, the teaching regulations of each university lay down procedures and criteria to be followed when students ask to switch from one degree course to another within the same university, or to the same or 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.

Teaching regulations of each university must also provide for the organisation of a service with the task of co-ordinating guidance activities to be carried out in collaboration with institutions of upper secondary education, as well as a tutoring service for students in every study course.

Institutions: 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:

- Diploma accademico di primo livello, obtained at the end of the relevant study course and upon attainment of 180 CA (3 years).
- Diploma accademico di secondo livello, obtained at the end of the relevant course and upon attainment of at least 120 CA (2 years);

- Diploma accademico di specializzazione, obtained at the end of the relevant study course; a minimum number of CA has not been established;
- 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 a Diploma di istruzione secondaria superiore 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 esami di Stato per l'abilitazione alla professione; 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:

- Dottorato di ricerca: 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 specialistica/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.

AFAM institutes issue the Diploma accademico di formazione alla ricerca at the end of three-year courses 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 (preiscrizione) in the University, not compulsory (generally fixed for the 20th of November).
- In the second phase, when students enrol and begin to attend University, the contribution of teachers, tutors and older colleagues of the different faculties is fundamental.
- In the third phase educational support is provided to progress in the selected branch of study, as well as in case of change of faculty and training stages.
- In the fourth phase vocational guidance is provided to know which are the possible future work opportunities.

Many initiatives have been taken inside and outside the University to make occupational outlets easier; the Universities promote the formation of consortiums and agreements with enterprises which provide grants, stages and apprenticeships, etc. Ministerial Decree 509/1999 provided for the inclusion of guidance within formative activities that should be foreseen by the teaching regulations of the universities.

The stage or apprenticeship can be carried out during or after the university studies, combined with the esame di Stato per l'abilitazione alla professione according to the Law concerning the admittance to regulated professions (professional bodies and rolls). An apprenticeship or stage can be foreseen in the teaching regulations of a study course (leading to Diploma universitario, Laurea, or at post-degree level), can be carried out through international projects like "Leonardo da Vinci" of the European Union, or offered to students and teachers by an enterprise, with or without a previous agreement between the company and the university, with or without any academic acknowledgement.

Law no. 196 of 24 June 1997, 'Regulations on the topic of employment promotion', establishes the general criteria to carry out apprenticeships and stages through its article 18 'Training and guidance apprenticeships'. In particular, this law lays down what follows: stages must be carried out within training and guidance projects, and according to agreements between the involved subjects (universities, associations of employers and employees, public bodies, etc.), the participants to the apprenticeship must be insured (civil liability and occupational accident); a tutor who has responsibility for didactics and organisation of the activities must be foreseen; it must be possible to consider the activities carried out as formative credits. 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 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 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.

Legislation: D.M. 3 November 1999, no. 509

Legislation: Law 24 June 1997, no. 196

6.16.3. Postgraduate level

Also as far as the Dottorato di ricerca and other types of 3rd cycle studies are concerned (corsi di specializzazione and Master universitario), questions concerning guidance and transition to active life - already described at paragraph 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 which release diplomas of non university higher level for highly specialised professions in the arts sector. These institutes are set up and run by public administrations or by bodies having legal status. If they comply with the programmes and contents of comparable State

schools, or if their educational offer is of public interest, the certificates granted by them are legally recognised. These institutions are supervised by the Ministry of University and Scientific and Technological Research. Other institutions which do not fulfil the above-mentioned requirements are allowed to carry out their activity provided that they comply with the hygiene, morality and public order standards. The certificates that they issue cannot have the value of legal qualifications;

- institutes for linguistic mediators training **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.

The institution of new universities and legally recognised non-state institutes of university education, as well as the authorisation to award qualifications with legal value must be foreseen in the framework of university development planning and procedures by Decree of the Minister who approves at the same time statute and teaching regulations of each university (Presidential Decree no. 25 of 27 January 1998).

State universities have been granted a high level of autonomy as far as elections procedures, composition and responsibilities of the various university bodies are concerned; however, regulation autonomy granted to non state universities, whose Statutes generally foresee the same bodies as state universities (Rector, *Direttore amministrativo*, *Senato Accademico*, etc.), is even wider.

Legislation: Constitution of the Italian Republic

Legislation: DPR 27 January 1998, no. 25

Institutions: Ministry of Education, University and Research (MIUR)

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 2006-2007

	Total	Women (out of the total)
Enrolled students	1 780 743	56.3%
Enrolled foreign students	41 589	59.0%
Students enrolled in the first year	325 507	55.9%
Foreign students enrolled in the first year	9 113	61.0%
Graduates	297 817	57.5%

Source: Miur – Statistical Service

Table 2. University teachers – academic year 2006-2007

professori ordinari	19 845
professori associati	19 083
Researchers	23 046
Total	61 974

Source: Miur – Statistical Service

Table 3. Alta formazione artistica e musicale (AFAM) – academic year 2006-2007

	Total	Women (out of the total)
Enrolled students	76 258	36 438
Students who obtained a diploma	8 377	4 829
Teachers	8 886	2 948

Source: Miur – Statistical Service

7. Continuing education and training for young school leavers and adults

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 *corsi di alfabetizzazione* for the attainment of the primary school certificate and *corsi per lavoratori* (the so called '150 hours') for the attainment of *scuola secondaria di primo grado* certificate.

In the 60ies, evening classes for student workers have been set up in the *istituti tecnici* (Ministerial Circular 8 March 1968, no. 140); in the following decade, they were extended also to the *istituti professionali*; 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

Centri Territoriali Permanenti (CTP) and a wider spread of the evening courses in all *scuole secondarie di secondo grado*.

Centri Territoriali Permanenti

The *Centri Territoriali Permanenti* (CTPs) have been set up, with Ordinance of the Ministry of Education no. 455 of 29 July 1997, 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 *corsi di alfabetizzazione* and *corsi per lavoratori*. The main role of CTPs in adult education and training has been reaffirmed within the *Conferenza unificata Stato/Regioni* of 2 March 2000, according to which it is necessary to assure an 'integrated formative offer among universities, schools and vocational training agencies', with *Centri Territoriali* for adult education as reference points.

Evening classes at lower secondary schools

Ministerial circular 7809 of 25 July 1990 boosted the evening classes at *secondo grado* 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 *istituti tecnici* 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 *Conferenza unificata Stato/Regioni* 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".

Legislation: Agreement 2 March 2000, no. 223

Legislation: Ministerial order 29 July 1997, no. 455

Institutions: Ministry of Public Education (MPI)

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 Istruzione e Formazione Tecnica Superiore 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 interinstitutional 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.

Legislation: Law 28 March 2003, no. 53

Institutions: Ministry of Education, University and Research (MIUR)

7.3. Specific legislative framework

As far as Centri Territoriali Permanenti 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 Centri Territoriali Permanenti, with the aim of providing a service to combine the right to education with the right to guidance, reguidance 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 Conferenza unificata 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 *diploma di istruzione secondaria superiore*, 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 *scuole secondarie di secondo grado*, 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 *scuole secondarie di secondo grado* 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 *istituti tecnici*.

In addition to the general regulations indicated in paragraph **2.3.**, please make reference to:

- Agreement ratified at the *Conferenza unificata* 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. 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.

Legislation: Agreement 2 March 2000, no. 223

Legislation: Circular 1st March 2006, no. 24

Legislation: Law 17 May 1999, no. 144

Legislation: 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, remotivation 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 reversion or cultural development of adults already integrated in social and work sectors and who want to develop their personal and professional life.

Legislation: Agreement 2 March 2000, no. 223

7.5. Types of institution

According to Ministerial order no. 455/97 **7.3.**, the CTP:

- co-ordinate education and training offers on the territory, together with the other formative agencies;
- the MIUR Uffici Scolastici Regionali 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 Dirigente scolastico of the school appoints the CTP co-ordinator, according to what mentioned at the previous point.

The evening classes set up at the scuole secondarie di secondo grado 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 istituti tecnici for trade and industry (64,4%), istituti professionali for trade and tourism services, for industry and handicraft (30%), and licei (only 6%).

Legislation: Ministerial order 29 July 1997, no. 455

Institutions: Ministry of Education, University and Research (MIUR)

7.6. Geographical accessibility

According to the last monitoring carried out by the MIUR in collaboration with INDIRE **9.6.1.** in school year 2003/04, both CTP and Evening classes are placed on the national territory as follows:

- 540 CTP, 204 of which are in the North of the country, 93 in the centre and 243 in the South; they have totally 403 212 students. Campania is the region with the highest number of centres (69), Molise is the one with the lowest number (3).
- 'Evening classes' **7.2.** are totally 675 280, of which 280 in the North of Italy, 126 in the Centre and 269 in the South; they have totally 65 073 students and more than 3 000 classes. Lombardy and Puglia are the regions with the highest number of centres (respectively 77); Molise is the region with the lowest number (3).

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

Institutions: Ministry of Education, University and Research (MIUR)

7.7. Admission requirements

All adults (over the age of 15) who do not hold a compulsory school certificate as well as adults who, although in possession of a compulsory school leaving certificate, intend to go back to education and training can participate to the activities of the CTP.

Admission to Evening classes is restricted to:

- holders of a *scuola secondaria di primo grado* diploma;
- 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 (Interministerial Committee for Prices) funds;
- Contributions from the Regions and local authorities.

Legislation: Law 18 December 1997, no. 440

Institutions: Ministry of Education, University and Research (MIUR)

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 *primo ciclo di istruzione* (13.58% of the 20 541 courses offered by CTP) subdivided into:
 - courses of cultural alphabetisation for primary school with final assessment (4.77% of the total number of courses);

- courses of scuola secondaria di primo grado with state exam – 150 teaching hours (8.82% of the total number of courses);
- Courses for foreign citizens for their linguistic and social integration (19.69% of the total number of courses);
- Short and modular courses as well as courses of functional alphabetisation (66.73% of the total number of courses).

Among these courses, the favourite ones have been ICT and multimedia courses (35.97% of the total number) and foreign language courses (in particular the English courses, with a percentage of 27.21% of the total number).

A growing number of CTP is starting up educational pathways which release credits to access evening courses aiming at obtaining the diploma di istruzione secondaria superiore and/or diploma di qualifica (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 istituti tecnici (63.58% of students enrolled in the evening courses) and istituti professionali (28.86%).

Source: National monitoring of the educational offer for adults provided by the Centri Territoriali Permanenti and upper secondary schools which manage evening courses for school year 2005/06, carried out by the Indire by appointment of the Directorate General for post-secondary education Relations with Training Systems of the Regions and local authorities (statistical data can be consulted on the Adult education portal, at the following Internet address: www.indire.it/eda).

Institutions: 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'.

Legislation: 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 Consiglio di classe. 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

cattedra time 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 choose 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 *scuola secondaria di primo grado* and *scuola secondaria di secondo grado* 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:

- certification at the end of primary school;
- *scuola secondaria di primo grado* study;
- certifications of participation in short and modular courses for functional alphabetisation.

The evening courses issue what follows:

- Diploma di istruzione secondaria superiore;
- vocational Diploma di qualifica.

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 *Istruzione e Formazione Tecnica Superiore (IFTS)* (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.

Legislation: Law 14 febbraio 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 primo ciclo di istruzione

Courses of cultural literacy at primary school level with final assessment

No. of courses	979
No. of students	18 516

Courses of scuola secondaria di I grado with state exam – (150 hours)

No. of courses	1 811
No. of students	40 253

Total number of courses of primo ciclo	2 790
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Total number of students	58 769
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Table 2. Courses in favour of foreign citizens for linguistic and social integration

Courses in favour of foreign citizens for linguistic and social integration	
No. of courses	4 070
No. of students	69 643
No. or enrolments	75 061

(1) 4 044 courses are provided by G0138, whereas 26 course are offered by upper secondary schools which run evening courses.

(2) 69 203 students enrolled in the courses provided by the CTP and 440 students enrolled in the courses provided by upper secondary schools running evening courses. These courses are organised into modules providing very often more investigation levels; therefore, students can enrol in one or more courses in the same school year. In school year 2005/06, the 69 643 adults attending courses in favour of foreign citizens for linguistic and social integration have actually enrolled in 75 061 courses.

Table 3. Short and modular courses for functional literacy

Short and modular courses for functional literacy	
No. of courses	13 901
No. of students	222 580
No. of enrolments	265 446

(1) 13 707 courses are provided by G0138 and 194 by upper secondary schools which run evening courses.

(2) 220 811 students are enrolled in courses provided by CTP and 1 769 in courses provided by upper secondary schools which run evening courses. It's worth it to mention that these courses are organised into modules providing very often more levels of investigation; therefore, students can enrol in one or more courses in the same school year. In school year 2005/06, the 222 580 adults attending courses in favour of foreign citizens for linguistic and social integration have actually enrolled in 265 446 courses.

Source: National monitoring of the educational offer for adults provided by the Centri Territoriali Permanenti and upper secondary schools which manage evening courses for school year 2005/06, carried out by the Indire upon appointment of the Directorate General for post-secondary education and of the relations with Training Systems of the Regions and Local Authorities (statistical data can be consulted on the Adult education portal, at the following Internet address : www.indire.it/eda).

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

8. Teachers and education staff

Teachers of state schools can be distinguished as follows:

- teachers of scuola dell'infanzia;
- teachers of primo ciclo schools: primary schools;
- teachers of primo ciclo schools: scuola secondaria di primo grado;
- teachers of scuole secondarie di secondo grado;
- teachers of Catholic religion in scuole dell'infanzia, 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 convitti and educandati femminili;
- assistants of state special schools.

At higher education level there are:

- teachers of university higher education;
- teachers of non university higher education;

8.1. Initial training of teachers

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. The laurea in primary education sciences and the diploma di specializzazione qualify to teach and are requirements to take part to competitive examinations for the teaching places (cattedre) (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.

Law of 28 March 2003, no. 53, introduced deep changes in the initial teacher training of teachers of scuola dell'infanzia, primo ciclo and secondo ciclo; D.Lgs. no. 227 of 17 October 2005 defined new conditions for teachers training and recruitment for the above mentioned educational levels and the provisional regulations for the transition to the new system. However, the implementation provisions of the decree have not yet been issued; in fact, according to Law 228/2006, such decree can also be amended or integrated within November 2008. Primary education science and SISS courses will still be offered according to Law 341/1990 and MURST (Ministry of university and scientific and technological research) decree of 26 May 1998.

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 MPI 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 scuola secondaria di primo grado and secondo grado, reserved to the teachers of this subject with five years of service and with the above mentioned qualifications. The examination programme 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.

Legislation: D.Lgs. 17 October 2005, no. 227

Legislation: D.M. of 26 May 1998

Legislation: DPR 16 December 1985, no. 751

Legislation: Law 12 July 2006, no. 228

Legislation: Law 18 July 2003, no. 186

Legislation: Law 19 November 1990, no. 341

Legislation: Law 28 March 2003, no. 53

Institutions: Ministry of Education, University and Research (MIUR)

Institutions: Ministry of Public Education (MPI)

8.1.1. Historical overview

Until a few years ago, Italy has been the only European country without a specific basic teacher training system.

Except for the particular case of *istituti magistrali* and *scuole magistrali* that offered teacher training for teachers of pre-primary and primary levels, there was not a system in Italy specifically destined to teacher training.

Furthermore, teacher training was offered only at the level of secondary education by the *istituti magistrali* which lasted four years instead of five, like almost all the other *scuole secondarie di secondo grado*; 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 *abilitazione* to teach obtained through the competitive examinations announced for recruitment.

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 *scuola di specializzazione* has been foreseen for teachers with a degree for teaching in secondary schools.

The following paragraphs describe the present situation that will be provisional until implementation provisions of D.Lgs. 227/2005 will be established; such provisions can be amended or not, according to Law 228/2006. These decrees will regulate the transition phase from the old to the new system.

Legislation: D.Lgs. 17 October 2005, no. 227

Legislation: Law 12 July 2006, no. 228

8.1.1.1. Pre-primary and primary education

According to D.P.R. no. 417 of 31 May 1974, in the framework of unitary regulation of the employer-employee relationships of school staff of all school types, it has been required a university degree for all teachers since 1974. The means to implement such rules (*laurea* in primary education sciences) were provided only in the 90ies, within the reform of university teaching orders foreseen by Law no. 341 of 19 November 1990. The criteria for the teaching organisation of the degree course have been stated through a Decree of the Ministry of University and Scientific and Technological Research of 26 May 1998 in agreement with the Ministry of public education.

At the same time, the three-year study courses of the *scuola magistrale* (for pre-primary school teachers) and the four-year courses of the *istituto magistrale* (for primary school teachers) have been

abolished starting from school year 1998-1999 through Interdepartmental decree of 10 March 1997. The qualifications related to study courses started within school year 1997-1998, or obtained within school year 2001-2002, have legal value also to participate in competitive examinations for posts of pre-primary or primary school teachers. On the contrary, qualifications obtained after these terms, like the diploma di istruzione secondaria superiore released by the social-psycho-pedagogical liceo, don't permit direct access to the teaching profession; as a consequence, future teachers should obtain a degree in primary education science.

Legislation: D.M. of 26 May 1998

Legislation: DPR 31 May 1974, no. 417

Legislation: Law 19 November 1990, no. 341

Institutions: Ministry of Public Education (MPI)

8.1.1.2. Secondary education

The laurea has always been required to teach in both lower and upper secondary schools (at least for the great majority of subjects). According to Law 341/1990 and MURST decree of 26 May 1998, secondary school teacher training takes place at the SSIS, after having obtained the relevant degree. The SSIS have been started in 1999/2000 and will be operating until implementation of D.Lgs. 227/2005. .

Legislation: D.Lgs. 17 October 2005, no. 227

Legislation: D.M. of 26 May 1998

Legislation: Law 12 July 2006, no. 228

Legislation: Law 19 November 1990, no. 341

8.1.2. Ongoing debates and future developments

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, primo ciclo and secondo ciclo is under the responsibility of universities and Alta formazione artistica e musicale (Afam) institutions; it takes place at the laurea magistrale courses **6.15.2.** and Diploma accademico di secondo livello courses **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.

According to the above mentioned decree 227/2005, the laurea magistrale **6.15.2.** and Diploma accademico di secondo livello courses **6.15.1.** will offer a specialisation in accordance with the different school sectors of the future teachers; teacher training will have equal dignity and will aim at the acquisition of skills on the subject of teaching and on teaching organisation, relational and communication skills, reflective skills on teaching practices which mark out the formative and professional profile of teachers. Specialisation courses destined to secondary school teachers will also offer a study in depth of the subject of teaching and all initial teacher training courses will offer didactical activities aimed at the integration of students with special needs.

Admittance to courses will be determined as usual, according to the foreseen intake of the schools within the various Regions, but it will be increased by 30% according to the requirements of the national education system.

Requirements for admittance to laurea specialistica/magistrale courses for teachers are a minimum curriculum vitae/studiorum and the verification of the candidates' preparation which is carried out by the universities according to contents and procedures established at central level (MIUR decree).

In order to qualify the new basic training system, stages abroad are foreseen by law; furthermore, according to law, those who have obtained a laurea specialistica/magistrale (whose final exam qualifies to teach one or more subjects) may access the permanent teaching positions upon registration, on request of the candidate, in the regional Roll; furthermore, it is required one year of specific apprenticeship carried out at school, upon stipulation of specific work-training contracts between the Dirigente scolastico and the teacher.

During the apprenticeship year, the teacher is followed by a tutor who will help and guide the teacher during his/her teaching activities, which are co-ordinated by the Centro di Ateneo o di Interateneo.

At the conclusion of the apprenticeship year, the qualified teacher will be assessed by the Comitato per la valutazione degli insegnanti 2.6.4.1.4, which formulates an evaluation, after having heard the tutor's opinion, and assigns a score. Teachers getting through the apprenticeship year, will be able to take part in the competition for teaching posts in state schools. The competition will be advertised every three years.

As already stated, D.Lgs. 227/2005 has not yet become effective and it will be liable to be amended or integrated within the month of November 2008.

Legislation: D.Lgs. 17 October 2005, no. 227

Legislation: Law 28 March 2003, no. 53

Institutions: Ministry of Education, University and Research (MIUR)

8.1.3. Specific legislative framework

Please refer to sub-sections for more details.

8.1.3.1. Pre-primary and primary education

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 (see 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.

Legislation: D.M. of 26 May 1998

Legislation: Law 19 November 1990, no. 341

Institutions: Ministry of Education, University and Research (MIUR)

Institutions: Ministry of University and Research

Institutions: Ministry of Public Education (MPI)

8.1.3.2. Secondary education

Teaching in secondary schools, while waiting for the several times mentioned reforms (see 8.1.), still 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.

The school offers branches of study which include several classes. The Diploma di specializzazione is a requirement for competitive examinations aimed at obtaining a teaching post in secondary schools. Teachers who 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 abilitazione all'insegnamento at the conclusion of ordinary or reserved courses or competitions.

Legislation: D.M. of 26 May 1998

Legislation: Law 19 November 1990, no. 341

8.1.4. Institutions, level and models of training

Please refer to sub-sections for more details.

8.1.4.1. Pre-primary and primary education

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 a Diploma di istruzione secondaria superiore 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 scuola dell'infanzia and primary school.

The laurea course refers generally to the Faculty of education sciences: the faculty facilities are available for the course and generally professors and researchers from all universities involved in the development of the skills required for this degree are also available. University can start its degree course also within an interuniversity co-ordination defining the required procedures and the responsible scientific, teaching and administrative bodies.

Teaching regulation is based on the following criteria:

- Minimum 20% of total credits achieved in the primary school branch and minimum 25% of credits achieved in scuola dell'infanzia branch refer to teaching activities of area no. 1 (teacher function training **8.1.6.**);
- Minimum 35% of total credits achieved in the primary school branch and minimum 25% of credits achieved in scuola dell'infanzia branch relate to teaching activities of area no. 2 (primary teaching contents **8.1.6.**);
- 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 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.

8.1.4.2. Secondary education

Initial training of secondary school teachers follows the consecutive model as it requires the attainment of a post-university diploma di specializzazione obtained at SSIS. The specialisation school SSIS for teaching in secondary schools has a duration of 2 years. Titles required to be admitted to specialisation schools, with reference to the branches offered by the school, are the following:

- laurea which permit admission to one of the teaching qualification classes (abilitazione all'insegnamento);
- as for the corresponding classes, diplomas obtained at Accademie di belle arti, Istituti Superiori per le Industrie Artistiche (ISIA), Conservatori di musica and recognised Music Institutes;
- university titles obtained in a European country which are an entrance requirements, in the respective countries, for teacher training activities in the corresponding subject areas.

Final examination to obtain the diploma di specializzazione is the equivalent of the state examination and of the abilitazione all'insegnamento for the classes corresponding to the subject areas of the laurea diplomas of the students. The diploma di specializzazione is a title required for admission to competitive examinations for teaching places in secondary schools.

The scuola di specializzazione is a teaching structure belonging to the university, with the contribution of faculties and Dipartimenti. The university, taking also into account interdisciplinary structures aimed at didactic research, assures management support as well as logistic, financial and personnel resources required with the collaboration of the faculties concerned.

The scuola di specializzazione foresees more specialisations, each of which includes more abilitazione classes and is regulated according to each university's teaching regulations. The abilitazione classes of each specialisation are established through decrees of the Ministry of Public Education, in agreement with the Ministry of University and Research. Each School offers at least two branches.

Teaching regulations of the scuole di specializzazione 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 (teacher function training **8.1.6.**);
- Minimum 20% of total credits achieved relates to teaching activities of area 2 (formative contents of the specialisations **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 crediti formativi universitari 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 abilitazione 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 abilitazione 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 abilitazione or already possess the degree required for the abilitazione and 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 crediti formativi universitari which make the diploma di specializzazione a qualification providing the abilitazione to carry out support teaching activities. Minimum 100 hours are aimed at obtaining experiences in the support sector.

Institutions: Ministry of Public Education (MPI)

8.1.5. Admission requirements

Please refer to sub-sections for more details.

8.1.5.1. Pre-primary and primary education

Admission to the degree course in primary education sciences requires a diploma of a five-year upper secondary school.

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.

Institutions: Ministry of University and Research

8.1.5.2. Secondary education

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 attitude towards the subjects of the scuola di specializzazione). The number of available posts is established at regional level according to teaching staff requirements of the schools. As for school year 2005-2006, 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.

Institutions: Ministry of University and Research

8.1.6. Curriculum, special skills, specialisation

A subjects distinction is foreseen only in the scuola di specializzazione; it corresponds to the subjects of the curricula of the study courses of the educational level. Teachers trained for teaching at a certain educational level are not qualified to teach at a different level. In this case, they need a further specific qualification.

Study system of the laurea course in primary education science and scuola di specializzazione scuola di specializzazione are established by universities through teaching regulations according to criteria decided with Ministerial Decree of 26 May 1998. Such Decree establishes the formative objective of the laurea and scuola di specializzazione courses; furthermore, it establishes qualifying minimum contents, teaching activities as well as attainment verification and assessment procedures.

The following list of attitudes and skills characterising the teaching profession is a formative objective of the degree course:

- 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 attitudes, 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 attitudes and skills in the pedagogical, teaching-methodological, psychological, social-anthropological, hygienic-medical and fields as well as skills related to school integration for disabled students;
- Area 2: primary teaching contents it refers to curricula and teaching orientations of primary school and scuola dell'infanzia; furthermore, it includes teaching activities aimed at acquiring attitudes and skills related to subject foundations and operative abilities in the following fields: languages and literature; mathematics and informatics; physical, natural and environmental sciences; music and sound communication; motory sciences; modern languages; historical-geographical-social field; drawing and other figurative arts;
- Area 3: laboratory which includes analysis, planning and simulation of teaching activities;
- Area 4: apprenticeship, which includes experiences carried out in schools to integrate theoretical skills with operative skills.

As far as the scuola di specializzazione is concerned, the teaching order of each university sets the minimum qualifying contents required to achieve the established formative objective, teaching activities and credits related to the following areas as well as scientific subject-related sectors:

- Area 1: teacher function training. It includes teaching activities aimed at acquiring the necessary attitudes and skills in education sciences and in other cross- aspects of the teacher function.
- Area 2: formative contents of the specialisation. It includes teaching activities aimed at acquiring attitudes and skills on teaching methods related to the various subjects, with a particular attention to the logic, origin, historical development, epistemological implications, practical meaning and social function of the various types of knowledge.
- Area 3: laboratory. 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 crediti formativi universitari related to the laurea course and not less than 20% of credits related to school are destined to laboratory activities. Not less than 20% of the crediti formativi universitari 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 scuola di specializzazione 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 diploma 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.

Legislation: D.M. 21 July 1997 no. 245

Legislation: D.M. of 26 May 1998

8.1.7. Evaluation, certificates

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 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 (cattedre) in pre-primary and primary school level and to access the lists for replacement teaching posts

8.1.7.2. Secondary education

At the end of the scuole di specializzazione 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 cattedre in lower and upper secondary education.

8.1.8. Alternative training pathways

There are no alternative training pathways for pre-primary, primary and secondary school teachers.

8.2. Conditions of service of teachers

Teachers of State schools have rights and duties guaranteed by laws and labour contracts. They have didactic autonomy and the right to free cultural expression, in the respect of the principles of the Constitution, aimed at fostering the development of pupils' personality.

Information that follow refer only to State school teachers. Conditions of service foreseen by labour contracts stipulated with school managers refer to teachers of non State schools, either concerning their juridical status or remuneration.

The conditions of service of teachers of scuola dell'infanzia, primary and secondary school are more or less the same, above all under the point of view of the regulations (Consolidation Act of 16 April 1994,

no. 297, and collective labour contracts).

The conditions of service of university teachers are regulated only by law.

The categories of teachers of university education are as follows:

- Professors with tenure: divided into professori di prima fascia or 'professori ordinari' and professori di seconda fascia or 'professori associati'. The two levels have a functional distinction with equal assurance of didactic freedom and freedom to perform research. Both teach;
- 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.

As the categories with tenure among university teachers are the professori ordinari and professori associati and research professors, the information on the conditions of service in the paragraphs that follow refers to these categories.

Legislation: Constitution of the Italian Republic

Legislation: 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 Dirigente scolastico, the legal representative of the school. This reform on labour relations permitted to establish, in a decentralised seat and on certain subjects indicated in the collective national labour contract, criteria and procedures concerning, for example, working time, supplementary remuneration related to projects and additional commitments or performance of teachers.

8.2.1.2. Tertiary education

The Consolidation Act no. 1592 of 1933 divided the teaching personnel at universities into professors with tenure and contract professors and required competitive examinations, open to all, for access to tenured posts. The professors were assimilated to civilian employees of the state administration.

The law of 18 March 1958, no. 311 defined their juridical and economic status.

For further details on the ongoing forms, see [8.2.2.2.](#)

Legislation: 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

In school year 2006-2007, defined 'bridge year' by a ministerial note of 2006, the debate focused above all on the following topics:

- development of the new Guidelines for the curriculum and the possible implications in the teaching practice;
- the condition of teachers in the society, as a consequence of the bullying outbreak and the new transgressive behaviours of pupils;
- improvement and promotion of professionalism.

Financial law of 207 has foreseen, on the one hand, a 0.4 increase in the average national value of the pupil/class ratio, and on the other hand, the definition of a three-year plan to recruit 150 000 teachers on a permanent basis for years 2007-2009, to solve the phenomenon of temporary employment, to make the school personnel more stable, to start actions aimed at bringing down the average age of the teaching staff.

The feasibility of the plan should be verified every year, in agreement with the Ministry of Economy and Finance and with the Ministry Council Presidency – Department of the Public Function.

Legislation: 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 professore 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, 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.

Legislation: Law 4 November 2005, no. 230

Institutions: Ministry of Economy and Finance

8.2.3. Specific legislative framework

Please refer to sub-sections for more details.

8.2.3.1. Pre-primary, primary and secondary education

The juridical status of teaching personnel has its legislative source in the Consolidation Act no. 297 of April 16, 1994 and in the national collective contract for the school. The integrative collective bargaining takes place not only at national level, but also at provincial 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 the reform of the Ministry 2.6.1., administrative provisions concerning teaching staff (and also non teaching staff) are now responsibility of the schools or of the Uffici Scolastici Regionali; these latter can, on their turn, delegate the Uffici scolastici provinciali, which are, as already explained, a peripheral sub-division of the Uffici scolastici regionali.

Legislation: D.Lgs. 16 April 1994, no. 297

Legislation: 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.

Method of access by competition for university teaching places were defined by Law of 3 July 1998, no. 210 (see 8.2.5.2.) and the relating statutory rules.

Notable amendments have been introduced with Law of 4 Novembre 2005, no. 230, and D.Lgs. of 6 April 2006, no. 164 8.2.2.2.

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.

For further details on ongoing reforms, see 8.2.2.2.

Legislation: DPR 11 July 1980, no. 382

Legislation: Law 3 July 1998, no. 210

Institutions: National University Council (CUN)

Institutions: Ministry of University and Research

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 scuole di specializzazione for teaching at secondary level, a limited intake according to the posts that will

become available as a consequence of retirements and demographic trend of the students' population.

8.2.5. Entry to the profession

Please refer to sub-sections for more details.

8.2.5.1. Pre-primary, primary and secondary education

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 *scuole di specializzazione* (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 docente tutor selected by the Collegio dei docenti and appointed by the dirigente scolastico; 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 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, training and teaching experience carried out, and must discuss it with the Comitato per la valutazione degli insegnanti, in order to obtain confirmation of the permanent post.

Recruitment of teachers for temporary positions that become available for a single year is done by dirigenti scolastici on the basis of lists of candidates in possession of the prescribed qualifications. The lists are updated every three years (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).

The described legislative framework should be duly amended as soon as D.Lgs 227/2005 will come into effect.

Legislation: D.Lgs. 16 April 1994, no. 297

Legislation: D.Lgs. 17 October 2005, no. 227

Legislation: Law 12 July 2006, no. 228

Legislation: Law 20 May 1982, no. 270

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

Institutions: Ministry of Education, University and Research (MIUR)

Institutions: Ministry of Public Education (MPI)

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 8.2.2.2.

For further details on ongoing reforms, see 8.2.2.2.

Legislation: D.Lgs. 6 April 2006, no. 164

Legislation: DPR 23 March 2000, no. 117

Legislation: Law 15 May 1997, no. 127

Legislation: 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 undergraduated and graduated teaching staff, which includes teachers of scuola dell'infanzia, scuola secondaria di primo grado, scuola secondaria di secondo grado, teaching staff of convitti and educandati femminili, 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. Usually, when talking about primary school, we use the term *posto di insegnamento*, and in the case of secondary school, we use the term *cattedra*.

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 *cattedre* (for example, mathematics and physics). When hired on a stable basis with a contract of employment, teachers acquire the right to teach the subject or subjects corresponding to their *cattedra*.

The juridical status of teachers includes the rights and duties of personnel in schools of every type and level that in many cases are common to all; any differences refer to working time and remuneration.

Teachers with a fixed-term contract have a particular juridical status. The following different types of fixed-term contracts (teachers' replacement) are foreseen:

- Annual replacement: the head of the *Ufficio Scolastico Provinciale* 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 *Ufficio scolastico provinciale* 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 *dirigente scolastico*; the length of the short term depends on the length of the absence of the teacher to be replaced; it is based on the school candidate list.

Fixed-term contracts are based on a 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.](#)

Legislation: 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

The *dirigente scolastico* provides for the replacement of absent teachers through appointment of teachers included in specific classification lists provided in each school. Inclusion in such lists requires the specific *abilitazione* or the *laurea*.

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 Consiglio di facoltà.

Legislation: 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 Dirigente scolastico has the task to increase the value of the human resources also through the offer of in service training opportunities.

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

Please refer to sub-sections for more details.

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.](#)

Legislation: Law 19 October 1999, no. 370

8.2.10. In-service training

The current collective national labour contract of the school division establishes that in service 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.

Every year the Ministry of Public education issues a directive to define the priority objectives for the annual plan of teacher training (Directive no. 29 of 20 March 2006).

The Collegio dei docenti of every school decided its annual Plan for update and in service training activities, taking into account the priority objectives of the ministerial directive consistently with the objectives and times of the Piano dell'Offerta Formativa (POF), in the respect of the personal needs or options. The plan can include various types of initiatives:

- courses organised at school level;
- courses organised by school networks;
- participation in courses organised by the MPI;
- participation in courses organised by the Uffici Scolastici Regionali;
- participation in courses organised by the Uffici Scolastici Provinciali;
- participation in courses offered by the universities;
- participation in courses offered by IRRE (Regional institutes for educational research);
- participation offered by public bodies;
- participation in courses offered by accredited associations or agencies;
- collaboration in projects;
- self-training;
- other

The organisation of the courses can vary; they are, however, referable to the following three main categories:

- in classroom: lectures, study cases, simulations, various types of exercises;
- action research;
- e-learning

Training initiatives are generally carried out out of the teaching timetable and; teachers have the right to participate as they contribute to the development of their professionalism.

Furthermore, teachers have the right to have five days with exemption from service during the school year to participate in training initiatives.

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

Institutions: IRRE (Regional Institute for Educational Research)

Institutions: Ministry of Public Education (MPI)

8.2.10.1. Historical overview

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, decided by the Collegio dei docenti, should destine up to 450 hours to in service training. Starting from the 80ies, the simple renewal of knowledge started to

be considered insufficient; it started to be shared the concept that in service training requires an overall change in the person and implies the development of his/her competencies, that is his/her ability to use efficaciously what he/she has learned in the teaching practice.

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. At the same time, law 341/1990 on university initial teachers training is being implemented: it implies either the commitment of skilled school staff in the universities or the exploitation of the schools as places which contribute to the training of future teachers.

The labour integrative contract of 31 August 1998 established what follows:

- teacher training includes induction and in service training;
- three levels of functions are foreseen: functions of the Ministry (general interventions); functions of the peripheral school administration (support services and equalising interventions); functions of the schools (initiatives planning, definition of update and training activities);
- definition of organisation and costs standards related to formative interventions;
- a specific training for teachers in charge of carrying out activities that are functional to the Piano dell'offerta formativa;
- the introduction of the principle of credit of bodies or agencies offering training for the school staff.

The labour contract of 2003 establishes that teacher training is still a right, even though there is an attempt to consider it as a support to achieve the objectives change.

It is also introduced the improvement of self-updating, even though without any relevant or stable financing.

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.

Law 53/2003 has established the redefinition of the in service training system and has provided for the institution of specific structures at university or inter-university level with the following tasks:

- providing for the training of teachers entrusted with the relationships with schools, on the basis of specific agreements;
- promoting and running the excellence centres for in service teachers training. The excellence centres will have the important role to contribute to in service teacher training through update initiatives on the new cultural and scientific processes that can interact with the education system, on the new teaching technologies and on every element related to the professional qualification of teachers with a direct spin-off for the educational action towards pupils;
- taking care of the training of teachers who are interested in accepting functions of support, tutoring or co-ordination of the educational, teaching and managing activities of their school.

D.Lgs. no. 227/2005, that entrusted the Indire with the development of the national e-learning system to support in service teacher training, has not become effective and is liable to be amended and integrated within November 2008.

Legislation: D.Lgs. 17 October 2005, no. 227

Legislation: Law 19 November 1990, no. 341

Legislation: Law 28 March 2003, no. 53

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

8.2.10.2. Specific legislative framework

At the present time, in-service teacher training is regulated by sections 61 and 69 of the current collective national labour contract for the school division.

8.2.10.3. Decision-making bodies for in-service training

The collective national labour contract for the school division foresees 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 reconversion, general co-ordination of the interventions; the MPI 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 peripheral school administration guarantees 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.](#)).

As for the subdivision criteria of financial resources destined to in-service training, they are indicated in the collective labour contract as follows:

- 60% to schools, according to the total number of staff, including non teaching staff;
- 20% to school administration at peripheral level (Region);
- 20% to school administration at central level (Ministry).

Directive no. 47 of 2007 establishes that 'in service training initiatives organised for teachers of state schools are available also for teachers of *scuole paritarie*, in order to carry out the maximum interaction and synergy among the operators of the education system and to grant equal opportunities'.

Institutions: Ministry of Education, University and Research (MIUR)

Institutions: Ministry of Public Education (MPI)

8.2.10.4. Types of institutions

The school staff's integrative collective contract of 31 August 1999, confirmed, by contract of 24 July 2003, considering obsolete the requirement of authorisation for updating courses, has introduced the principle of accreditation of entities or agencies for the training of school personnel and recognition of training activities from the Administration. The contract makes a distinction among entities offering teacher training, among those which are qualified in themselves (Universities, University consortia, IRRE and public institutes for the research), those which have been qualified after having gained the Ministry's recognition (like professional associations related to scientific communities) and those accredited on the basis of fixed criteria and requirements established by Directive 90/03. Single or associated schools with specific skills and suitable infrastructure, which are monitored and supervised, are acknowledged as qualified subjects.

Institutions: IRRE (Regional Institute for Educational Research)

Institutions: Ministry of Education, University and Research (MIUR)

Institutions: Ministry of Public Education (MPI)

8.2.10.5. Admission requirements

As there are no specific institutions for in-service training, there are no particular conditions for admission to the in-service or update training courses.

8.2.10.6. Curriculum, length and areas of specialisation

The educational pathways vary according to their contents and duration: they range from a half-day intervention to pluriennial courses. Schools, according to school autonomy, are free to plan and carry out interventions which better meet their requirements, within the framework of the priority objectives established through the annual ministerial directive. 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.

8.2.10.7. Methods

The methods adopted for the educational interventions are various and they are the result of a combination of three main groups of variables:

Big classes of methods:

- classroom: lesson, study cases, simulations, various types of exercises
- action research
- e-learning

Concepts of learning:

- reception (lessons, study of texts)
- imitation (examples given by others)
- individual construction
- social construction (discussion)

The role ascribed to the experience of teachers attending the courses:

- reflections on their own experience
- exchange of experiences
- use of theories and procedures

8.2.10.8. Evaluation, certification

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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, even though the certification of competences is required in the medium term.

8.2.10.9. Training/employment links

There is no institutionalised method of verifying whether (and how) what has been learned in in-service training is actually applied to didactic practice.

8.2.11. Salaries

Please refer to sub-sections for more details.

8.2.11.1. Pre-primary, primary and secondary education

Remuneration of teaching staff is made up of two items:

- the first one is the salary (basic compensation); since the 1st of January 2003, it has become inclusive of *indennità integrativa speciale* that was calculated separately before; every year, in December, they receive a thirteenth month's salary equal to the fundamental remuneration foreseen for the month of December; furthermore, family allowances can be due;
- the second one (accessory compensation) is variable because it is connected to additional performance, as well as to the amount of the fund set aside to finance such activities.

We indicate here below the amounts of salaries (basic compensations) of teachers established for the two-year period from the 1st of January 2004 to the 31st of December 2005.

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 scuola dell'infanzia and primary school	
From 0 to 2 years	17 582.23
From 3 to 8 years	18 057.22
From 9 to 14 years	19 520.02
From 15 to 20 years	21 228.70
From 21 to 27 years	22 887.02
From 28 to 34 years	24 523.25
From 35 years	25 741.51
Teachers of scuola secondaria di primo grado	
From 0 to 2 years	19 082.50
From 3 to 8 years	19 609.37
From 9 to 14 years	21 331.19
From 15 to 20 years	23 313.53
From 21 to 27 years	25 238.19
From 28 to 34 years	27 126.29
From 35 years	28 525.83
Teachers of upper secondary school	
From 0 to 2 years	19 082.50
From 3 to 8 years	20 163.59
From 9 to 14 years	21 893.39
From 15 to 20 years	24 027.25
From 21 to 27 years	26 745.11
From 28 to 34 years	28 525.83
From 35 years	29 945.29

As for accessory compensation, the contract of 24 July 2003 establishes the gross hour salary foreseen for the additional performance; this amount of 28,41 euros for additional teaching hours and 15,91 euros for additional non teaching hours is debited to the school budget.

According to a study published by the MIUR in year 2003 (source: Informa Scuola no. 6 of 2003), gross annual remuneration of teachers related to per capita GDP in years 1993-2001 underwent the following modifications:

	Teachers of scuola dell'infanzia and primary school		Teachers of scuole secondarie di primo grado		Teachers of scuole secondarie di secondo grado	
	1993	2001	1993	2001	1993	2001
Initial remuneration	0,99	0,88	1,07	0,95	1,07	0,95
Final remuneration	1,51	1,29	1,68	1,42	1,76	1,48

All teachers, when appointed, receive the initial level remuneration, because they cannot be assigned to an upper level on the basis of the results of their examinations or previous professional experiences.

Institutions: Ministry of Education, University and Research (MIUR)

8.2.11.2. Tertiary education

Professori di prima fascia are entitled to a basic salary, to the *indennità integrativa speciale* and to an additional allowance for the regime *a tempo pieno* if they have chosen this form of activity. Only the first two are pensionable.

The basic salary is calculated on the basis of the salary of an A-level general director in State employment (for example ambassadors). Those who have chosen regime *a tempo pieno* are entitled to an additional 40% allowance.

The career progresses through six two-year classes of salary, with increases of 8% of the initial salary on appointment to professore di prima fascia.

Professori di seconda fascia have the same type of retribution, but the salary is equivalent to 70% of that of a professore di prima fascia.

Retribution for research professors who choose the regime *a tempo pieno* is equivalent to 70% of that of a professore di seconda fascia with regime *a tempo pieno* with the same seniority.

Or further details on ongoing reforms, please see [8.2.2.2.](#)

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

The compulsory work schedule of teaching personnel includes what follows:

- teaching activities, covering not less than 5 days a week, for 25 hours in scuola dell'infanzia, 22 hours in primary school, plus 2 hours devoted to programming didactic activities, and 18 hours a week in secondary school; teaching staff enrolled in laurea courses, post-graduate courses or scuole di specializzazione, the dirigente scolastico guarantees a certain organisation of their working time in the respect of the service quality; in equal consideration should be taken the needs of teachers operating as supervisors of practical training within laurea courses of primary education sciences and scuole di specializzazione for teaching in secondary schools;
- Collegio dei docenti within the limits of the available financial resources and should be consistent with the Piano dell'offerta formativa. Bargaining at school level provides for the relative not pensionable compensation and the proceedings to appoint teachers. However, compensation

- cannot be raised less than 10% and additional teaching hours cannot be more than 6 per week;
- additional non teaching activities; these activities are no longer listed in the details, but include professional performances fixed in the activity plan deliberated by the Collegio dei docenti (for example: projecting, research, documentation updating activities). Such activities cannot exceed 80 annual hours, don't include any more planning lessons or exercises, correction of papers, relationship with the families, scrutiny and examinations, fulfilment of acts related to the assessment; this is due to the new employment contract of 1999 (confirmed by the contract of year 2003) which, unlike the contract of 1995, provides that such activities are closely related to the teaching activity and cannot be quantified in working time terms.
- activities that are functional to the Piano dell'Offerta Formativa are closely connected to the introduction of school autonomy. Such activities are established and allotted by the Collegio dei docenti in conformity with the Piano dell'Offerta Formativa deliberated by the school and must refer to the management and organisation of the "piano"; support to teachers' work; initiatives and services in favour of students; implementation of formative projects in agreement with organisations and institutions external to schools.

Since 1989, teaching staff may opt to teach on a part-time basis, usually for 50% of the normal working hours. However, to safeguard uniformity of instruction in the disciplines taught, part-time hours may be set at levels other than 50%. However, the percentage of part-time employments cannot exceed 25% of the organico funzionale.

The salary is in proportion to the number of hours of work.

The contract of 1999, Confirmed by contract of 2003, has introduced further changes as regards holidays, leaves and absences, confirming above all a different treatment reserved for permanent teachers (formerly called teachers with tenure) and temporary teachers (formerly fill-ins).

Teachers with a permanent contract have the right every school year to what follows:

- 30 working days of holidays, 6 of which during periods of teaching activities, for the first 3 years and 32 after the first 3 years; if teachers cannot benefit from these holidays totally or partially, they'll be able to make use of them within the following school year during suspension of teaching activities;
- 8 days leave to participate in competitions or examinations, 3 days for mourning, 3 days for documented special personal or family reasons, 15 days for marriage, 5 days to participate in updating initiatives;
- short leave of up to 2 hours a day (for a maximum corresponding to the weekly teaching hours), to be made up within 2 months;
- sick leave for a period of 18 months, with full retribution for the first 9 months, equal to 90% for the subsequent 3 months and 50% for 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 aspettativa for family reasons or reasons of study and research, to hold office, to make use of grants, to carry out one year work experience in another sector of the public administration or to pass an induction period.

Provisions regarding holidays, leaves and absences established for the personnel employed on a permanent basis apply also to teachers with a fixed-term contract with the following limitations:

- holidays are proportional to length of service;
- if employed with a contract stipulated for the entire school year, or until the end of teaching activities, the teacher has the right to the conservation of his/her post in case of illness for a period not longer than 9 months in three years, with full retribution for the first month and retribution reduced to 50% for the second and third months.

8.2.12.2. Tertiary education

Professors at both levels and research professors can choose between *regime a tempo pieno* or *regime a tempo definito*. The full time commitment is incompatible with any professional or advice activity, any paid assignment, any commercial or industrial activity. On the contrary it is compatible with scientific and journalistic activities carried out of the institutional tasks and it is a preferential title for the participation in the advice and research activities assigned to Universities by other public administrations, public or private bodies, by means of agreements or contracts. The *regime a tempo definito* is incompatible with the office of Rector, *Preside di facoltà*, elective member of the Board of Directors, Director of the *dipartimento* and Director of the *dottorato di ricerca* courses and with commercial or industrial activities. It is compatible with professional activities and external advice activities.

The commitment for the research activity is not computable; it is evaluated by a report, submitted every 3 years to the *Consiglio di facoltà* about the scientific work carried out.

Professori ordinari and research professors are entitled to the same types of *congedo ordinario*, *congedo straordinario* and *aspettativa* as public employees in general. They are also entitled to a period of leave for study reasons.

In particular, professors and researchers are placed on *aspettativa* by law for incompatibility with other offices, for example election to a political position, also on the local level, or appointment to an office of management in government administration.

Other forms of *aspettativa* and limitation of didactic activity may be arranged as a consequence of attribution to the educator of such positions as director of an institute, laboratory or centre of the National Research Council or regional, national or international research organisations.

These periods of *aspettativa* are applicable to career progression, *trattamento di quiescenza* and pension.

Institutions: National Research Council (CNR)

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 every 6 years of service (see tables at paragraph **8.2.11.1.**) provided that the teaching function has been carried out without demerit; in this context, "demerit" means to have incurred a disciplinary measure the same as or stronger than the temporary lay-off;
- The passage of teachers to the function of *Dirigente scolastico* in accordance with the procedure already described in **2.6.4.1.1.** or to the position of inspector. The position of inspector involves a competition with three written examinations and an interview on educational topics and on the administrative competence relative to the inspector's functions. For admission to this competition it is necessary to be a *Dirigente scolastico* of the same level and type of instruction, or a teacher with seniority of tenure of at least 9 years (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 80 yearly hours (for example: planning, research, documentation, updating activities) and, as far as the teachers chosen by the *Collegio dei docenti* are concerned, functions aiming at the *Piano dell'offerta formativa*. Furthermore, the new integrative collective contract provides for additional compensations destined to teachers who deal with projects carried out in schools in high risk areas and migration areas. Furthermore, the new labour contract provides that teachers can carry out activities destined to the

public; such educational offer cannot be destined to the teacher's pupils as far as curricular subjects are concerned.

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 their 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.](#)).

Legislation: 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

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.

Transfer to non state school and vice versa are not possible, even though they are scuole paritarie or schools managed by the regions, provinces or communes.

Legislative Decree 59/2004 for the reform of the primo ciclo of education foresees that teachers of primary schools and of scuole secondarie di primo grado don't change their seat at least for a period of time corresponding to the teaching cycle (first and second two-year period of primary school; two-year period of scuola secondaria di primo grado). 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.

Legislation: 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 dipartimento to the teaching of one of the subjects grouped in the same competitive

examination. The mobility of this personnel is connected with the possibility of assignment to the direction of institutes or laboratories of the National Research Council (Consiglio Nazionale delle Ricerche - CNR) or other institutes or research organisations of a national or international character for a maximum period of 2 academic years in a decade.

Institutions: National Research Council (CNR)

Institutions: 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

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.

The general rule concerning mandatory retirement at the age of 65 (that corresponds to voluntary retirement after 40 years of service) presents some exceptions:

1. Early retirement:

- As for years 2006 and 2007, it is required to have completed at least 39 years of service or to be 57 years old and have completed 35 years of service;
- As for year 2008, it is required to have completed at least 40 years of service or to be 60 years old and to have completed 35 years of service, except for new regulations to be defined.

For didactical reasons, retirement always starts from the 1st of September, date of the school year beginning.

The maximum retirement pension is achieved after 40 years of service; if 40 years of service have not been completed, the retirement pension will be proportionally decreased.

2. Postponed:

- Generally, teachers have the possibility to extend their service on demand for maximum two years after 65 years of age (that is, up to 67 years of age);
- The years of service can be extended maximum to 70 years of age, but this provision applies only to teachers who were in service on the 1st of October 1974 and who have to retire for retirement age (65 years) and have not reached the number of years of service required for the full retirement pension.

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 *indennità di buonuscita* managed by National Social Security and Welfare Institute for State Employees (Istituto Nazionale di Previdenza e di Assistenza dei Dipendenti Statali – INPDAP). The retirement gratuity *indennità di buonuscita* is an amount paid at the end of the career and generally corresponds to one month's pay for each year of service.

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.

Legislation: 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.

Fuori ruolo professors are therefore still in service, with a reduced workload as far as teaching is concerned, as they no longer hold the chair for official courses but continue to act as part of the

academic body. After this period, they are required to retire.

8.3. School administrative and/or management staff

At university education level, the highest office of every university is elective and temporary, (Rector, paragraph 2.6.4.2.1.), at primary and secondary education level, management office is obtained through competitive examinations. The Dirigente scolastico functions have already been described at paragraph 2.6.4.1.1.

8.3.1. Requirements for appointment as a school head

The schoolheads already in service needed to attend training courses if they wanted to obtain the qualification of Dirigente scolastico. The recruitment of new Dirigenti scolastici is instead carried out through a course-competition (corso-concorso), announced with a Decree of the Ministry of Education which will be periodically held at regional level. The teachers with a laurea, who have effectively been in service for at least 7 years after having been appointed to the permanent staff, can be admitted to the course-competition, which is subdivided into a common training and specific training courses, according to different types of education. The course-competition is made up of a preliminary selection based on qualifications, an admittance competition only for teachers who get through the qualification selection, a period of training (also including apprenticeship and work experience in institutions and bodies) only for candidates who have entered the classification list of the admittance competition, within the limited number of posts foreseen by the competition and of a final examination. As for the first course-competition, 50% of the posts is reserved to those who have effectively carried out the functions of delegated school head for at least three years, upon passing a specific admission examination. Decree of 17 December 2002 establishes that the organisation and carrying out of the training period are under the responsibility of the Uffici Scolastici Regionali 2.6.2. in collaboration with IRRE 9.6.1. and INDIRE 9.6.1., this latter in charge of providing a special on-line platform. The first competitive examination was announced in 2004, while the second one was only for teachers and educational staff in service in state schools, in possession of a degree or equivalent qualification, who have been in service with tenure for at least seven years respectively in primary schools and scuole secondarie di primo grado, or in upper secondary schools or educandati femminili, who have carried out functions of dirigente scolastico designate or of deputy rector designate or deputy director of educandati.

Financial law of 2007 has amended the recruitment procedures established by D.Lgs. 165/2001 providing that 'the procedures of the competitive examination for the recruitment of dirigenti scolastici are established through regulation 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 educandati femminili, in possession of a degree, who have been in service with tenure for at least five years; preselection through culture and profession tests, to replace the present preselection based on qualifications; one or more written tests to which all candidates who pass the preselection 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'.

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

Institutions: IRRE (Regional Institute for Educational Research)

8.3.2. Conditions of service

The *Dirigente scolastico* is employed on a permanent basis with a contract in accordance with law provisions and the labour national bargaining. The first contract of the *Dirigenti scolastici* was drawn up on the 1st of March 2002 (the integrative decentrated bargaining on the 28th of May 2002); a part of it includes regulations on the probationary period (lasting one school year), work commitments, holidays, leaves, mobility, evaluation, work termination, etc.); the other part regulates the remuneration which is made up of a fixed and a variable amount; the variable amount is established according to the achievements. Since the 1st of January 2001, the annual fixed part of the remuneration, including the thirteenth month's salary, has varied from an initial amount of 18,798,47 euros to 33,208,82 euros after 35 years of service.

According to D.Lgs. 165/2001, the *dirigenti scolastici* 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 an experimentation of three years on a sample of the Si.Va.Di.S. (Evaluation system of the *dirigenti scolastici*) project, the national labour contract of the *dirigenti scolastici*, 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 *dirigente scolastico*.

Financial law of 2007 has foreseen, among the new tasks of the INVALSI, the definition of the procedures for the evaluation of the *dirigenti scolastici*; therefore, the evaluation system for this category has still to be widespread applied.

Institutions: 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, please see chapter 9).

As already explained at paragraph 8.2.9.1., teachers are normally subject to an evaluation only during or after the probationary period, but only upon their request. In these cases, the evaluation is expressed by the *Dirigente scolastico*, upon advice of the evaluation committee, in the first instance; by the evaluation committee, in the second instance.

Exceptionally, a teacher can be subject to evaluation upon request of the school administration in 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 (ex-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.

8.4.1. Requirements for appointment as an inspector

Teachers with a laurea and with not less than 9 years service and *Dirigenti scolastici* can become inspectors through a competitive examination based also on qualifications. Competitive examinations are distinguished according to the types of schools and, as for secondary education, to the teaching

subjects. Examinations consist in three written tests and an oral test; admission to the oral test requires that candidates have obtained not less than 36 out of 45 marks on average, that is not less than 10.50 marks out of 15 in each test; the oral test is passed by candidates who have obtained not less than 20 marks out of 25.

8.4.2. Conditions of Service

Technical managers of the Ministry of Public Education are assigned to the lists of the state management.

Institutions: Ministry of Public Education (MPI)

8.5. Educational staff responsible for support and guidance

As for the integration of handicapped pupils in the classes of ordinary schools, it is foreseen the intervention of specialised teachers, called 'support teachers', who should join the ordinary class teachers to prepare a unitary planning. The number of support teachers is constantly increasing: in school year 2006-2007 they cover 7 500 posts in scuole dell'infanzia, 31 500 in primary schools, 25 900 in scuole secondarie di primo grado, 16 500 in scuole secondarie di secondo grado, for a total amount of 81 400 support teachers, of whom 32 650 make an exception as far as ordinary allocation criteria are concerned (see 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 scuole secondarie di primo grado and secondo grado; 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

Non teaching staff operate regularly in schools; they are permanent state staff made up of personale ATA. Other professional figures can be provided (for example, psychologists, physicians, social assistants, etc.); however, they are not part of the school staff; they are employed by other institutions (communes, provinces, local health authorities, etc.) which collaborate with schools, sometimes also through special agreements.

The working conditions of the personale ATA of all school types and levels is determined by the collective labour contracts. The personale ATA is classified in a separate contractual sector, the sector of general, technical and administrative services, depending on the tasks of various levels that they perform. The personale ATA is organised in provincial lists.

The number of units of non teaching personnel in a school is set by the provincial directorate of education according to parameters set by law and criteria indicated by the MIUR. These criteria take into consideration the number of classes in function, the number of technical and science laboratories, gymnasiums, and annexed convitti, if any, in each school as well as the opening hours.

The labour contracts of 2003 provides for the following professional profiles:

- Direttore dei servizi generali e amministrativi **2.6.4.1.3.**;
- 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.

Institutions: Ministry of Education, University and Research (MIUR)

8.7. Statistics

Table 1 – Management staff in service, school year 2005-2006

Primary school and scuola secondaria di primo grado	5 541
Scuola secondaria di secondo grado	752
Educandati femminili	41
TOTAL	8 341

Source: MPI – La Scuola Statale: Sintesi dei dati anno scolastico 2005/06, page 195.

Table 2 – Teaching staff in service in scuola dell'infanzia, primary school, scuola secondaria di primo grado and scuola secondaria di secondo grado, school year 2005/06

	Permanent teaching staff	Temporary teaching staff (one-year contract)	Temporary teaching staff (contract up to the end of teaching activities)	TOTAL
scuola dell'infanzia	79 316	4 814	6 063	90 193
Primary school	238 728	9 300	23 123	271 151
Scuola secondaria di primo grado	164 962	6 083	27 771	98 816
Scuola secondaria di secondo grado	227 528	5 633	41 362	274 523
Educational personell	2 242	229	148	2 619
TOTAL	712 776	26 059	98 467	837 302

Source: MPI – La Scuola Statale: Sintesi dei dati anno scolastico 2005/06, pages 179, 245, 251.

Table 3 – In service personale amministrativo, tecnico e ausiliario (ATA), school year 2005/06

Permanent staff	Temporary staff	TOTAL
173 538	74 314	247 852

Source: MPI – La Scuola Statale: Sintesi dei dati anno scolastico 2005/06, pages 199, 257.

Table 4 – In service university teachers – academic year 2006-2007

Professori ordinari	19 845
Professori associati	19 083
Researchers	23 046
Total	61 974

Source: MiUR – Statistical service

Table 5 – Teachers in service in AFAM institutions – Academic year 2006-2007

	Total	Women out of the total
Teachers	8 886	2 948

Source: MiUR – Statistical service

Institutions: Ministry of Public Education (MPI)

9. Evaluation of educational institutions and the education system

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 summative functions;
- b) data collection on the whole system: pupils, classes, teachers, pupils' flow, promotions, failures and drop-outs.

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.

9.1. Historical overview

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 Testo Unico 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 Servizio nazionale di valutazione of the education and training system.

As far as the evaluation of the single institution is concerned, the Carta dei Servizi Scolastici (Chart 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 Servizio nazionale di valutazione, 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.

Legislation: D.Lgs. 16 April 1994, no. 297

Legislation: D.Lgs. 19 November 2004, no. 286

Legislation: D.Lgs. 20 July 1999, no. 258

Legislation: DPR 8 March 1999, no. 275

Legislation: Law 28 March 2003, no. 53

Institutions: CENSIS (Centre of Studies for Social Investment)

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

Institutions: Ministry of Public Education (MPI)

9.2. Ongoing debates and future developments

The financial law for 2007 has introduced some changes in the organisational structure of INVALSI, which is now 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 eight members, chosen according to gender equality criteria, of whom a maximum of four coming from the educational field. 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, appointed by the Minister of Education, is made up of three members, the Chairman included;
- The Board of auditors.

As the financial law 2007 has come into force, at the beginning of 2007, the Chairman and the members of the former Steering Committee have ceased their duties and the new bodies have not been established yet. In the meantime, the President of the Council of Ministers has appointed three commissaries with temporary powers.

The Parliament is currently discussing on the bill no. 2272-ter, to reduce the size of the Guidance Committee that is expected to be made up of the Chairman and two members, according to gender equality criteria, at least one of them coming from the educational field.

The same bill establishes that 'starting from school year 2007/08, the Minister of Public Education, through a directive to be issued every year, sets the aims of external evaluation procedures that the Servizio nazionale di valutazione will be carrying out on the school system and the learning outcomes of students, also establishing which classes of both the primo ciclo and the secondo ciclo will be assessed'.

Legislation: Law 27 December 2006, no. 296

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

Institutions: Ministry of Public Education (MPI)

9.3. Administrative and legislative framework

As said above (see [9.1.](#) and [9.2.](#)), a process aimed at creating an evaluation system has been carried out for a decade. 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.

The D.Lgs. of 30 July 1999, no. 286 is the reference rule for general public administration. It establishes that all public administrations must be equipped with adequate tools in order to carry out four types of control and assessment:

- the control on regularity of administrative and accounting procedures;
- the management control, aimed at assessing the legitimacy and regularity of the administrative action;
- the assessment of performances of staff with managerial qualifications, in order to achieve their goals;
- the strategic control, aimed at assessing whether choices that have been taken are adequate to policies, in terms of congruence between results achieved and objectives given.

As far as the school system is concerned, dispositions of D.Lgs. of 30 July 1999, no. 286, have been applied as follows:

- the Regulation of 1st February 2001, no. 44, has entrusted the Boards of Auditors with the control on regularity of administrative and accounting actions of schools;
- the managerial control can be carried out by schools; the *dirigenti scolastici* and the *Direttore dei servizi generali e amministrativi* are specifically trained on this task;
- the assessment of the performances of *dirigenti scolastici* has been carried out by sample as a trial; in school years from 2003/04 to 2005/06, the trial of the SIVADIS Project (System for the assessment of school heads) has helped drawing up the assessment model provided for by the National Contract for public management. Financial law 2007 has entrusted INVALSI with the task of re-determining the procedures that have to be followed for the assessment of the *dirigenti scolastici*. In the school year 2006/07 this assessment has not been carried out.
- the strategic control has not been defined yet, although the Ministry of Public Education has set a specific office for the internal control, to which the Servizio Nazionale di Valutazione of INVALSI is expected to give its support.

Legislation: D.Lgs. 19 November 2004, no. 286

Legislation: Law 15 March 1997, no. 59

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

Institutions: Ministry of Public Education (MPI)

9.3.1. Administrative and legislative framework of the evaluation of schools/institutions

As for internal evaluation of institutions, the legislative references are the Carta dei Servizi Scolastici (Chart of school services, issued through DPCM of 7 June 1995) and the Regulation on school autonomy (DPR 275/1999), both encouraging self-evaluation practices [9.1.](#).

As for external evaluation of institutions, at the moment there is no specific legislative framework. The general rule is the D.Lgs 286/2004 regulating the structure and functions of INVALSI, which is the Institute entrusted with the Servizio nazionale di valutazione (cfr. [9.1.](#), [9.2.](#), [9.3.2.](#)).

Regulation no. 44/2001, establishes that the Board of Auditors is entrusted with the control on administrative and accounting regularity 9.3..

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

9.3.2. Administrative and legislative framework of evaluation of the education system

In addition to what already said at 9.1. and 9.2. about the historical legislative background, the reform law 53/2003, 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 sets up the Servizio nazionale di valutazione 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 defines 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 Conferenza unificata Stato/Regioni and the Ministry of labour.

Art. 3 describes the commitments of INVALSI, which can be summed up as follows:

- to assess students' skills and abilities and the overall quality of teaching offered by the education and training institutions;
- to arrange national tests within the final State examinations held at the end of primo ciclo and secondo ciclo of education. Tests are at the choice of the minister of education;
- to carry out research activities within 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.

For the future, also the provisions concerning the INVALSI that are included in the law 296/2006 (financial law 2007) have to be taken into account 9.2..

Legislation: D.Lgs. 19 November 2004, no. 286

Legislation: Law 28 March 2003, no. 53

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

Institutions: Ministry of Labour and Social Security

Institutions: Ministry of Education, University and Research (MIUR)

Institutions: Ministry of Public Education (MPI)

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 9.3.

However, many schools have participated in external evaluation procedures foreseen by specific projects. For example, some schools have activated the procedures for obtaining the ISO certification; others have requested the accreditation from the Regions or have taken part in the Quality Award competition, advertised by the Public Function Department of the Ministry for the reforms and innovation in Public Administration.

Internal self-evaluation is quite common 9.1.

Institutions: Ministry of Labour and Social Security

9.5. Evaluation of the education system

As for the evaluation of the system, the main source of information on students' learning outcomes, are the surveys that INVALSI carries out every year.

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).

Finally, the Ministry of Education carries out statistical surveys on drop-outs.

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>).

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

Institutions: Ministry of Public Education (MPI)

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 data concerning the number of schools, teachers, pupils enrolled, etc 3.

As for primary and secondary education, in school year 2006/07 the INVALSI has carried out a survey on learning outcomes, using sample methods and external collectors, according to the Ministerial Directive no. 27 of 13 March 2006. The results have been published together with the Ministerial Directive for the school year 2007/08.

Further information are available on 'Data on the school system, 2006' published by the Statistical Service of the Ministry of Education.

Bibliography: La scuola in cifre 2006

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

Institutions: Ministry of Public Education (MPI)

9.5.2. Higher 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 Comitato Nazionale di Valutazione di Valutazione del Sistema Universitario-CNVSU (National Committee for the evaluation of the university system, please see [2.6.1.9.6.2.](#)), 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 2006. 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 2006, 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, ANVUR, which will be committed with the evaluation at both higher education level and research level. The tasks of the Agency are: the external evaluation of the quality of the activities carried out at higher and research level both at universities and at public and private bodies receiving public funds; guidance, coordination and supervision of internal evaluation activities of universities and research bodies; evaluation of the efficiency and efficacy of public financial programmes; promotion of research and innovation activities.

Legislation: [Law 19 October 1999, no. 370](#)

Legislation: [Law 21 December 1999, no. 508](#)

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

Institutions: [National Committee for the Evaluation of the University System \(CNVSU\)](#)

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 (see **9.5.1.**), the body entrusted with the Servizio nazionale di valutazione of the education and training system. For details, please consult the website: <http://www.invalsi.it>.

Educational research is also carried out by the Indire and IRREs (Regional Institutes for Educational Research), even though these two bodies are not directly committed with the research in the field of evaluation.

1) IRRE (instituted with legislative Decree no. 300 of 30 July 1999, section 73). The Regional Institutes for Educational Research (IRREs), are instrumental organisations of the school administration and, therefore, in the framework of interventions planned by statistical offices on the regional level and of innovation initiatives of the educational system taking also into consideration the communities' and local authorities' requirements, they offer support to the offices of the Administration, also on the sub-regional level, to schools, school networks and consortia. They have legal personality, develop research activities on pedagogy and didactics as well as on school staff training.

They carry out these activities in co-operation with the National Institute of Documentation for Innovation and Educational Research (Istituto Nazionale di Documentazione per l'Innovazione e la Ricerca Educativa – INDIRE) (former Educational Documentation Library), the Universities and other training agencies, as well as the National Institute for the Evaluation of the Educational System (see **9.1.**, **9.2.** and **9.3.2.**). The Regional Institutes for Educational Research (IRRE) support school through the following means:

- collaborations and active participation in planning and implementing programmes of educational research and their experimentation also with reference to matters concerning linguistic minorities, immigration, integration of disadvantaged individuals, European integration, adult education and preventing school drop-out;
- collaboration to build up training pathways for school staff consequent to the planning choices of the training offer;
- selection, individuation and communication of particular training projects in the schools in which the schools themselves can participate in Italy and abroad;
- participation in and collaboration to the implementation of system of documentation exchange among school institutions;
- collaboration to the elaboration of proposals for the innovation of teaching regulations.

In accordance with the mentioned Decree Law no. 258 of 20 July, the organisation regulation has been approved through Presidential Decree no. 190 of 6 March 2001.

The IRRE's bodies with three-year charging time:

- the Chairman, elected by the Board of Governors within its members. The Chairman represents the institute and, in the framework of the interventions planned by the Uffici Scolastici Regionali and of the innovation initiatives of the educational systems, he formulates the proposals for the annual programme to the Board of Governors;
- the Board of Governors is made up of 5 members appointed by the MIUR: 1 of them is appointed by the " Head of the Ufficio Scolastico Regionale, 1 by the universities with their seats in the Region, 2 by the school regional council (not yet set up) and 1 by the Region; they are chosen taken into consideration their managerial, pedagogical and scientific experiences. The Council approves the annual research programme, it appoints – on proposal of the Chairman- the Director of the Institute, it deliberates budget and balance, it appoints the members of the Technical Scientific Committee and of the other advisory bodies, it approves the internal

regulations concerning management criteria and relative administrative-accounting and financial procedures, as well as the organisation of the institute's activity, the offices' responsibilities and any organisation at sub-regional level;

- the Technical Scientific Committee that has collaboration functions for the preparation of the programme and the evaluation of scientific activities. It is composed of 5 members chosen among highly qualified university professors and experts of the sector;
- the Board of Auditors, made up of 3 permanent members (and 2 substitute members), designated by the MIUR and 1 by the Ministry of Economy and Finance. The Board of Auditors verifies administration and accountancy regularity and sends yearly a report to the two Ministries on the activity carried out by the institute.

Regulations, approved with Presidential Decree no. 190 of 6 March 2001, establishes the criteria and procedures of the appointment of the Director as well as his tasks, selection criteria and procedures for the managing, teaching and non teaching staff at the institute. The number of this staff is established by the MIUR together with the Ministry of Economy and Finance. Financial resources are obtained through the contribution assigned by the MIUR which includes contributions to finance specific projects, expenditures of public and private bodies, revenues gained through the management of activities. In the end, in order to ensure unitary strategies of intervention at national level, regulations establish the National conference of the Presidents of the IRRE, chaired by the MIUR (or by a representative) and in which also the Directors of the IRRE and the President and the Director of the National Institute of Documentation for Innovation and Educational research can participate, as well as representatives of the Regions where matters of common interest are taken into consideration.

2) The National Institute for Documentation, Innovation and Educational Research (INDIRE). Law Decree no. 258 of 20 July 1999 has reorganised and transformed the Educational Documentation Library in Florence into the National Institute for Documentation, Innovation and Educational Research (INDIRE). It is submitted to the supervision of the MIUR that issues directives defining the strategic priorities of the Institute. It keeps legal personality of public law as well as administration, financing, accountancy, capital and regulation autonomy; together with the IRRE, it attends the development of a documentation system aimed at providing services and materials supporting didactic activities and autonomy process; it draws attention to the training needs related to the results of the research; it sustains research and training strategies referred to documentation and technology systems, furthermore it elaborates and implements national research projects in co-ordination with Universities as well as with national and international training organisations, and plans the dissemination of the results; it collaborates with the MIUR as far as management of programmes and projects of the European Union is concerned; it provides for the development of activities of collection, elaboration, exploitation and dissemination of information; it produces documentation supporting education and autonomy innovation; it sustains development and dissemination of I.C.T. and documentation in schools; it provides for the exploitation of book and documentation collection formerly belonging to the National Pedagogical Library; it also provides for the development of an internal librarian sector functional to database creation.

In accordance with the provisions of the above mentioned Decree Law, the organisation regulations have been approved with Presidential Decree no. 415 of 21 November 2000.

The Institute is provided with the following three-year bodies:

- the President, as well as the four-member board, are appointed by the Council of Ministers on proposal of the MIUR. The President represents the Institute and, in accordance with the strategic priorities established with the annual directive of the Ministry, he presents his proposals for the annual programme to the board;
- the Board of Governors, which has the following task: approving the programme, including European Union programmes and projects implemented in collaboration with the MIUR; appointing, on proposal of the President, the Director of the Institute and assessing his activity; deliberating budget and balance; appointing the members of the scientific and technical committee and of the other advisory bodies; approving the internal regulations concerning administration, finance, accountancy, contractual procedures and Other forms of internal control on efficiency an results of the general management of the Institute as well as the asset's administration;
- the scientific and technical committee, with the main function of collaborating to the preparation of the programme and to the evaluation of the scientific activities. It is made up of 7 members chosen among highly qualified university professors and experts of the sector;

- the Board of auditors, composed of 3 permanent members (and 2 substitute members) 2 of which are appointed by the MIUR and 1 by the Ministry of Economy and Finance. The board of auditors verifies administration and accountancy regularity and transmits every year a report to the two Ministers on the activity carried out by the Institute.

Regulations establish, furthermore, criteria and procedures for the appointment and tasks of the director; the staff and procedures for their recruitment; the possibility for the Institute of make use of external experts and the types of collaboration, through specific contracts, with research bodies, administrations and with both national and international public or private bodies. Financial resources are made up of asset income, ordinary State contribution including also expenses for the staff, of funds yearly assigned by the State to implement projects and planned activities, of incomes obtained through the activities carried out for specific programmes and objectives.

For the realisation of the aims established ex art. 2 of the Law Decree no. 258 of 20 July 1999 (development of a documentation system of the innovation experiences at national and international level, survey of the educational needs, support to the development of technological and documentation systems, etc.) the Institute establishes a stable connection with the IRRE and the Uffici Scolastici Regionali, by means of service conferences at national and local level and creates a network with the above mentioned institutes and offices to implement a system for the documentation and co-ordination of the initiatives within the sector of school libraries and documentation within the schools.

The Financial law 2007, has suppressed both the Indire and IRREs, replacing them with the Agenzia nazionale per lo sviluppo dell'autonomia scolastica.

The Financial law 2007 says that: 'The Agency is set at the Ministry of Public Education, according to law no. 300 of 1990, in order to support the autonomy of schools in their European dimension and to support the processes of innovation and research in education, as well as to foster the interaction at local level. The Agenzia has its central office in Florence as well as peripheral offices set at the Uffici Scolastici Regionali. The Agenzia 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;
- to collaborate with Regions and local authorities.

The organisation of the Agency both at central and peripheral level, 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'.

Through a specific Decree, issued on 7 February 2007, The President of the Council of Ministers has appointed three commissaries with temporary powers.

At the moment, amendments to the Financial law 2007 concerning the functions and the organisation of the Agency are under discussion.

Legislation: D.Lgs. 20 July 1999, no. 258

Legislation: D.Lgs. 30 July 1999, no. 300

Legislation: DPR 21 November 2000, no. 415

Legislation: DPR 6 March 2001, no. 190

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

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

Institutions: IRRE (Regional Institute for Educational Research)

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

Institutions: Ministry of Economy and Finance

Institutions: Ministry of Education, University and Research (MIUR)

Institutions: Ministry of Public Education (MPI)

9.6.2. University higher education

Since 1999, the evaluation at university level has been carried out by the National committee for the evaluation of the educational system (CNVSU) (see **2.6.1.9.5.2.**), 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: www.cnvsu.it/indagini/programmi-ricerca7default.asp.

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).

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

Institutions: 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>.

Please see also 'La scuola in cifre, 2006' (Data on school, 2006), published by the Ministry of Public Education and available on the Ministry's website (<http://www.pubblica.istruzione.it>).

Bibliography: La scuola in cifre 2006

Bibliography: La scuola statale: sintesi dei dati - Anno scolastico 2005/2006

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

Institutions: Ministry of Public Education (MPI)

10. Special educational support

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 *scuole secondarie di primo grado*, *scuole secondarie di secondo grado* 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'.

Legislation: Law 4 August 1977, no. 517

Legislation: Frame work on handicap 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 *scuole secondarie di primo grado*; however, the general implementation of law 118/1971 in primary school and *scuola secondaria di primo grado*

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.

Law 270 of 1982 foresaw the integration of handicapped pupils also in scuola dell'infanzia and establishes that support teachers of pre-primary school, primary school and scuola secondaria di primo grado 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 scuole secondarie di secondo grado 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.

Legislation: Constitution of the Italian Republic

Legislation: Law 4 August 1977, no. 517

Legislation: Framework law on handicap 5 February 1992, no. 104

Legislation: Royal decree 5 February 1928, no. 577

Legislation: Gentile Reform

Institutions: Ministry of Public Education (MPI)

10.2. Ongoing debates and future developments

A report on integration of handicapped 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 *insegnanti di sostegno*. 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 Conferenza unificata Stato/Regioni 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.

Legislation: D.P.C.M. 23 February 2006, no. 185

Legislation: 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 neuropsychiatrist, 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 Piano Educativo Individualizzato - 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.

Legislation: D.P.C.M. 23 February 2006, no. 185

Legislation: Frame work on handicap 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 public education supports such services through specific funds (more than 1 500 000 euros 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.

Legislation: D.Lgs. 16 April 1994, no. 297

Institutions: Ministry of Public Education (MPI)

Institutions: Ministry of Health

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 Ufficio Scolastico Provinciale; stipulation of programme 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 handicapped pupils is regulated by DM no. 141 of 1999. These classes generally include maximum 20 pupils. However, such limit can be extended to 25 pupils according to the seriousness of the handicap and the evaluation of the resources available in the school.

The decision of the number of support teaching posts is regulated by article 40 of financial law of 1998 (no. 440/1997). It establishes that the number of such posts is calculated at the provincial level dividing the total number of the enrolled pupils by 138 (when this rule has been approved, the ration between

the number of handicapped pupils and the total number of pupils was on average 2:100). The law foresees also the possibility to fail to observe this ratio in the presence of particularly serious handicaps; according to D.P.C.M. 185/2006, the general manager of the Ufficio Scolastico Regionale is responsible to authorize the derogation to create support teaching posts. The posts established at provincial level are subdivided by the managers of the Uffici Scolastici Provinciali among the various school levels, subsequently among each school, on the basis of the proposals of the provincial working groups. However, financial law of 2007 has foreseen the amendment of the criteria in force to determine the number of support teaching posts; in fact, on the one hand, the ratio of 1 post every 138 pupils doesn't meet the requirements of the various realities; on the other hand the number of the support teaching posts established upon derogation has progressively increased in the last years. In 2006-2007 this number was equal to 32 650 out of a total number of 81 400, with an increase of 67% of the posts instituted according to normal parameters. New criteria are therefore expected.

In the end, the dirigenti scolastici provide for the use of teachers on the basis of the Piano dell'Offerta Formativa (POF) of the schools. Support teachers are part of the team of regular teachers of the classes and participate in all the activities concerning planning and assessment. In fact, they are not only skilled to teach to handicapped pupils, but also resources allocated to the classes to facilitate the integration.

Legislation: D.Lgs. 16 April 1994, no. 297

Legislation: D.P.C.M. 23 February 2006, no. 185

Legislation: Law 18 December 1997, no. 440

Legislation: Law 27 December 2006, no. 296

Legislation: Frame work on handicap 5 February 1992, no. 104

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".

Legislation: Frame work on handicap 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 scuola secondaria di primo grado, 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 scuola secondaria di secondo grado.

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.

Legislation: [Frame work on handicap 5 February 1992, no. 104](#)

10.5.2.5. Higher education

University higher education

According to the law no. 104 of 5 February 1992, the right to Education is granted to disabled people not only in the 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.

Non-university higher education

Support measures are similar to those provided at universities.

1) Alta Formazione Artistica e Musicale (AFAM)

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 Accademia nazionale di arte drammatica, 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.

2) Other types of non-university higher education

Support measures are foreseen by the regulations of single institutions, if the type of handicap is compatible with the institution's aim.

Legislation: Frame work on handicap 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 countries (in particular Albania and Romania) and almost 25% coming from Africa (please see 10.8.). As, the last years, the average increase has been of 60 000/70 000 units per year, it is expected that the number of foreign pupils in school year 2006/07 will be about 500 000 units.

For further details please see the report of Ministry of Education 'Alunni con cittadinanza non italiana. Scuole statali e non statali. Anno scolastico 2005-2006' (Pupils with non-Italian nationality. State and non-State schools. School year 2005-2006).

(http://www.pubblica.istruzione.it/mpi/pubblicazioni/2006/cittadinanza_non_italia.shtml)

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. The guidelines are available at the following address: http://www.istruzione.it/normativa/2006/cm24_06.shtml

To support the integration of foreign students, it is not foreseen the presence of *insegnanti di sostegno*, 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.

Legislation: Law 6 March 1998, no. 40

Institutions: Ministry of Education, University and Research (MIUR)

Institutions: Ministry of Public Education (MPI)

10.8. Statistics

Table 1 – Students with special needs in scuole dell'infanzia, primary schools, primo grado and secondo grado secondary schools, school year 2005-06.

Scuola dell'infanzia	Primary school	Scuola secondaria di primo grado	Scuola secondaria di secondo grado	Total
17.481	67.755	55.244	37.740	178.220

Source: data processing from MPI – La scuola in cifre, 2006.

(http://www.pubblica.istruzione.it/mpi/pubblicazioni/2007/scuola_in_cifre.shtml#allegati)

Table 2 – Insegnanti di sostegno in State schools, school year 2005/06.

Total number of insegnanti di sostegno	Permanent contract	Temporary contract
83 761	44 049	39 712

Source: data processing from MPI – La scuola in cifre, 2006.

(http://www.pubblica.istruzione.it/mpi/pubblicazioni/2007/scuola_in_cifre.shtml#allegati)

Table 3 – Pupils (%) with non-Italian nationality, their country of origin and school level, school year 2005/06.

Eurybase - Italy - (2006/07)

Country	Scuola dell'infanzia	Primary school	Scuola secondaria di I grado	Scuola secondaria di II grado	Total
UE (25)	4,5	5,0	4,3	5,1	4,7
EUROPE non-EU of which:	37,1	44,8	45,5	45,2	43,5
Albania	17,4	16,0	16,2	15,6	16,2
Former Yugoslavia	3,0	3,8	3,8	2,1	3,3
Romania	9,7	13,3	12,3	12,6	12,2
AFRICA of which	34,1	25,4	21,0	17,8	24,6
Egypt	2,2	1,5	0,9	0,8	1,4
Morocco	18,1	14,8	12,8	9,1	13,9
Tunisia	4,6	3,0	2,0	1,3	2,7
AMERICA of which	8,4	9,9	12,0	17,4	11,5
Ecuador	2,5	2,8	3,7	4,1	3,2
Perù	1,9	1,8	2,4	5,2	2,6
ASIA of which	15,4	13,9	15,9	14,0	14,7
China	3,9	4,4	6,9	5,7	5,1
Philippines	3,0	2,4	2,3	2,8	2,6
India	2,9	2,3	2,5	1,7	2,4
OTHER	0,4	1,1	1,3	0,5	0,9

Source: data processing from MPI – La scuola in cifre, 2006.

(http://www.pubblica.istruzione.it/mpi/pubblicazioni/2007/scuola_in_cifre.shtml#allegati)

Bibliography: La scuola in cifre 2006

Institutions: Ministry of Public Education (MPI)

11. The European and international dimension in education

Please see sub-sections for more details.

11.1. Historical overview

The necessity of a supranational/European dimension of education gained ground slowly also in Italy and became more and more urgent with the passing of the time. Intercultural education includes also the European dimension with reference to both adjustment of contents and methodological approach with the aim of creating the new dimension of European citizens. Since 1979, school programmes have made reference to intercultural education; in particular, *scuola media* programmes refer to 'a school not anchored to one only interpretation of the reality, but to a school open to ferments and contribution from the outside'. Furthermore, it is stated in the programmes that socialisation is implemented through urging students 'to get in touch with problems and cultures of other countries, thus fostering also the education of European and world citizens through a mental attitude closer to the common values of peoples from different civilisations, cultures and political systems'. Such programmes certainly anticipate needs and problems which later became the focus of the Treaty of Maastricht.

The dimension of 'understanding and collaboration with other peoples' and the prevention of 'stereotypes and prejudices' towards people and cultures are identified as teaching priorities objectives within primary school programmes of 1985.

However, the term 'multicultural education' appears for the first time in the *Orientamenti educativi for scuola dell'infanzia*, of 1991. Its task is to identify, recognise and exploit diversities at school and in the society.

At upper secondary school level, the lack of a reform caused a lack in precise references to such a dimension; however, aims and objectives of 'intercultural understanding' and 'thinking through different models' are to be found in the various subjects of many schools which adopted experimentations.

The passage from a national to a supranational overview, which was established in accordance with article 126 of the Treaty on the European Union replacing article G no. 36 of the Treaty of Maastricht signed on the 7th of August 1992, had an easy access to political and cultural life in Italy; in fact, article 4 of the Consolidation Act no. 297 of 16 April 1994, legally established the commitment of Italy to offer its collaboration to the member states in order to develop quality education and the European dimension of education, as far as the teaching contents and organisation of the educational system is concerned.

Legislation: D.Lgs. 16 April 1994, no. 297

11.2. Ongoing debates and future developments

Law of 28 March 2003, no. 53, indicates the principles and criteria at the basis of the delegated decrees that will define the educational and training system; among them, it is also indicated the development of the historical awareness and the sense of belonging referred not only to the local and national community, but also to Europe; it foresees literacy in at least a language of the European Union in primary schools, it introduces a second European language in *scuola secondaria di primo grado* and the linguistic *liceo* in the *sistema dei licei* at upper secondary level.

Legislation: 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 of a third year and, in some cases, also of a second year; the teaching of a second foreign language through experimentation or within the extended time education was very widespread in the scuola media. Law 53/2003 extends the teaching of a European foreign to all classes of primary education and a second European language to all classes of scuola secondaria di primo grado;
- within upper secondary education, the teaching of foreign languages in istituti professionali (Ministerial Decree of 24 April 1992) and the introduction of experimental linguistic branches of study within the traditional study courses or the extension of a foreign language teaching, previously limited to the first years, to the final year (for example the liceo classico). The already mentioned Law 53/2003 institutes the linguistic liceo;
- the introduction of a post-secondary non university training path (see 6.5.1.), the reform of university regulations approved by Regulation no. 509 of 3 November 1999 (see 6.5.2.), the compulsory knowledge of a language of the European Union to obtain a laurea, equalised Italy to many other European countries. An equalisation linked to the free circulation of workers in Europe;
- finally, foreigners' education was regulated by Law no. 40 of 6 March 1998. Foreigners under age who are in Italy must attend compulsory school; they are subjected to all regulations in force concerning the right to education, the right to use education services and the right to take part in the life of the school community. The effectiveness of the right to education is guaranteed by the State, Regions and Local Authorities also through specific courses and initiatives started to learn the Italian language. The school community respects linguistic and cultural differences as values which help granting mutual respect, exchange among cultures and tolerance. To this purpose the school community promotes and encourages initiatives to respect and protect the culture and language of origin and to carry out common intercultural activities. The equality of treatment between Italians and foreign citizens is granted also for university education and for interventions in favour of the right to study.

Legislation: D.M. 3 November 1999, no. 509

Legislation: Law 28 March 2003, no. 53

Legislation: Law 6 March 1998, no. 40

11.4. National programmes and initiatives

The directive on administrative action for year 2004, issued by the Ministry of Education 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" established what follows:

"The European Constitution and the Union's enlargement assign new aims to the European dimension of education and strengthen what established by the Treaties on the role of education and training and on the value of co-operation to improve school quality (...).

In such context, the Ministry of Education, University and Research, in the respect of specific local experiences and school autonomy, needs to fully use the opportunities offered by the transnational cooperation through an intervention framework for an efficacious co-ordination of actors and activities, aimed at monitoring the experiences carried out, disseminating best practices, carrying out compensative intervention on the territory (...).

In order to foster the development process of the European dimension of education, the Uffici Scolastici Regionali will have the task to monitor all project activities to provide, at local and central levels, innovations concerning methods and contents arisen from the European comparison among the participants in the project activities. This is the case of European projects started by schools: they represent a creativity reservoir for original paths anchored to the local realities, a rich teaching experimentation and elaboration of not yet known tools and materials".

Starting from the mentioned Directive, an ongoing process has been initiated. In 2004, it led to the constitution of a co-ordination group within the Directorate General for International Affairs of School Education (MIUR), of working units within the Uffici scolastici regionali and of the activities developed in European dimension. A European development of education should be fostered through the co-ordination of all these elements and through the creation of the national website called "Europa dell'istruzione" ("Europe of education") and of regional websites with the same name.

These elements are also essential in this sector:

- implementation of information and promotion initiatives related to the 2004/2006 Languages action plan of the European commission and that is maintained at national level through the ministerial initiative called "Parlare il mondo" (Speak the world);
- new planning of resources and structural funds and strengthening of the actions related to the school reform and to the publicizing of the methods of access to the structural funds;
- participation in projects of international organisations (OCDE, UNESCO, Council of Europe) to integrate and support the national reform process and objectives;
- prosecution of the cooperation initiatives in the Balkan and Mediterranean area;
- support to pilot projects on vocational training.

Institutions: Ministry of Education, University and Research (MIUR)

11.5. European/international dimension through the national curriculum

When school programmes were adopted, the European/international dimension of education was not yet perceived as a real necessity and, as a consequence, it was not as developed as it is today. Therefore, specific references to the European dimension within the teaching programmes of the different school types and levels are very general, as pointed out at paragraph 11.1.. However, it didn't prevent schools from paying more and more attention to supranational/European educational problems as long as the construction process of the European Community was becoming a more deep-rooted awareness.

This interest was also kept alive and increased through numerous initiatives taken not only at ministerial level but also by public and private bodies (teachers' associations, local authorities, universities, research and updating institutes, etc.). However, the introduction of school autonomy (see 2.6.4.) allowed schools to take into high consideration the supranational dimension of teaching, in particular through the Piano dell'Offerta Formativa (POF) developed by each school and where the European dimension is more and more dealt with, thanks also to specific ministerial directives and suggestions like the already mentioned Ministerial directive of 21 June 2004 on 'Europe of education. Development and promotion of the European dimension of education'. This directive launched an

award for schools, of socially and financially decayed or territorially marginalized areas, which have tried hard to go beyond such limits through international commitments. Textbooks updating has also taken into account the international problems. In particular, geography, civic education and history textbooks have always gone beyond the nationalist criteria and have covered more and more the European and world framework.

As soon as possible, it is likely that an adequate regulation framework will be identified for these new trends which have been regularly adopted by the majority of Italian schools.

Institutions: Ministry of Labour and Social Security

11.6. Mobility and exchange

Students' mobility takes obviously place only at upper secondary school level and at the university; only occasionally, exchanges take place among classes of lower secondary schools.

Exchanges among school teachers is gradually developing. The situation is more defined as for university teachers, but statistical data on this subject are not available.

11.6.1. Mobility and exchange of pupils/students

Mobility takes place almost exclusively at upper secondary school level through the exchange of classes, generally for one week. Exchanges are financed by the European Union and by schools, with the contribution of families, local authorities, banks, cultural organisations, etc.

Another type of mobility, numerically not relevant, is expressed by students who attend one school year in another European country.

The mobility of university students is continuously increasing also outside the institutional projects (which means on their individual initiative and on the initiative of the single university).

11.6.2. Mobility and exchange of teaching and academic staff

The mobility of school staff is remarkably developed since 1995 with the launch of the Socrates and Leonardo da Vinci programmes; the mobility of teachers in school year 2003-04 reached 8,796 units. It is to be added to the mobility related to specialisation courses abroad for Italian teachers of German, French and Spanish in primary and secondary schools announced through Ministerial Circular no. 8109 of 27 April 2004, in accordance with cultural agreements drawn up between Italy and Austria, France, Germany and Spain (20 teaching posts in Germany and 50 in Austria for teachers of German; 20 posts in France for teachers of French, 11 posts in Spain for teachers of Spanish).

11.7. Statistics

Table 1 – Funds allocated to the Socrates Programme from 1995 to 2005 (first phase 1995-1999; second phase 2000-2005)

Year	Funds €
1995	4 472 694
1999	6 825 010
2000	7 555 009
2001	22 308 011
2005	29 966 791

Table 2 – Projects approved for Comenius 1 (school, linguistic and development projects), Comenius 2 (linguistic assistantship) and Comenius 2 (in-service training), and Arion, year 2006

	Applications	Approved projects
Comenius 1	2 026	1 345
Comenius 2 (assistantship)	922	135
Comenius 2 (host institutes)	282	133
Comenius 2 (in-service training)	1 711	908
Arion	229	196

Table 3 – Erasmus mobility

Academic year	Students' mobility	Teachers' mobility
2004//05	16 440	1 086

Source: Agenzia Nazionale Socrates Italia (<http://www.programmallp.it>)

Glossary

abilitazione all'insegnamento (*abilitazione*): Title required for teaching at preprimary, primary and secondary levels. It is awarded to those who have successfully passed a specific exam and obtained the respective Diploma.

Accademia nazionale di arte drammatica: Higher institute of applied arts. Its main purpose is to train male and female stage-actors and producers for the theatre. It is located in Rome. It belongs to the Afam system. The structure of courses is under reform and soon it will offer courses at the first and second cycle (180 and 120 credits, respectively) for the obtainment of the corresponding first and second level degrees (Diplomi Accademici).

Accademia nazionale di danza: Higher institute of applied arts. Its main purpose is to train male and female dancers, soloists, choreographers. It is located in Rome. It belongs to the Afam system. The structure of courses is under reform and soon will be offered courses at the first and second cycle (180 and 120 credits, respectively) for the obtainment of the corresponding first and second level degrees (Diplomi Accademici).

Accademia di belle arti (*Accademie di belle arti*): Higher institute of applied arts, that has the main purpose of preparing students for the practice of the arts (painting, sculpture, decorating and scenery). It belongs to the Afam system and it offers courses at the first and second cycle (180 and 120 credits, respectively) for the obtainment of the corresponding first and second level degrees (Diplomi Accademici).

Accademia militare (*Accademie militari*): Non-university institute of higher education. Its main purpose is to train officers for the armed forces; it offers courses at university level in subjects such as, economics, engineering, etc.

Alta Formazione Artistica e Musicale (AFAM) (*AFAM, alta formazione artistica e musicale*): Tertiary non-university education system focused on arts and music. Certificates issued by insitutes belonging to the AFAM are equivalent to those issued by Universities.

area comune: Grouping of several disciplines in the curriculum of vocational schools. The common area includes Italian, history, foreign language, law, economics, mathematics and information sciences, natural sciences and biology, physical education and religion (optional).

area di approfondimento: Grouping of certain disciplines in the curriculum of vocational schools. It is assigned 4 hours weekly for all classes; contents are left to the individual programming of each institute.

area di indirizzo: Grouping of specific disciplines in the curriculum of vocational schools. This area includes the specific technical and professional subjects for each type of vocational schools.

asilo d'infanzia (*asili d'infanzia*): Name used in the 19th century to indicate nursery schools.

aspettativa: Temporary change in the employment relationship of the managing, teaching and non-teaching staff. It consists of the employee suspending, for a certain period of time, his/her performance of service without ceasing his/her employment relationship. There are various types of leaves of absence: for health or family reasons, political appointments, etc.

cattedra (*cattedre*): At secondary school level, the subject or group of subjects taught by a teacher by right of employment at a particular place.

CTP (*Centri Territoriali Permanenti, Centri territoriali*): The Centro Territoriale Permanete 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.

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.

Circolo didattico (*circoli didattici*): At primary level and, sometimes, also at pre-primary level, grouping of classes of diffrent schools of the same municipality and of different municipalities, which constitute an autonomous educational institution under a single schoolhead (Dirigente scolastico).

Collegio dei docenti (*Collegi dei docenti*): Assemblies at school level, made up of all teachers working in the school, with decisional powers on the didactical issues related to the single school activities.

Comitato per la valutazione degli insegnanti: Body made up of 2 or 4 teachers, depending on the number of teachers in the school, chaired by the schoolhead, that has the task of assessing a teacher,

at the conclusion of the trial period or whether requested by the teacher him/herself.

Conferenza unificata Stato/Regioni (*Conferenza unificata, Conferenza Unificata Stato/Regioni/Città/Autonomie locali*): Assembly on a permanent basis, made up of representatives of the State and the Regions and the Autonomous Provinces of Trento and Bolzano. It is the relevant centre for political negotiations between central administrations and Regions/Autonomous Provinces and it is aimed at supporting the cooperation among these institutions.

congedo ordinario: Holidays that the staff are entitled to, amounting to 30 working days during the academic year.

congedo straordinario: Days of absence that are allowed for health or family reasons on presentation of consistent documentation.

Conservatorio (*Conservatori di musica*): Institute of higher education. Its aim is the teaching music. It belongs to the Afam system and it offers courses at the first and second ciclo (180 and 120 credits, respectively) for the obtainment of the correspondent first and second level degrees (Diplomi Accademici).

Consiglio di circolo (*Consiglio di istituto, Consiglio di circolo o di istituto*): Assembly at primary (Consiglio di circolo) and secondary (Consiglio di istituto) school level, made up of the representatives of parents and of the teaching and non-teaching staff, and the schoolhead. It decides and applies the general lines of educational policy and has deciding power as regards the administration and the organisation of the school.

Consiglio di classe (*Consigli di classe*): At secondary school level, the assembly made up of all class teachers, representatives of parents, the schoolhead and, at upper secondary level, the representatives of students. It makes proposals to the assembly of teachers on the educational and didactic activities of the school and on experimentations. It is also assigned the task of programming the educational and didactic activity, experimental activities and evaluating each individual class (for this task it is only made up of teachers).

Consiglio di dipartimento: Administrative body of the university department. Expresses opinions on the establishment, suppression or modification of teaching structures within the department. Manages funds assigned to the department and approves its budget.

Consiglio di facoltà: Administrative body of the university faculty. It programmes the development of didactic activity in the faculty and co-ordinates its operations, making proposals for changes in the didactic organisation.

Consiglio di interclasse (*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.

convitto nazionale (*convitti nazionali, convitti*): Boarding schools which provide for the education and intellectual and physical development of their pupils. National boarding schools can have primary schools annexed, as well as lower and upper secondary schools.

corso di alfabetizzazione (*corsi di alfabetizzazione*): In the sphere of adult education, courses that used to lead to the primary school diploma. After the reform of 2003, no certificate is released at primary level.

corso per lavoratori (*corsi per lavoratori*): In the sphere of adult education, courses leading up to the lower secondary school diploma.

corso integrativo (*corsi integrativi*): Course organised at the end of the upper secondary school and lasting less than five years. It allows students to enrol in university courses requiring an upper secondary diploma with five year duration.

credito formativo universitario (*crediti formativi universitari, CFU, credito accademico, crediti accademici, 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.

credito formativo (*crediti formativi*): Points given to a pupil for his/her general progress in educational activities, including extra-curricular activities.

credito scolastico: Points given to a pupil for his overall performance, with reference to participation to educational activities offered by the school.

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.

Dipartimento universitario (*Dipartimento, Dipartimenti, Dipartimenti universitari*): Structure at university level, gathering similar subjects. Subjects may be taught at different faculties or courses of study. Its aim is of co-ordinating the activities of scientific research and didactics. It has autonomous financing and management.

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 accademico di primo livello: 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.

Diploma accademico di secondo livello: 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 accademico 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. 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 istruzione secondaria superiore: Certificate of completion of courses at upper secondary level, issued after passing the final upper secondary school leaving examination.

diploma di licenza media (*licenza media*): Certificate of completion of the lower secondary school course, issued after passing the final lower secondary school diploma examination (please see 'esame di licenza media').

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 qualifica (*diplomi di qualifica*): Certificate of completion of the first three years of the upper secondary vocational school.

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.

Direttore amministrativo: The Direttore amministrativo has technical-juridical functions for supporting the Rector, as stated by Law no. 629 of 1993 that has set up this new figure at each University.

Direttore dei servizi generali e amministrativi (*Direttori dei servizi generali e amministrativi*): Director who has autonomy and direct responsibility for establishing and implementing administrative and accounting acts.

dirigente scolastico (*dirigenti scolastici*): Title taken on by heads of schools of all types and levels following the reform of their professional status, by virtue of which, apart from a few exceptions, they are equated to executive officers (*dirigenti*) in the State administration.

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.

tutor (*docente tutor*): Teacher who has both ordinary teaching tasks and functions of co-ordination of the pedagogical team, pupils' tutoring, drawing up of pupils' portfolio and contacts with families. Towards pupils, its functions are of "counselling, coaching and holding". The application of these dispositions has been suspended, according to an agreement signed in 2006 by the government and the trade unions.

dottorato di ricerca (*dottorato, dottorati di ricerca*): Third-cycle university course of study, lasting at least for 3 years. To access to a Dottorato di ricerca a second-cycle university degree is required. The same

term also indicates the degree obtained at completion of the course of study.

educando femmine (*educandi femmine*): Boarding school for girls which provides for the education and intellectual and physical development of their pupils. National boarding schools can have primary schools annexed, as well as lower and upper secondary schools.

esame di 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.

esame di licenza elementare (*licenza elementare*): Primary school leaving examination, leading to the obtainment of the respective certificate of licenza elementare. Starting from school year 2004/2005, this examination has been abolished, according to law 53/2003.

esame di licenza media: Lower secondary school leaving examination. It is a State examination. According to the reform of 2003, which abolished the primary school leaving exam, its denomination has been replaced with "first cycle leaving examination" (the first cycle being made up of the primary and lower secondary school levels).

esame di Stato per l'abilitazione alla professione (*esami di Stato per l'abilitazione alla professione*): Examination given on a State-wide basis for qualification for specific professions, taken after completion of the necessary coursework.

formazione integrata superiore (*FIS*): 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.

ginnasio: At upper secondary school level, ginnasio refers to the first two years of the liceo classico.

indennità di buonuscita: A sum of money that is paid to the employee when he/she retires, generally corresponding to a month's pay for every year of service.

indennità integrativa speciale: An integration of the basic salary that adjusts it according to cost of living increases.

Indicazioni nazionali: Document introduced by the reform of 2003. It replaces the previous programmes for all levels of school education. It indicates the minimum standards of performance that educational institute are required to offer in order to guarantee the students' right to receive a high quality education and training.

insegnante di sostegno (*insegnanti di sostegno, docenti di sostegno*): Teacher whose mainstream initial training has been integrated with additional 400-hour course which foresees special teaching activities. The teacher is assigned to the class where a pupil with special needs is enrolled, and not to the pupil her/himself.

istituto d'arte (*istituti d'arte*): At upper secondary school level, school which specific aim is to train for artistic work and production, depending on local traditions, industries and materials.

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.

istituto professionale (*istituti professionali*): At upper secondary level, institute which aim is to supply a specific theoretical and practical training for carrying out skilled functions in the business and services sectors, industry and trades, agricultural and nautical sectors. At the end of the first three-year course the student receives a diploma di qualifica. After a further two years, he/she can qualify for the upper secondary professional school leaving diploma.

Istituto Superiore per le Industrie Artistiche (ISIA) (*Istituti Superiori per le Industrie Artistiche*): Higher institute of artistic education with the main purpose of integrating the teaching of the various arts with practical and theoretical training to technical and managerial functions in an artistic industry. It belongs to the Afam system and it offers courses at the first and second cycle (180 and 120 credits,

respectively) for the obtainment of the correspondent first and second level degrees (Diplomi Accademici).

istituto tecnico (*istituti tecnici*): At upper secondary level, the istituto tecnico has the objective of preparing pupils for technical and administrative functions, as well as certain professions in the sectors of business and services, industry, construction, agriculture, nautical and aeronautical industries. Courses have a duration of five years.

Istruzione e Formazione Tecnica Superiore (IFTS) (*Istruzione e Formazione Tecnica Superiore, IFTS*): Higher technical education and training system. It is part of the FIS and organises highly specialised integrated courses of post-secondary level.

Laurea (*Lauree*): General term used for indicating the certificate issued at completion of university courses leading both to a first and second cycle degree (laurea (L) and laurea specialistica/magistrale, respectively). Before the reform of 1999, the term was used to refer to the second cycle university studies, now referred to as Diploma di Laurea.

laurea specialistica/magistrale (*laurea specialistica, lauree specialistiche, Laurea magistrale, Diploma di Laurea specialistica*): 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.

laurea (L) (*lauree (L), Diplomi di Laurea (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.

liceo (*licei*): General term indicating institutes of general upper secondary education.

liceo artistico (*licei artistici*): Institute at upper secondary level which aim is the teaching of arts, independently of their application in industry.

liceo classico (*licei classici*): Institute at general upper secondary level. The Liceo classico prepares students for university studies. The first two years are called fourth and fifth ginnasio.

liceo scientifico (*licei scientifici*): Institute at general upper secondary level. The liceo scientifico has the main purpose of preparing students for university studies. It mainly offers scientific subjects.

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).

obiettivi specifici di apprendimento: Competences and skills that students are required to obtain at the end of primary school and of lower secondary school and, to a limited extent, at pre-primary level. They are listed into the Indicazioni nazionali enclosed, separately for each educational level, to Legislative Decree no. 59 of 2004.

Opificio delle pietre dure: Non-university institute of higher education, specialised in the teaching of restoration techniques. The course has a duration of three years. It is located in Florence.

organico funzionale: Number of teachers assigned to schools or networks of schools, according to the number of students and classes, to courses, projects, teaching activities and supporting activities.

organi collegiali: Assemblies that participate in the management of the school, giving it the characteristics of a community that interacts with the vaster social and civic community.

Orientamenti educativi: Programmes defined at ministerial level for state preprimary schools.

scuola 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.

personale ATA: Administrative, technical and auxiliary staff, working at school institutions.

Piano dell'Offerta Formativa (POF) (*POF, piano dell'offerta formativa*): 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.

Piano Educativo Individualizzato (PEI): Document elaborated for each disabled student by the local health authority and the specialised teaching staff, in collaboration with the parents of the student. This plan establishes the educational and didactical pathway on the basis of her/his abilities.

portfolio delle competenze (portfolio): The portfolio, introduced through the reform of 2003, was meant to be a structured collection of the most significant materials produced by each student, and to follow the student for her/his whole educational path. It includes a section for assessment and a section for guidance. The ministerial note of August 2006, establishes that the portfolio has no public administrative function, and that it is neither a certificate, nor an evaluation tool. However, schools may choose to use it to document the learning processes.

posto di insegnamento: At pre-primary and primary school levels, it refers to the group of disciplines that the teacher is entitled to teach by being recruited and assigned to a certain school.

Preside di facoltà: At higher level, the Preside di facoltà 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.

primo ciclo di istruzione (primo ciclo): First part of the learning path. It lasts for 8 years, from 6 to 14 years of age. It is made up of primary education (5 years) and scuola secondaria di primo grado (3-year lower secondary school). It started from school year 2004/05, according to Legislative Decree no. 59 of 2004.

professore associato (professori associati, professore di seconda fascia, professori di seconda fascia, associato): 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, professore di prima fascia, professori di prima fascia): 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.

Profilo educativo culturale e professionale (Pecup): 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.

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).

regime a tempo definito (tempo definito): At higher education level, legal-economic status that professors can choose in order to carry out rewarded external professional and advising commissions.

regime a tempo pieno (tempo pieno): At higher education level, legal-economic status that professors can choose. The status is incompatible with taking on rewarded commissions, but it allows access to higher university offices.

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 del grado preparatorio (scuole del grado preparatorio): Name used until mid 20th century for pre-primary school, now called scuola dell'infanzia (please see scuola dell'infanzia).

scuola dell'infanzia (scuole dell'infanzia): According to reform law 53/2003, term used to indicate preprimary education.

scuola di specializzazione (scuole di specializzazione): Institute at university higher level which main objective is the training of specialists in different professional fields. Courses last at least two years (120 credits) and lead to a Diploma di Specializzazione (third level) and to the awarding of the title 'Specialista'.

scuola legalmente riconosciuta (scuole legalmente riconosciute, legalmente riconosciute): Non-State secondary school which receives legal recognition through a decree issued at regional level (see

Ufficio Scolastico Regionale) after one year of activity and under certain conditions. Law 27/2006 has established that all non-State schools are either 'paritarie' or 'non-paritarie'. This disposition has not been applied yet, therefore the scuole legalmente riconosciute are temporarily still running.

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".

scuola secondaria di primo grado (*scuole secondarie di primo grado, primo grado*): Starting from school year 2004/2005, name for the former scuola media (3-year lower secondary school).

Scuola di archivistica, paleografia e diplomazia (*scuole di archivistica paleografia e diplomatica*): Non-university school of higher education, specialised in archiving, palaeography and diplomacy. Courses last for 2 years; to access them, students are required to hold an upper secondary education leaving certificate, to pass a Latin language exam and to pass a very selective open competition.

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 parificata (*parificata, scuole parificate, 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.

scuola paritaria (*scuole paritarie, 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 (please see scuola pareggiata, scuola parificata, scuola legalmente riconosciuta) 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.

Scuola Superiore per Mediatori Linguistici (*Scuole Superiori per Mediatori Linguistici*): Non-university institute of higher education, specialised in language teaching, for the purpose of training interpreters and translators. Courses last for 3 years (180 credits); they are organised according to courses held at Universities and lead to the obtainment of a diploma equivalent to a Laurea (L). The diploma gives access to university courses leading to a Laurea specialistica (interpreting and literary or technical-scientific translation).

scuola secondaria di secondo grado (*scuole secondarie di secondo grado, istruzione secondaria di secondo grado, secondo grado, secondo ciclo*): Term introduced by the Reform Law no. 53 of 2003, meant to indicate the upper secondary school level. It corresponds to the second part of the learning path (secondo ciclo di istruzione), after the first cycle of education (8 years). It is made up of the sistema dei licei and the sistema di istruzione e formazione professionale. The reform of the secondo ciclo was supposed to come into force starting from 1 September 2007. Instead, it has been suspended in 2006.

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.

Servizio nazionale di valutazione: Service foreseen by Reform Law no. 53 of 2003 and launched by Legislative Decree no. 286 of 2004. It is aimed at improving the quality of the education system through the assessment of its efficacy and efficiency, also by comparing it to the international contest. The INVALSI (National Institute for the evaluation of the education system) is responsible for this Service.

sistema dei licei: Together with the sistema di istruzione e formazione professionale, it constitutes the upper secondary level of education. It has been introduced by Reform Law no. 53 of 2003. According to that law it comprises the following licei: artistic, classical, economic, linguistic, scientific, music and performing arts, technological, human sciences, all lasting for 5 years. The following law 40/2007 has abolished the economic and the technological licei (please see also 'sistema su due canali' and 'sistema di istruzione e formazione professionale').

sistema di istruzione e formazione professionale: Together with the sistema dei licei, it constitutes the upper secondary level of education as reformed by law 53/2003. It leads to vocational titles and qualifications recognised at national level. Regions are responsible for it (please see also 'sistema su due canali' and 'sistema dei licei').

sistema su due canali: Newly introduced structure of the upper secondary level of education. It is made up of the *sistema dei licei* and the *sistema di istruzione e formazione professionale*. It is possible to pass from one pathway to the other one.

Sovrintendenza (*Sovrintendenze*): Local office of the administration of public education at the regional level. It has been replaced by the *Ufficio scolastico regionale* in 1999.

Diploma di specializzazione (*specializzazione di primo livello, specializzazione di secondo livello, corsi di specializzazione*): Degree awarded upon completion of second cycle (*specializzazione di primo livello*) and third cycle (*specializzazione di secondo livello*) university courses. Courses are accessible with a *Laurea (L)* and a *Laurea specialistica*, respectively. 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).

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.

CSA (*Centri Servizi Amministrativi, Ufficio Scolastico Provinciale, Uffici Scolastici Provinciali*): 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.

Ufficio Scolastico Regionale (*Uffici Scolastici Regionali*): 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.

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.

Legislation

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 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.

Circular 15 March 2007, no. 28 (Ministerial circular): 15/03/2007, 28, 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.

Circular 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.

Circular 1st March 2006, no. 24 (Ministerial circular): 01/03/2006, 24, 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.

Circular of MIUR 28 July 2004, no. 65 (Ministerial circular): 28/07/2004, 65, http://www.pubblica.istruzione.it/news/minoranze_linguistiche/allegati/cir_65.pdf (17/10/2007)
Intervention and financial plan for carrying out national and local projects in the field of languages studies as well as of cultural traditions belonging to linguistic minorities (legge 15 dicembre 1999, n. 482, art. 5). School year 2004/05.

Circular of MIUR 3 December 2004, no. 85 (Ministerial circular): 03/12/2004, 85, 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.

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/eletenum.htm> (17/10/2007)
Amendments to Title V of the second part of the Constitution.

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)

Coppino Law (Law): 15/07/1877, <http://www.edscuola.it/archivio/norme/leggi/l1571877.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 (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 (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 (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 (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. 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 March 1998, no. 112 (Legislative decree): 31/03/1998, 112, Gazzetta Ufficiale n. 92 del 21 aprile 1998, Supplemento Ordinario 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. 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 (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. 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. 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 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 (17/10/2007)
Amendments to the regulations on didactical autonomy of universities as approved by the Ministerial Decree no. 509 of 1999.

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. 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 (17/10/2007)
Regulation concerning teaching autonomy of the universities.

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 (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 depenses 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 (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.

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 (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 (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 (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 (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 (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 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 (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 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/modrec13.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 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 24 luglio 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 (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 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 (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 (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 (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. 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 (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 (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 (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 work on handicap 5 February 1992, no. 104 (Frame work): 05/02/1992, 104, Gazzetta Ufficiale, Roma, n. 39, 17/02/1992, Supplemento ordinario, http://www.edscuola.it/archivio/norme/leggi/l104_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 (17/10/2007)
Organisation of lower secondary education and of convitti nazionali (girls' boarding schools).

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/eelenum.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 (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 febbraio 2003, no. 30 (Law): 14/02/2003, 30, Gazzetta Ufficiale n. 47 del 26 febbraio 2003, <http://www.camera.it/parlam/leggi/eelenum.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/eelenum.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/eelenum.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/eelenum.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/eelenum.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/eelenum.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/eelenum.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 (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 (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/elenum.htm> (17/10/2007)
Provisions concerning university studies and on scientific and technological research.

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/elenum.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 (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/elenum.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/elenum.htm> (17/10/2007)
Provisions on promotion of employment.

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 (17/10/2007)
Regulations for the organisation of primary school and for the appointment of permanent teachers in state nursery and primary schools.

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/elenum.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 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/elenum.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 (17/10/2007)
Provisions concerning the right to access university education.

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/l477_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/eletenum.htm> (17/10/2007)
Amendments to the legislation concerning immigration and asylum.

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/l1859_62.pdf (17/10/2007)
Institution and organisation of State scuola media.

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 (17/10/2007)
Rules for the recruitment of researchers and of university professors with tenure.

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/l517_77.html (17/10/2007)
Regulations concerning the assesement 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 (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/l148_90.html (17/10/2007)
Reform of primary school system.

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/l040_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 (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 (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 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.

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 (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.

Institutions

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.cruir.it>

Higher Council for Public Education

Viale Trastevere 76/A, 00153 Roma

Tel:+39 06 58491

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)

Website:<http://www.irre.it>

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)

Website:<http://www.miur.it>

From 1999 to 2006, the MIUR has been responsible both for education and research. In 2006, the MIUR has been split into the MPI and the Ministry of University and Research.

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

Lungotevere Ripa 1, 00153 Roma

Tel:+39 06 59941

Website:<http://www.ministerosalute.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 Security

Via Veneto 56 - 00187 ROMA

Tel:(+39) 06.481611

Website:<http://www.lavoro.gov.it>

Ministry of Public Education (MPI)

Viale Trastevere 76/A, 00153 Roma

Tel:+39 06 58491

Website:<http://www.pubblica.istruzione.it>

From 1999 to 2006, the MPI and the ministry of University and Research have been unified as a single Ministry, called Ministry of Education, University and REsearch (MIUR).

Ministry of University and Research

Piazzale Kennedy 20, 00144 Roma

Tel:+39 06 59911

Website:<http://www.miur.it>

Research have been unified as a single Ministry, called Ministry of Education, University and REsearch (MIUR).

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 centre of European information and documentation (CIDE)

Via Quattro Novembre, 149 00187 Roma

Tel:+39 06 69999257

E-mail: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 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

Website:<http://www.programmallp.it>

National LLP Agency-Italy (Leonardo programme)

Via G. B. Morgagni, 30/e 00161 Roma

E-mail: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

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<http://www.pubblica.istruzione.it>

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