Education and Training in Italy
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1. Italian Education System

The Italian educational system is currently divided into two main sectors. This division is, at the moment, only theoretical. In fact, of the two sectors, only the one regarding the first eight years of study has been activated. For the second one there is no sure date of approval since the political situation does not allow speculation about the future.

The first sector called “Primo ciclo” includes the primary school and the secondary school of first degree. As said before, this phase last for eight years, five years for the primary school and three years for the secondary school of first degree.

The second main sector called “Secondo ciclo”, that can last for four or five years, is subdivided in two educational path. One is called “secondary school of second degree while the second path is the one that deal with the professional education.

Organization of the education system in Italy, 05/06

1.1. Pre-primary Education

Pre-school education, although not compulsory, has since 1991 been the first stage of the education system.

It lasts for three years and its purposes are to help the social and emotional development of children. Pre-school, as already said, is not compulsory and it starts when children are at least three years old. It is therefore possible for children to start school at the age of 2½ years. However, this regulation was not immediately implemented insofar as it depends on the availability of the necessary financial resources and the research of new staffing abilities. At present this option is in
Families are free to choose the school they prefer. However, restrictions can be imposed based on the capacity of school buildings or the staff assigned to individual schools by the education authority. The responsibility of the pre-primary education lies with the Ministry of Education, Universities and Research, with the administration of the majority of nursery schools being delegated to local education authorities.

1.2. Primary Education

Primary education was completely reformed with Legislative Decree No. 59 of 19 February 2004, which was passed in implementation of delegated law No. 53 of 28 March 2003 aimed at reforming the entire system of education and training.

Based on the new organisation, the first cycle of education, which lasts a total of eight years, consists of primary school and the first cycle of secondary school.

Primary school lasts five years. It consists of a first year that serves as a transition from nursery school and two successive periods of two years. Children can be enrolled for the first year of primary school if they have reached the age of six years by 31 August of the relevant school year. Primary education corresponds to the old “scuola elementare”.

Enrolment and (compulsory) attendance are free of charge at State, equal status or parificata (authorised) schools.

The municipality provides all pupils with textbooks free of charge. Transport and school meal services are always managed by the municipality, but the families are requested to make contributions, although exemptions are made for the most needy families.

Usually this is how it is organized:

- modular school with timetable of 27 or 30 hours a week
- full time school with timetable of 40 hours a week

The number of students per class should not be superior to 25 or inferior to 10. If, in one class, there should be one or more handicapped child, there can not be more then 20 students.

There are some compulsory subjects indicated by the ministerial programs: Italian language, at least one language of the European Community, maths, science, history, geography, social studies, music education, image education, motoric education, computer and religion (this is not compulsory).

At the end of this educational path there is a final assessment.
1.3. Compulsory Secondary Education (scuola secondaria di I grado)

Based on the reform of the school system introduced with law 53/2003 and the subsequent Legislative Decree 59/2004, the lower level of secondary education, which was previously referred to as scuola media (lower secondary school), will henceforth be referred to as scuola secondaria di I grado (secondary school level I). Pupils will move to this level of education at the end of primary school, the second segment in which the first cycle of education is provided.

Secondary level I lasts a total of three years. It is divided into a first two-year period and a third year for guidance and the transition to the second cycle of education.

Pupils can be admitted to secondary education level I once they have completed primary school, on the basis of a final assessment. The reform has in fact done away with the old licenza elementare examination. Pupils between 11 and 14 years of age attend secondary school level I.

Secondary education level I is provided at public schools and at legally recognised private schools.

Enrolment and attendance are free of charge, but the families are required to pay for the textbooks. Each school has its own timetable but, there must be at least a 30 hours per week plan.

Some school divide the timetable from monday to friday leaving out saturday, in this way, every school hour is composed by 55 minutes, school starts at 8 and ends at 13:30.

Other schools have a different organization: five hours a day from monday to saturday.

Some other schools use a five days scheme with afternoon too.

Many schools, inside their authonomy, support their normal activity with some extra activities that usually take place during the afternoon. It is useful to underline that most of the time, these activities are destined to the alfabetization of foreign students. The reason why there are these extra activities is to help these students to overcome the difficulties they face once outside the school.

The first phase of the educational system ends with a ministerial exam that grant the access to the second phase.

1.4. Post-compulsory secondary education (Istruzione secondaria superiore)

The Single Text of 1994 incorporates many of the legislative provisions that have been passed in the field of education, but it has undergone significant changes in the wake of the granting of autonomy to schools from school year 2000/01 (cf. Ministerial Decree 234 of 26 June 2000) and the subsequent provisions including in particular reform law No. 53 of 28 March 2003 and its implementing decrees: DL No. 59 of 19 February 2004 that lays down the general regulations for primary schools and the first cycle of education, the legislative decree of 15 April 2005 No. 76,
which introduces the right-duty with regard to education and training up to the age of 18 years, and the recent legislative decree of 17 October 2005 that introduces the regulations for the second cycle of the system of education and training.

Since the abovementioned reform of education (law 53 of 28/3/03), upper secondary education has been the second cycle of education. This cycle encompasses the liceo and the vocational education and training system.

The 5-year liceo system will be divided into two two-year periods plus a fifth year of advanced study and preparation for university, while vocational training will last three years, four years or five years.

Under the terms of the reform, the licei will be of the following types: artistico (artistic studies), classico (classical studies), economico (economic studies), linguistico (linguistic studies), musicale e coreutico (musical studies), scientifico (scientific studies), tecnologico (technologies) and delle scienze umane (human sciences). It will be possible for pupils to switch from the liceo to vocational education and vice-versa from the age of 15. At the end of each education cycle, there will be a State examination, and if the pupil passes the examination he can go on to university or enrol for higher education technical training. Students can also attend university through the avenue of vocational training if they have passed the State examination and successfully completed a one-year preparatory course.

The legislative decree of 17 October 2005 implementing the reform of the second cycle stipulates that the first classes of liceo courses and the first year of vocational education and training will start from school year 2007/08. As a matter of fact this decision has been postponed.

The courses provided for by the existing regulations will continue until the change in the courses introduced by the legislative decree on the second cycle of education (17/10/2005). The courses that began prior to the introduction of the new courses will continue until they are completed. The arrangements have been made for the following levels and types of schools:

- classical and scientific: Liceo classico, Liceo scientifico (1)
- artistic: Liceo artistico, Istituto d’arte
- technical: Istituto tecnico
- vocational: Istituto professionale.

These types of upper secondary schools cater for pupils aged between 13 and a half and 19 years.

The classes are generally composed on the basis of age. In upper secondary schools the first year classes should have no fewer than 25 pupils and no more than 28. As a rule, in later years there cannot be fewer than 20 pupils. These figures can change because of the need to comply with the staffing requirements set by the Regional Education Office.

In order to gain access to upper secondary schools, pupils must have the leaving certificate for secondary education level I.
All upper secondary schools charge tuition fees but, in accordance with the constitutional ‘right to study’, pupils in State schools may be exempt from fees (or receive financial support) on the basis of family income and their results at the end of the year. Generally speaking, pupils pay for their textbooks.

The school year begins in September (at different dates depending on the Region) and ends in mid-June, covering at least 200 teaching days a year, with the exception of the final State examination which continues into July.

Now that schools are autonomous, each establishment is free to organise its weekly timetable to cover 5 or 6 days, and it can vary the number of lessons.

The school year may be divided into periods of three or four months, depending on the decision of the Teachers’ Committee.

Teachers are free to choose their textbooks and teaching materials after consulting the Class Council. The books they select are officially approved by the Teachers’ Committee.

### 1.5. Technical and vocational secondary colleges

The main purpose of technical education is to give pupils between 13 and a half and 19 years of age specific theoretical and practical preparation for skilled tasks in various sectors, with particular attention to the requirements of the local labour market.

This type of training is given in technical and vocational colleges.

There are different types of *Istituti Tecnici* (technical colleges): agricultural, commercial, touristic, surveying, industrial, naval, aeronautic and social activities. Each offers several branches and specialisations. The courses are divided into two cycles (one of two years and one of three years). However, there are no examinations between these two cycles.

The lessons cover five or six days a week. Their number varies according to the branch chosen, but there are generally 31 to 36 a week.

*Istituti professionali* (vocational colleges) cover three sectors: agriculture, industry and crafts, services and the special sector. Each sector offers a number of branches which correspond to the most important areas of professional life. Each branch leads to professional qualifications in a specialised area as a tradesman (after three years) or a technician (after five years).

These colleges may organise evening courses.

Vocational colleges offer *triennio di qualifica* (three-year courses) for pupils aged between 13 and a half and 17, after which there is a *biennio post-qualifica* (two-year cycle), for pupils aged between 18 and 19.

The number of lessons, covering five or six days a week, varies according to the branch chosen.

Now that schools are autonomous, they may vary the number of lessons according to the way they
organise their teaching and to suit local requirements.

1.6. University Higher Education

University-level higher education is offered by various types of State and non-State establishments. The didactic reform of university courses provided for by Regulation 509 of 1999 entered into force in academic year 2001/02.

- Laurea (cycle I degree): this degree is obtained at the end of a three-year course.
- Specialised laurea (cycle II degree): this degree is obtained at the end of a two-year course after completing the laurea.
- University master’s: this degree is obtained after a one-year course. These courses can be followed after the laurea and after the specialised laurea.
- Specialisation diploma (cycle III degree).
- Research doctorate (cycle III degree): this degree is obtained after a three-year course which can be followed after completing the specialised laurea.

2. Initial Vocational Training

Based on the reform of law 53/03, initial vocational training is part of the system of vocational education and training for which the Regions are responsible. This system also includes the segments of vocational education provided in the State Vocational Institutes and the vocational training provided by the training agencies operating in the territory, which are more directly linked to the world of work.

However, between these segments there are various forms of interaction/integration based on the innovations introduced by the aforementioned reform (law 53/03).

The present section describes the characteristics of the second segment of the system of vocational education and training.

For Italy this segment includes the initial vocational training arranged by the Regions and work-linked training.

Exclusive competence was assigned to the Regions very recently (constitutional law 3/2001), and the implementing regulations of the new framework for the allocation of powers have not yet been defined. Pending this, the vocational training system remains rooted in the previous legislation, which assigned to the Regions primary (but not exclusive) competence in this area, within the scope of guidelines defined at central level.

Consequently, framework law 845/78, which introduces vocational, initial and continuing training into the same body of legislation, remains the reference for the system, given that at the present time all the regional implementing regulations are based on this law.
The framework law on vocational training assigns an important role to the social partners. They are identified as essential interlocutors for the Regions, who are to be consulted for the planning of training activities. In addition, the social partners are called upon to participate in the activities connected with the social monitoring of the initiatives. In the 1990s, the role of the social partners was further reinforced as joint decision-makers in the context of training and employment policies with the signing of trilateral agreements with the Government, which led to the most important provisions in recent years for the reform of the vocational training system.

In particular, in implementation of the 1996 Employment Pact, law 196/97 was enacted. This law began a radical shake-up of the vocational training system. This renovation is part of a wider context of reform of the public administration and decentralisation of powers and functions implemented under the terms of the Bassanini laws (law 59/97, decree 469/97 and decree 112/98) and subsequently prompted the recent reform of Title V of the Constitution, which confers on the Regions exclusive legislative powers in matters of vocational training.

Law No. 53/03 and its implementing decrees have reorganised the Italian system of education and training that is in two parts: firstly, the liceo and, secondly, vocational education and training. This law has effected a transition from the system of compulsory training, laid down by art. 68 of law 144/99 to a system underpinned by the rightduty to education and training for at least 12 years or until the pupil obtains a qualification by the age of 18 years through a school, through basic vocational training or through an apprenticeship.

As defined by the reform law, the possibility of leaving the first school cycle at 14 (following the abrogation of law 9/99 on compulsory schooling) made it necessary to set up experimental courses for the young people who opted for vocational training lasting a total of three years in partnership between the schools and the training agencies. These courses, which will be briefly described, are the outcome of the Agreement between the Ministry of Education (MIUR), the Ministry of Labour (MLPS), the Regions and the Provinces (19 June 2003).

Although the territorial situation is complex and heterogeneous, the initial training system provides for the following types of intervention:

- Basic or first-level vocational training for young people who have completed the first cycle of studies. This type is increasingly characterised, as we have seen, by forms of interaction/integration with vocational education.

- Second-level training for young people who have a diploma or a degree.

In addition to these two full-time courses of training, the initial vocational training system also includes training courses for young people who have been recruited under the terms of apprenticeship contracts.

The aim of basic first-level training is to enable young people who have completed the first cycle of studies (14 years).

At regional level, however, there is a different range of training courses for young people according
to the principle of right-duty. In addition to the three-year courses connected with the aforementioned Agreement, in many of the Regions there are still courses that last two years and in some cases only one year, to which pupils are often admitted after one or two years of school attendance, so that they complete the period of three years.

This system is designed to guarantee a smoother transition from vocational training to school and vice-versa, in order to promote integration of the systems and the reversibility of the choices made by the students.

As regards the three-year courses, the Regions, based on the Agreement of 19 June 2003, have organised a range of training courses according to two broad types:

- Vocational training courses focusing mainly on the work of the training agencies and aimed at helping students obtain a vocational qualification certificate.

- education courses combined with vocational training modules focusing mainly on schools and aimed not only at helping students obtain the qualifications required by the academic regulations, but also at helping them obtain a vocational qualification certificate or recognition of their credits for the transition to vocational training. In some Regions integration is also regarded as a transition to two-year or one-year vocational training courses after following one or two years of education courses.

The range of training courses on offer, particularly with regard to the timetabling of the courses, can therefore be summarised as follows:

- Three-year experimental vocational training courses

- Experimental education courses combined with vocational training modules

- Two-year courses

- One-year courses.

The duration of the placement (in the first years mostly for the purpose of guidance and in subsequent years for practical experience) is set by the individual Regions, sometimes based on the qualification to be obtained.

The only admission requirement for the basic activities is completion of the first cycle of the education system.

The second-level vocational training courses are designed for young people who meet the admission requirements, i.e. they have obtained the upper secondary school leaving certificate or the level I qualification.

When the demand for places outstrips supply, admission often involves a selection process based on tests and interviews. Sometimes other specific requirements are set for those wishing to attend a course (for example a specific certificate of secondary education).

The second-level courses are divided into short one-year cycles (400-600 hours). They only rarely
last two years and are characterised by considerable planning in terms of tailoring to the specific needs of the local production system. These are full-time courses at the end of which young people obtain a second-level qualification. One particularly important feature of these courses is the fact that trainees have experience of placements in industry.

The **apprendistato** (apprenticeship) is a mixed employment contract that enables young people to obtain a vocational qualification.

This institution was reformed by law 30/03 and the related legislative decree 276/03.

Three types of apprenticeships are provided:

- an apprenticeship based on the right-duty to education and training: young people who have reached 15 years of age can be enrolled for all the fields of activity. The contract lasts a maximum of three years and is aimed at helping students obtain a vocational qualification.

- a vocational apprenticeship: students aged between 18 and 29 years can be enrolled. Depending on the type of qualification to be obtained, the collective contracts define the duration of the contract which, however, cannot be less than two years or more than six years. There is also a minimum quota of 120 hours of formal worker training (internal and external).

- an apprenticeship enabling the student to obtain a diploma or for advanced training courses: to obtain a secondary certificate, a university degree, higher education qualifications or IFTS qualifications (Istruzione e Formazione Tecnica Superiore – higher technical education and training), students between 18 and 29 years of age can be enrolled for all fields of activity.

For all the different types of apprenticeships, a definition of the training profiles is requested of the Regions and the institutions involved (Ministries, social partners and universities, based on the type of apprenticeship). The student’s Individual Training Plan must be appended to the employment contract. This document outlines the programme of training that the apprentice will follow throughout the contractual period. In addition, there must be a tutor with sufficient training and competence to monitor the young person’s progress within the company.

### 3. Vocational/initial training establishments

In Italy, initial vocational training, including external training for apprentices, is provided by vocational training agencies appointed by the Regions.

According to law 845/78, the centres that intend to give training with public resources must meet the following requirements: they must have been set up for vocational training; they must have suitable structures and organisational capacity; they must not be profit-making; they must guarantee social monitoring of the activities; and they must apply to the personnel the national collective contract applicable to the category.

The centres that meet these requirements can apply to offer courses based on the curricular guidelines of the Regions and an appropriate analysis of the needs of the local production system.
Following an assessment of the projects submitted, the Regions decide which to finance.

However, this procedure was modified by DM 166/01. Therefore, from 2003 all training agencies wishing to give courses with public resources must first be accredited.

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

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

The trainers in regional vocational training courses are employees or other staff members hired by the local authorities (in the case of training agencies belonging to public administrations) or by the private training centres. There is a regional register, but there are no formal channels for access to the register, as the job descriptions and responsibilities of these trainers have not yet been clearly defined at national level.

The minimum requirement for trainers in the contract currently in force is the upper secondary school leaving certificate. Recruitment is based on calls for tender and selection.

The collective contract governing this category defines their professional functions taking into account the need for flexibility in the vocational training system. The term ‘trainers’ covers not only teachers, but also training tutors, who are normally given the role of overall control of the classroom. The responsibility for the training of trainers is vested in the Regions, and the situation varies from Region to Region.

In the case of apprenticeships, the company must define the profile of the company tutor as the person chiefly responsible for the work-linked training.

4. Minimum Entry Requirements for Teachers and Trainers

4.1. Pre-primary

To work in the scuola dell’infanzia, teachers must have the primary school teacher’s certificate. The laurea course, which lasts four years and can be followed by persons who have any five-year secondary school diploma, is divided into two years of common training and two years specifically for primary school teaching. Once they have obtained the degree, to obtain a tenured post teachers must take a (competitive) examination. Also, they must have served as teachers with a fixed-term contract.

Initial teacher training is provided through specialised laurea courses. Following appointment on the basis of an indefinite contract, teachers must complete a trial period which, in addition to
teaching, requires them to follow 40 hours of training. In-service training is considered a teacher’s right and ‘it is regarded as a means of upgrading the knowledge in line with the development of science for individual disciplines and in interdisciplinary subjects, encouraging more in-depth didactic preparation and participating in didactic-pedagogical research and innovation’.

Teachers in the *scuola dell’infanzia* are not specialised in a particular discipline. They can work full-time or part-time, and in State schools they have civil servant status.

### 4.2. Primary Education

Law 53/2003 aimed at reforming the education system provided for the reorganisation of the arrangements for the training and recruitment of teachers, which have now been defined by the Legislative Decree of Decree 227 of 4 November 2005. Based on the new regulations, initial training courses will be introduced for teachers at pre-primary school level (the first and second cycles of education). These courses, which are organised at higher education level II, will be given at universities and AFAM institutions (*Alta Formazione Artistica e Musicale* – higher-level artistic and musical training). A period of placement is arranged, and if trainees obtain satisfactory results in this practical training (and also depending on the outcome of the discussion of the thesis and the results obtained in a State examination), they are declared to be qualified to teach. The courses will start in academic year 2006/07.

As regards the arrangements for the recruitment of teachers, competitive examinations will be announced to fill the available posts which are calculated on a regional basis. Each Region will in fact have a special regional register for each individual level of education.

Pending the introduction of the new training courses required by the Decree, the initial training of primary school teachers will be part of the *laurea* course in primary school teaching. The *laurea* is the qualification that allows the holder to take part in *concorsi* (competitive examinations) for teaching posts at pre-primary and primary level.

Primary school teachers are recruited for full-time or part-time posts, with indefinite or fixed-term contracts. Teachers in officially recognised private schools must have the same qualifications as their counterparts in State schools.

Teachers are not required to follow in-service training, but in-service refresher courses are considered to be their right and their duty.

### 4.3. Compulsory Secondary Education, Post Compulsory Secondary Education and Technical and Vocational Secondary colleges

Teachers are specialised and teach a subject or a group of subjects, but they interact with other teachers through interdisciplinary arrangements. Each teacher is assigned to one or more classes. Generally speaking, teachers stay with the same classes throughout the course.
Recruitment system is the same as the one regarding Primary Education and, as in Primary Education, Teachers does not have to follow in-service training.

### 4.4. Teachers and Trainers in Initial Vocational Training

The trainers in regional vocational training courses are employees or other staff members hired by the local authorities (in the case of training agencies belonging to public administrations) or by the private training centres. There is a regional register, but there are no formal channels for access to the register, as the job descriptions and responsibilities of these trainers have not yet been clearly defined at national level.

The minimum requirement for trainers in the contract currently in force is the upper secondary school leaving certificate. Recruitment is based on calls for tender and selection.

The collective contract governing this category defines their professional functions taking into account the need for flexibility in the vocational training system. The term ‘trainers’ covers not only teachers, but also training tutors, who are normally given the role of overall control of the classroom.

The responsibility for the training of trainers is vested in the Regions, and the situation varies from Region to Region.

### 4.5. University Higher Education

The teaching staff in higher education is divided into the following categories: permanent teachers, subdivided into first-band lecturers (*professori di prima fascia*), also called *ordinari*, and second-band lecturers (*professori di seconda fascia*), also called *associati*, researchers, contract lecturers (*professori a contratto*) and linguistic experts teaching their mother tongue (*lettori* who are employed under private law contracts). The different rungs of this professional ladder are reached through examinations (*concorsi*), organised according to criteria which may differ according to the different categories.

University lecturers, especially those of the first and second bands, have always enjoyed a special legal status guaranteeing their freedom of teaching. As a result, they cannot be removed from their post and have considerable academic freedom and scope for research.

After three years of teaching, they must undergo assessment in order to be confirmed in their post and this is the only kind of evaluation they have to undergo.

### 5. Teachers and Trainers Evaluation

As a matter of fact, at the moment, Italy does not have a stable government. A political campaign is already taking place and, to underline the importance of the educational issue for the future of every country, both sides of the parliament (left and right side) has already pointed out what they do as soon as they will win the election. The plan is to eliminate every automatism on the career
progression of the teachers. Furthermore they will like to establish a recruitment system based on the evaluation of the results of every single teacher and a more close knitted relationship between the teacher and the school. The main idea is to let the school directly hire the teachers on the basis of a judgement given after the evaluation of their competences.

There is no evaluation for the teacher as we write this report. In the past five years there have been some ideas and some project, but so far nothing concrete has been done. The change on the juridical status of the teachers gave some momentum to the idea that there should be a progression on the teachers’ career based on their ability and their competences.

So far we can only show what is the main path that should be taken as soon the politic instability will reach its end. It has to be clear that the action plan given below is liable to changes.

1) Transitory Phase
   From first level to Docente ordinario
   Evaluation will take in account:
   - Professional competences
   - Curriculum Vitae
   - Professional Behaviour

   There will be the constitution of an Evaluation Committee (Comitato di Valutazione) linked to a net of school. Members of this committee will be chose between head masters, members designed by the region, members designed by the schools involved in the net and teachers.

   From Docente ordinario to Docente esperto

   Evaluation will take in account:
   - professional and cultural achievements
   - university career
   - opinion of the members that work inside the net of school based

2) Definitive phase

   From first level to Docente ordinario

   Evaluation will take in account:
   - Professional competences of the expert teachers that work inside the school
   - Curriculum Vitae

   - Opinion on the teacher’s Professional behaviour given by the Head master of the school.

   - An Evaluation Committee will give its opinion. Members of the committee will be: Head of the school, expert teachers of the school, members designed by the region and members designed by the school.
From *Docente ordinario* to *Docente esperto*

Evaluation will take in account:
- Professional and cultural achievements
- University career
- final selection by the net of schools based on the achievements obtained by the teachers
- Interview

As in the transitory phase an Evaluation Committee will be included in the process of teachers’ evaluation. Members of this committee will be chosen between the people working on the schools that are part of the net (teachers, members elected by the region and by the school in which the teachers that has to be evaluate works).

### 6. Continuing Voluntary Evaluation

It is clear that, since the culture of Evaluation is missing in the Italian Educational System even the Voluntary Evaluation is something that is hard to deal with.

At the moment there are a lot of examples of Voluntary Evaluation, but there is not a common scheme. Every school that feels the need to evaluate a teacher can chose its way of doing it. Some schools give to their teachers questionnaires to fill in. Some others prefer to give these questionnaires to their students.

### 7. Conclusion

Since the educational system is strongly linked with the political orientation of its country it is clear that, as far as things goes, at present the situation in Italy is pretty complex.

In 2003 Moratti’s proposal had the benefit to shake a system that was outdated. From that starting point some other proposals have been elaborated. Fioroni in 2006 changed the final exam of the secondary school of second degree, but a lot has to be done to improve the efficiency of the Italian educational system.

One of the first things that the new government will have to deal with is the compulsory education. In Italy at the moment school is compulsory until the age of fourteen and even if in the past there have been plans to increase it at least until sixteen, so far nothing has been concretely made.

For what it concern the teachers’ evaluation It looks like until you are at school everybody is ready to evaluate you, but when you finally reach the status of teacher, nobody is allowed to see if you are doing your job the way you should do it.

Unfortunately this situation is complicated by the instability of the Italian government. As soon as some political party try to establish a new rule on the evaluation of the teacher a political crisis brings the things at the starting point, or, as in 2000, the teachers themselves try to stop the proposal.
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STRUCTURES OF EDUCATION, VOCATIONAL TRAINING AND ADULT EDUCATION SYSTEMS IN EUROPE, EURIDYCE

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