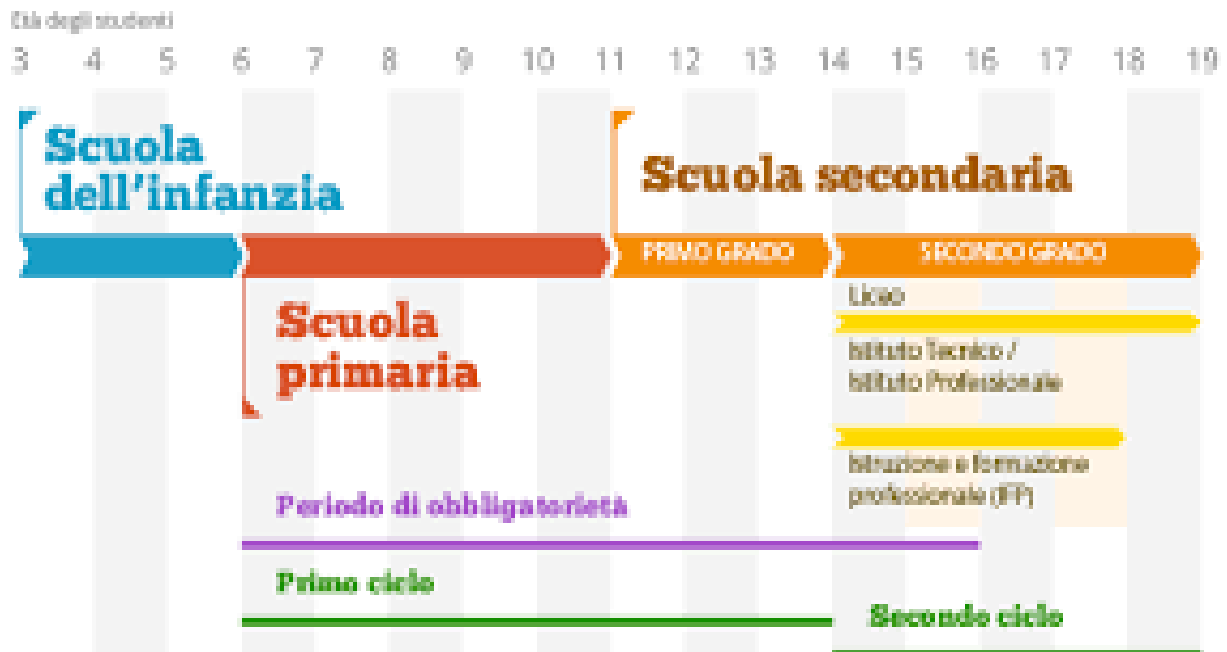


# Educational and training Italian system



The Italian education and training system is organized according to the principles of subsidiarity and autonomy of educational institutions.

The State has exclusive legislative competence for the "general rules on education" and for determining the essential levels of performance that must be guaranteed throughout the national territory.

Furthermore, the State defines the fundamental principles that the Regions must respect in the exercise of their specific competences.

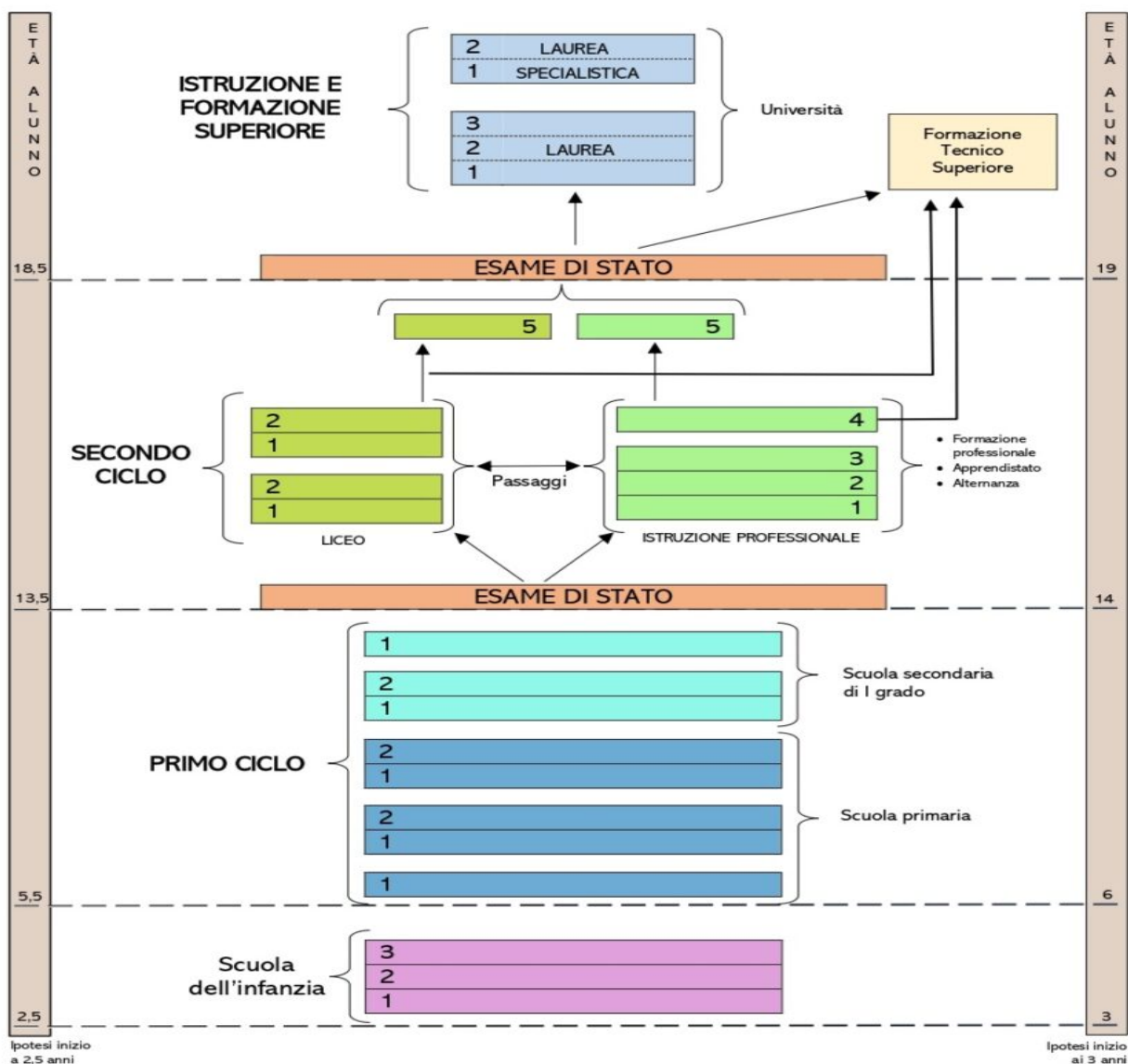
The Regions have concurrent legislative power in matters of education and exclusive power in matters of education and professional training.

State educational institutions have teaching, organizational and research, experimentation and development autonomy.

The education system is organized as follows:

- **integrated zero-six year system**, non-compulsory, with a total duration of 6 years, divided into
  - educational services for children managed by local authorities, directly or through the stipulation of agreements, by other public bodies or by private individuals, who welcome children between three and thirty-six months;
  - **nursery school**, which can be managed by the State, by local authorities, directly or through the stipulation of agreements, by other public bodies or by private individuals, which welcomes children between three and six years of age;
- **first cycle of education**, compulsory, lasting a total of 8 years, divided into
  - **primary school** - lasting five years, for pupils aged 6 to 11;
  - **lower secondary school**, lasting three years, for pupils aged 11 to 14;

- [second cycle of education](#) divided into two types of paths:
  - - [secondary school](#) , lasting five years, for students who have successfully completed the first cycle of education. The schools organize high school , technical institute and professional institute courses for students aged 14 to 19;
  - - [three- and four-year vocational education and training \(leFP\)](#) courses of regional competence, always aimed at students who have successfully completed the first cycle of education.
- [higher education](#) offered by Universities, by institutions of Higher Artistic, Musical and Dance Education (AFAM) and by Higher Technical Institutes (ITS) with different types of paths:
  - tertiary education [paths](#) offered by Universities- tertiary education [paths](#) offered by institutions of the AFAM (Higher Artistic, Musical and Dance Education)
  - professionalizing tertiary training [courses offered by the ITS \(Higher Technical Institutes\)](#)



### Compulsory education

Compulsory education lasts 10 years, from 6 to 16 years of age, and includes the eight years of the first cycle of education and the first two years of the second cycle (Law 296 of 2006), which can be

attended in secondary school second degree - state - or in regional professional education and training courses.

Furthermore, for all young people the right/duty of education and training applies for at least 12 years or, in any case, until they obtain a three-year professional qualification by the age of 18 in accordance with the provisions of law n.53/ 2003.

Compulsory education can be carried out in state schools and private schools (law 62 of 2000), which constitute the public education system, but it can also be carried out in non-private schools (law 27 of 2006) or through family education. In the latter two cases, however, the fulfillment of the compulsory education must be subject to a series of conditions, such as the carrying out of suitability exams.

The parents of the pupils, or those who exercise parental responsibility, are responsible for fulfilling the obligation to educate minors, while the municipalities of residence and the head teachers of the schools in which they are placed are responsible for supervising the fulfillment of the obligation. enrolled students.

At the end of the compulsory education period, usually expected at the end of the second year of secondary school, if the student does not continue his studies, a certification of the skills acquired is issued (Ministerial Decree 139 of 2007).

After passing the final state exam for upper secondary education, the student can access tertiary education courses (university, Afam and ITS). Some university courses have a limited number of places and students must pass an entrance test.

#### Non-state education

Article 33 of the Italian Constitution establishes two fundamental principles: the obligation for the State to offer a state school system to all young people and the right for natural and legal persons to create schools and educational institutions without burdens. for the State.

[Private schools](#) are authorized to issue qualifications with the same legal value as those of the corresponding state schools; they have full freedom with regards to cultural orientation and pedagogical-didactic orientation and benefit from more favorable tax treatment if they are non-profit.



## PNRR and the world of education

The interventions envisaged by the PNRR, in the field of education, also in light of the Recommendations of EU Commission for 2019 and 2020, as well as the UN 2030 Agenda, are developed along three lines, which in complex pursue a quantitative and qualitative strengthening of education both in the perspective of economic-social cohesion, and the strengthening of the competitiveness of the country system. In particular, the first direction consists in achieving greater territorial coverage of education and instruction services, especially nursery and primary, particularly lacking in some areas geographical areas of the country. The second aims to strengthen the training offer in terms of digital and scientific-technological skills (so-called "STEM"), in order to compensate for the skills mismatch between education and job demand, in an economy now characterized by high rates of knowledge and specialization. Finally, the third has the objective of improving the recruitment and training processes of employees teachers, with the aim of encouraging merit and continuous updating.

On 13 July 2021, the Ecofin Council approved, on the basis of the Commission's proposal, the PNRR of Italy within a package that also included the PNRRs of Austria, Belgium, Denmark, France, Germany, Greece, Latvia, Luxembourg, Portugal, Slovakia and Spain. The Implementing Decision relating to Italy (doc 10160/21) is accompanied by an annex which defines in detail, for each investment and reform, precise objectives and goals. Their achievement is subordinated the allocation of resources on a six-monthly basis. The interventions envisaged by the PNRR are - among other things - aimed at promoting equal educational opportunities across the country, reducing regional disparities in infrastructure and educational outcomes. In such context, we also aim to integrate digital technologies into the education system. The objective is to give young people the necessary tools for active participation in life social, cultural and economic aspects of the country, allowing the capable and deserving to reach the highest levels higher education levels and facilitating their entry into the world of work. Various interventions are aimed at combating the gender gap.

The recipients of the interventions are students, families and school staff - and institutions premises, owners of school buildings. Preliminarily, it is noted that on 30 November 2021, news of the institution was given by the Ministry of Education, of the Futura website, the school for the Italy of tomorrow through which institutions, schools, citizens and local authorities will be able to access general information relating to PNRR interventions for the Education sector, data relating to funding (also in open data version), individual calls for tenders, services available for those who will have to carry out the works. Most of the resources allocated to education finance investments and reforms present in the Mission 4 ("Education and research"), within Component 1 ("Enhancement of the offer of education services: from nursery schools to universities").

In particular, Component 1 concerns four areas of intervention, for a total of resources equal to 19.436 billion euros:

- the qualitative improvement and quantitative expansion of education and training services;
- the reform of teachers' careers, with particular reference to recruitment and training processes training;

- the expansion of skills - with particular reference to STEM disciplines (scientific, technological, engineering, mathematical) and multilingualism - and the strengthening of infrastructure, particularly in terms of safety and energy efficiency;
- the reform of degree classes and qualifying degrees, as well as doctorates.

Specifically, investments financed under Component 1 - some owned by the Ministry of education (MI), now the Ministry of education and merit (MIM), others owned by the Ministry of university and research (MUR) – are the following:

1. Plan for nursery and nursery schools and early childhood education and care services
  2. Plan for the extension of full time and canteens
  3. Strengthening infrastructure for school sports
  4. Extraordinary intervention aimed at reducing territorial gaps in cycles I and II of the school secondary school
  5. Development of the tertiary vocational training system (ITS)
  6. Active orientation in the school-university transition
  7. Scholarships for university access
  8. Integrated digital teaching and training on the digital transition of school staff
  9. New skills and new languages
- 
1. School 4.0 - innovative schools, new classrooms and laboratories
  2. School building safety and redevelopment plan
  3. Advanced teaching and university skills
  4. Extension of the number of research doctorates and innovative doctorates for Public Administration and cultural heritage

The reforms envisaged under Component 1 are as follows:

- Reform of technical and professional institutes
- Reform of the ITS system
- Reform of the organization of the school system
- Reform of the orientation system
- Reform of degree classes
- Reform of qualifying degrees for certain professions
- Student housing and reform of student housing legislation
- Reform of the teacher recruitment system
- Higher education school and compulsory training for school managers, teachers and staff technical-administrative
- Reform of doctorates

Additional resources allocated to the Education sector finance investments present in Mission 2 ("Green revolution and ecological transition"), as part of Component 3 ("Energy efficiency and

redevelopment of buildings"). In particular, in the context of Component 3, area of intervention on energy efficiency of buildings public, there is the following investment for 0.8 billion euros:

- School building replacement and energy requalification plan

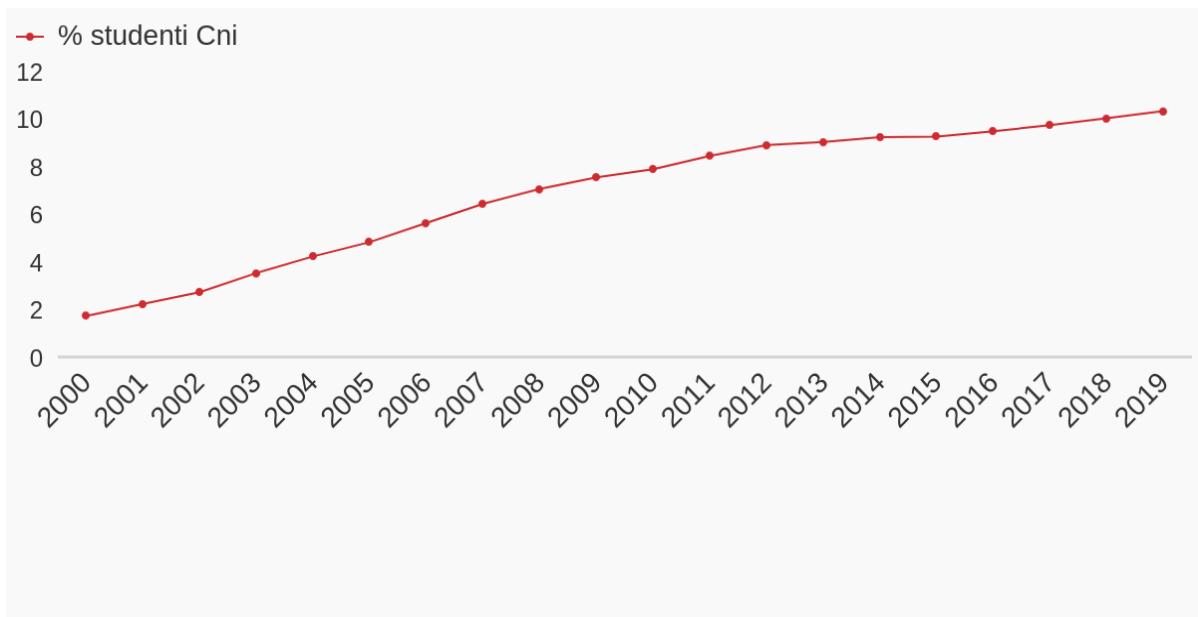
## FOREIGN STUDENTS IN ITALIAN SCHOOL

Foreign students who intend to continue their studies at Italian educational institutions, and who are still of compulsory school age according to the Italian school system, are enrolled in the class corresponding to their chronological age, unless the teaching body decides otherwise taking into account:

- the educational system of the student's country of origin, which may determine enrollment in a class immediately lower or higher than that corresponding to the chronological age;
- the assessment of the student's skills, abilities and preparation levels;
- the course of study possibly followed by the student in the country of origin;
- any qualification held by the student. If, however, foreign students are no longer subject to compulsory schooling according to Italian law, and must enroll in upper secondary education institutions, they must alternatively request equivalence with the final diploma of the first cycle of education, if community citizen, or the Class Council of the educational institution in which the pupil aspires to enroll, will evaluate the acceptance of the request, possibly subjecting it to the passing of supplementary tests deemed necessary and having as reference the age requirement, which cannot be lower than that of those who normally studied Italy.

The documents that must be presented directly to an Italian educational institution chosen for the inclusion of the student are the following:

- certificate attesting the years of schooling or the qualification bearing the signature of the headmaster of the school attended in the foreign country, legalized by the Italian diplomatic or consular authority on site;
- declaration of value accompanied by the translation into Italian of the qualification (certified and sworn, compliant with the foreign text) or of the certificate attesting the years of schooling, by the Italian diplomatic or consular authority operating in the country in which the document was issued product;



Over the last thirty years, the Italian school system has generated important reflection on the reception, teaching and integration of children of immigrants. There is a wide diffusion of good practices, documentation and operational indications, as well as proposals to verify the capacity for inclusion in schools, with regards to academic performance and the relational dimension.

## The school as a meeting place

In the complex panorama of the Italian management of the migration phenomenon, the school is to be considered a sort of "happy island". After all, school is for everyone the place where we really discover "others", we make our first friends, we play together, we look at each other with curiosity, sometimes with fear or with affection, and we often confide in each other with who is more like you than different. Differences at school are less important than similarities, generational solidarity, the affirmation of one's ideas, even against adult stereotypes.

For many immigrant parents, school is also a certainty of concrete help and support through free access to school canteens.

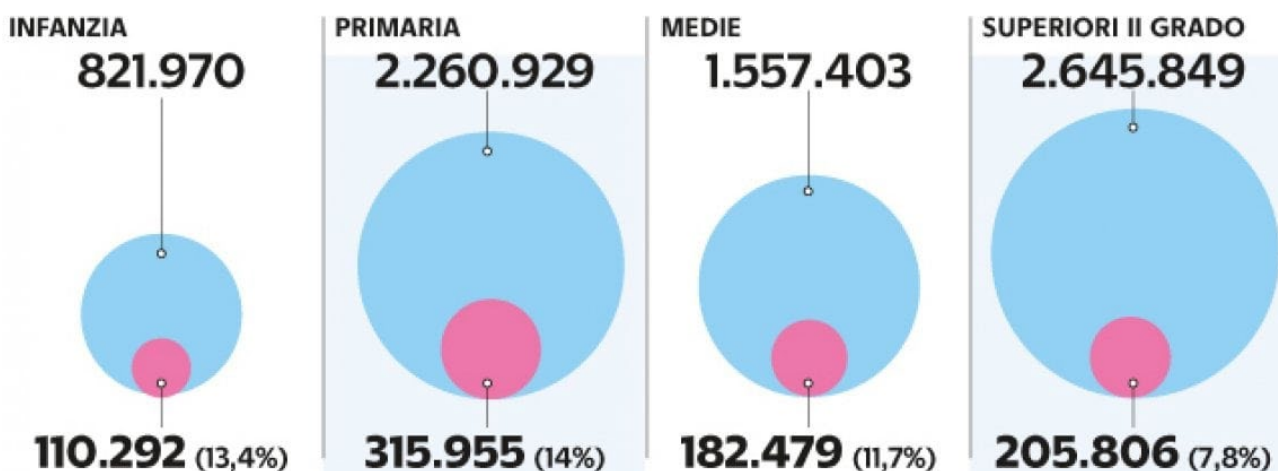
For many young migrants, school is a desired and indispensable resource. This is told in the image of Rayane, an 11-year-old Moroccan, sixth grade student, expelled in July 2019, together with his family, from the Tor Vergata building where he was born, in one of the "militarized" evictions, and portrayed while he parades, in front of the policemen lined up, with his precious pile of books. And the story of the nameless teenager, fished out of the

wreck of the boat that sank in the tragic shipwreck of 2015, with his report card sewn on him, is essential to demonstrate his value in the country he failed to reach.

## LA DIVISIONE PER ETÀ

■ Totale studenti

■ Studenti con cittadinanza non italiana nelle scuole statali (2022/2023)



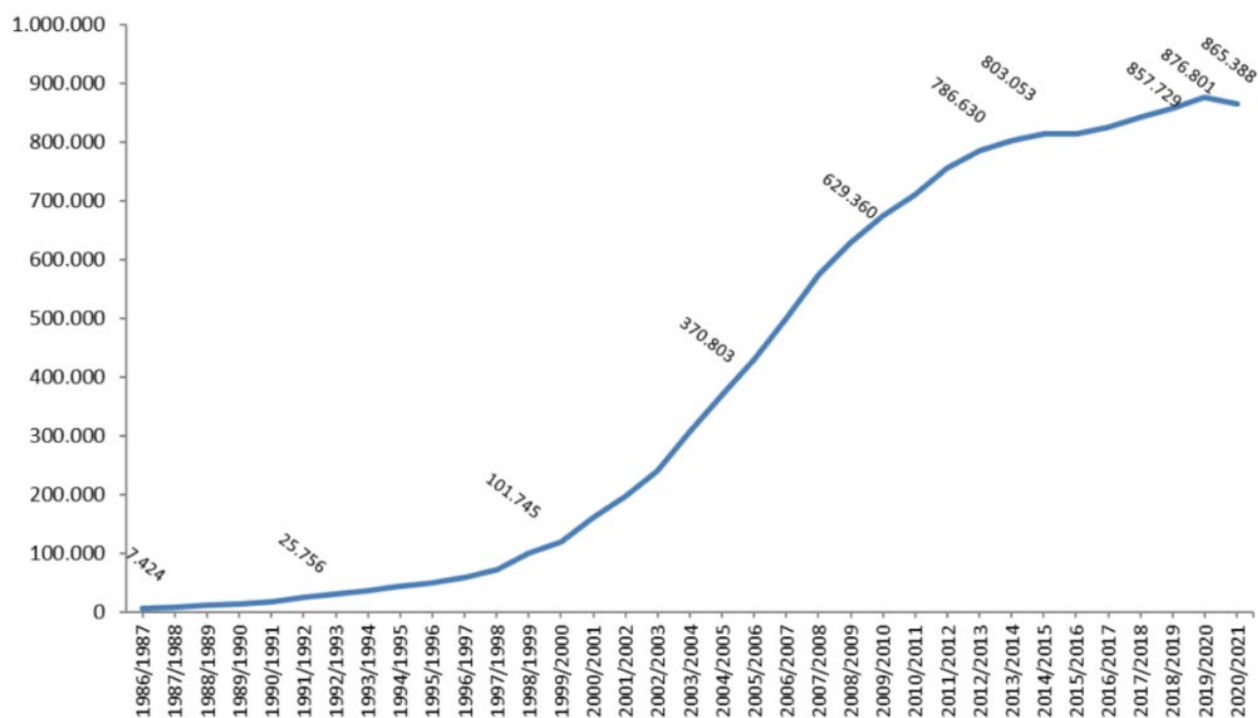
## The Italian model: knowledge and relationships

Numerous guidelines have also been produced at an institutional level, such as the first reference document on "The Italian way for intercultural schools and the integration of foreign students" (Ministry of Education, University and Research, 2007) which systematises the Italian model founded on the two key pillars of integration and equal opportunities for foreign students in the intercultural perspective of knowledge and school relations.

In 2010 the MIUR issued ministerial circular no. 2, which provides indications and recommendations for the integration of pupils with non-Italian citizenship in the first classes of schools of all levels. Among the most important innovations is the introduction of the limit of 30% of students with non-Italian citizenship. This limit, indicated by law, which will come into force from the 2010/2011 school year, "must relate to the particular territorial contexts and be appropriately calibrated on the basis of the localities (small, medium, large cities, metropolises, extra-urban areas) and the situations".

Subsequently, however, we also witnessed the questionable inclusion of foreign students in the category of students with "Special Educational Needs" (MIUR 2012) and indications were offered for unaccompanied foreign students and students in the "Guidelines for the right to education of male and female students outside their family of origin" (2017).





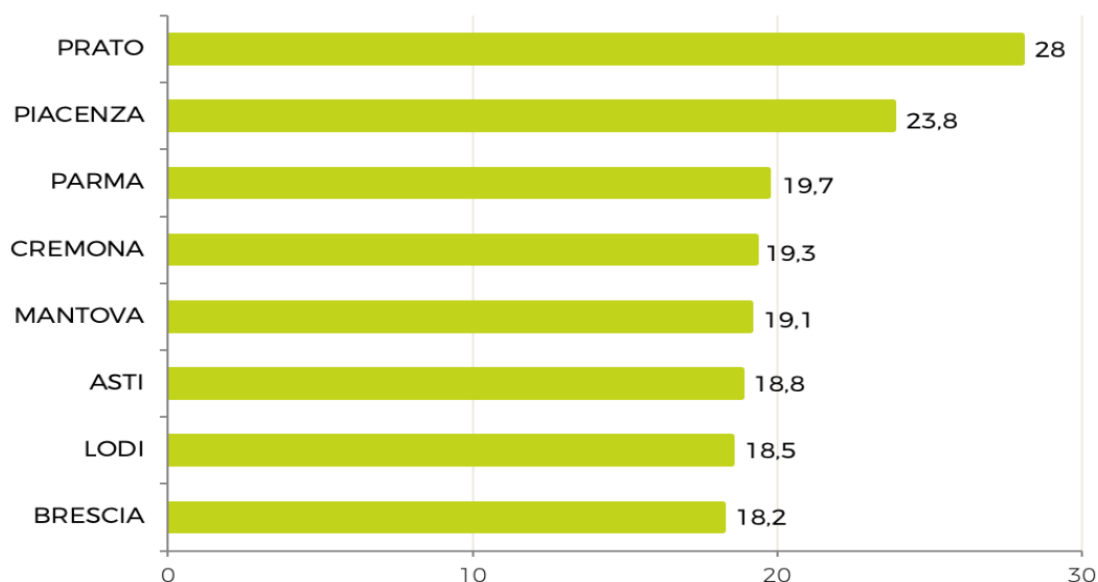
## The European challenge

In recent decades, in Italy the school and training system has faced the European challenge of investing in human capital, for the relaunch of economic development and social cohesion, in a continent that has gone through various demographic, socioeconomic, political and migratory.

The strategies introduced in the various EU countries and also in Italy have gone in the direction of extending education to all social groups, retaining young people as much as possible within the training experience, in order to raise their level of education and guarantee a return on investments in terms of skills that can be spent in the labor market. This challenge, however, still remains to be overcome: the share of young people who abandon their studies early is currently very high, especially from backgrounds that suffer most from low qualifications when approaching the world of work.



## LE PRIME 8 PROVINCE PER INCIDENZA PERCENTUALE DI STUDENTI STRANIERI



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### The “weight” of history

Not everything has already been done. Indeed: it will still take a lot of time and a lot of commitment from everyone. The role of the school continues to be — and will be — crucial in ensuring good or at least acceptable levels of inclusion and social cohesion.

The post-unification national historical orientation certainly had an impact, which required, after "making Italy", to "make Italians". Firstly, rightly, but often also emphatically, putting the teaching of the Italian language first in a country divided by parochial claims and a widespread and proud (perhaps even rightly) use of dialects.

The teachings of history, literature, even geography have also conformed to the same mandate, now internalized in the didactic training of the teachers themselves, all aimed at putting Italy or at most Europe at the centre, in a short-sighted perspective and penalizing from the point of view of a knowledge and culture more open to the world. And this has certainly influenced the judgment on the performance of foreign students. Their talents, which are difficult to express, have very often been underestimated, as has their previous knowledge, including that of another language (often more than one). However, it would have been positive to have Italian students share them: bilingualism and cosmopolitanism are too often exceptions.

Added to this is a progressive national political orientation towards an even more restrictive "Italians first" perspective which, at times, has also allowed unconstitutional abuses by local administrations. An example is that of the Municipality of Lodi which speciously complicated the admission of young foreigners to the school canteen, which the school, however, constantly rebelled against by favoring the "children first" mandate.

## A wavering trend

It is clear to everyone that since the beginning of the second decade of the 2000s, the Italian sociopolitical climate has taken on an erratic and confused trend. It is difficult to predict what directions it will take. What they know for sure (even as teachers and school people) is that over the last few years, messages against the construction of intercultural thinking have become quite frequent, so much so that the risk of exerting a negative influence on the formation of the consciences of adult citizens and especially minors can become real.

If the quantitative data tells us that classrooms will be increasingly multicultural, the uncertainty and political confusion that the country is going through seem to place two concrete characteristics and important aspects of the Italian school system, to which many professionals have laboriously dedicated themselves in recent decades: on the one hand, attention to intercultural thinking to be co-constructed with students, all of them, and at all levels of schooling; on the other, the training of teachers' intercultural competence.

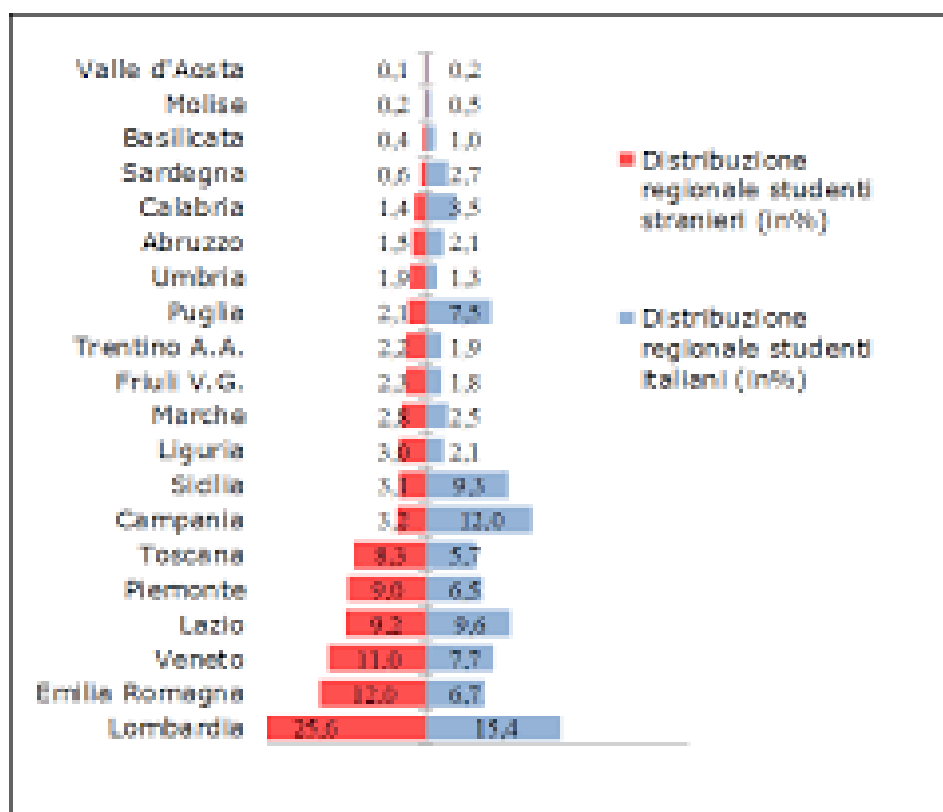
## Second generation foreigners

The relative stabilization of the presence of non-Italian citizens in our schools makes even more evident what those who deal with the topic already know very well: it is not possible to talk about multicultural schools in Italy in terms of an emergency situation and an

unexpected event. We have now moved from intercultural actions to an intercultural system. The fact is confirmed today with greater impact that the children of immigrants who completed their schooling in Italy arrive more massively in secondary schools, and who now, having grown up, also enter into an increasingly dynamic relationship. close with their classmates and delve into Italian history and culture, without forgetting their own.

The most recent statistical data (the MIUR publication, now MIM, refers to data updated to 31 August 2021) tell us that 9.7% of the school population is of migratory origin. Overall, Italian schools welcomed 8,664,000 students, of which approximately 842,000 had non-Italian citizenship. Of the total of these, the percentage of "foreigners" born in Italy is equal to 63.1%.

The majority of the school population with foreign citizenship is therefore made up of second generation students, i.e. children and young people born in Italy to non-Italian parents.



## An increasingly intercultural school

The Ministry's quantitative data portrays an increasingly intercultural school, and the plurality of citizens that meet in the classrooms of Italian schools testifies to a multiplicity of voices, stories and experiences, starting from nursery school up to the University.

The once uncertain strategies for welcoming foreigners (which began in 1989-1990, with the first ministerial circulars on the inclusion of non-EU students) must now establish themselves as a model for all teaching. The best educational experiences show that the integration of pluralism has the possibility of success only to the extent that the entire system is open to change, and that all students, citizens and non-citizens, must be able to fully realize the own potential.

#### **USEFUL DOCUMENT FOR FURTHER FURTHER INFORMATION**

Guidelines for the reception and integration of foreign students

[https://www.miur.gov.it/documents/20182/2223566/linee\\_guida\\_integrazione\\_alunni\\_stranieri.pdf/5e41fc48-3c68-2a17-ae75-1b5da6a55667?t=1564667201890](https://www.miur.gov.it/documents/20182/2223566/linee_guida_integrazione_alunni_stranieri.pdf/5e41fc48-3c68-2a17-ae75-1b5da6a55667?t=1564667201890)