


# DROP-IN

Learning partnerships and peer review for a better evaluation of policies  
and cross-sectoral practices reducing dropout in Europe

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Education and Culture

**Socrates**



## INDEX

<b>1. INTRODUCTION.....</b>	<b>4</b>
1.1 AIM OF THE REPORT .....	4
1.2 ITALIAN EDUCATION SYSTEM.....	5
1.3 OVERALL DESCRIPTION OF NATIONAL AND REGIONAL EDUCATION POLICIES .....	8
1.4 ESL RELATED TO THE ACCESS TO THE LABOUR MARKET .....	12
1.5 NATIONAL PICTURE OF DROP-OUT.....	15
<b>2. MEASURING EARLY SCHOOL LEAVING .....</b>	<b>22</b>
2.1 ITALIAN INSTITUTIONS CARRYING OUT DATA COLLECTION AND RESEARCH ON ESL.....	22
2.2 DESCRIPTION OF THE DATA COLLECTED BY ORGANISATIONS .....	26
2.3 RESEARCH ON ESL DONE IN THE COUNTRY .....	32
<b>3. POLICIES TO COMBAT ESL .....</b>	<b>35</b>
3.1 PREVENTIVE ACTIONS.....	35
3.1.1 <i>The organization of the system.....</i>	35
3.1.2 <i>Pedagogical approaches.....</i>	37
3.1.3 <i>Provisions for foreign students successful integration in school.....</i>	41
3.1.4 <i>Actions undertaken within Structural Funds planning.....</i>	43
3.2 REMEDIAL ACTIONS.....	44
3.2.1 <i>Enhancement of employability.....</i>	44
3.2.2 <i>Facilitation of the return to the education system.....</i>	45
3.2.3 <i>Combined approaches (working life &amp; education).....</i>	47
<b>ANNEX 1 CASE STUDIES DESCRIPTION .....</b>	<b>49</b>
EMILIA ROMAGNA REGION' STUDENTS REGISTER .....	50
MUNICIPALITY OF NAPLES' OBSERVATORY ON SCHOOL ABANDONMENT AND C.R.I.S.I.S PROJECT .....	51
PROJECT FOR THE ACQUISITION OF LOWER SECONDARY SCHOOL LICENCE TOGETHER WITH PROFESSIONAL QUALIFICATION .....	53
"BIENNIO INTEGRATO" - TWO-YEARS INTEGRATED PATH OF EDUCATION AND VOCATIONAL TRAINING.....	55
PROVINCE OF PARMA: PROVINCIAL PACT FOR THE PREVENTION AND THE CONTRAST OF SCHOOL /TRAINING DISPERSION CONCERNING YOUNG PEOPLE BETWEEN 14 AND 18 IN THE AGE TO ACCOMPLISH COMPULSORY EDUCATION AND TRAINING.....	57
"PROGETTO MUSICA" – MUSIC PROJECT .....	60
"CENTRI 2YOU"- 2YOU CENTRES .....	61

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"SCUOLE APERTE" - "OPEN SCHOOLS" PROJECT .....	63
"ICARO ...MA NON TROPPO" – "ICARUS... JUST IN PART" PROJECT.....	65
"PROVACI ANCORA SAM", PAS - "TRY AGAIN SAM" PROJECT .....	67
"E-LEARNING": RECUPERO ON LINE DEL DEBITO FORMATIVO - ON LINE RECOVER OF "TRAINING DEBTS" .....	70
VOCATIONAL TRAINING INSTITUTE FOR CONSTRUCTION WORKERS OF BOLOGNA PROVINCE: ACTIVITIES CARRIED OUT IN COOPERATION WITH TECHNICAL SCHOOLS FOR SURVEYORS AND WITH SCHOOLS IN GENERAL .....	72
IFTS (CORSI DI ISTRUZIONE E FORMAZIONE TECNICA SUPERIORE) - COURSES OF HIGHER TECHNICAL EDUCATION & TRAINING .....	74
"PROGETTO SIRIO" - SIRIO PROJECT .....	76
<b>ANNEX 2 LIST OF RELEVANT PUBLICATIONS.....</b>	<b>78</b>

## **1. INTRODUCTION**

### **1.1 AIM OF THE REPORT**

The aim of this report is to draw a picture of the Italian education system, with specific attention to the ESL phenomenon as interpreted, monitored, and tackled in Italian policy.

The report will also stress the peculiarities of the Italian case, where ten years of school reforms and the weakness and recent introduction of the monitoring systems, together with the strong decentralization of power to 20 different Regions in education and vocational training subjects, make it difficult to analyse the ESL phenomenon and related policies in a linear dimension.

As a consequence, the report will stress the provisions on education and ESL as found in the national legislation. However, we will not take into consideration the fragmentation of these policies throughout the national territory and the subsequent implementation which generates diverse policy outcomes.

The report has been elaborated also throughout the contribution of semi-structured interviews to experts and policy makers who work on education and the ESL phenomenon, coming in most cases from Emilia Romagna region. This region could be considered in effect among the leading areas in terms of school reform implementation (together with Veneto, Lombardia, Toscana), whereas many regions of the country experience difficulties in school reforming according to the general national guidelines (especially in the South).

In particular Emilia Romagna region ruled inside the frame of school reform, creating through the so-called Law "no one less" a strong integrated system of education and vocational training, aimed at avoiding any drop-out and offering equal education opportunities for everyone. This policy, conceived at regional level influenced reform at national level to the raising of compulsory schooling age to 16, providing everyone with fundamental knowledge, skills and awareness for subsequent educational path choice<sup>1</sup>. The recent introduction of this reform bring about doubts about its implementation, which is still on the way, so the report will refer to a changing legislative frame, which could be difficult to understand.

It is also worth highlighting in this context, that the Italian conception of ESL differs in part from that provided from the EU, as it is mainly centred on drop-outs aged 14-18, who can still be taken back to education or vocational training.

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<sup>1</sup> The Regional Law of 30 June 2003, n. 12, referring to rules for equal opportunities in access to knowledge, for everyone and for the whole life long period, through the strengthening of the Education and vocational training systems, also in reciprocal integration. This Law introduced in particular the integrated two-years period of education and vocational training at the beginning of upper secondary education as a choice alongside traditional school path, to provide students with basic knowledge and an aware choice after the second year on where to accomplish compulsory education and training.

## 1.2 ITALIAN EDUCATION SYSTEM

In Italy education is compulsory, as the Constitution of the Republican State states the right/duty to education for everyone along 8 years, and provides the basic principles for all subsequent legislation on the field of education and vocational training<sup>2</sup>.

Recent reforms have provided a widening of the concept of compulsory education, which last traditionally from 6 up to 14 years of age in order to achieve the Lisbon targets and to provide everyone with knowledge and skills to best perform in their social life, while enhancing the levels of HR in the labour market, favouring the development of the economic system.

Alongside compulsory education and higher education, compulsory training until the age of 18 was introduced in 1999<sup>3</sup>. Now both have been absorbed in the principle of **right-duty to education and vocational training**, the so called "**compulsory education and training**"<sup>4</sup>.

In addition to compulsory schooling, the so called *right/duty* provides for education and training within the education system for at least 12 years or up the attainment of a qualification within 18 years of age.

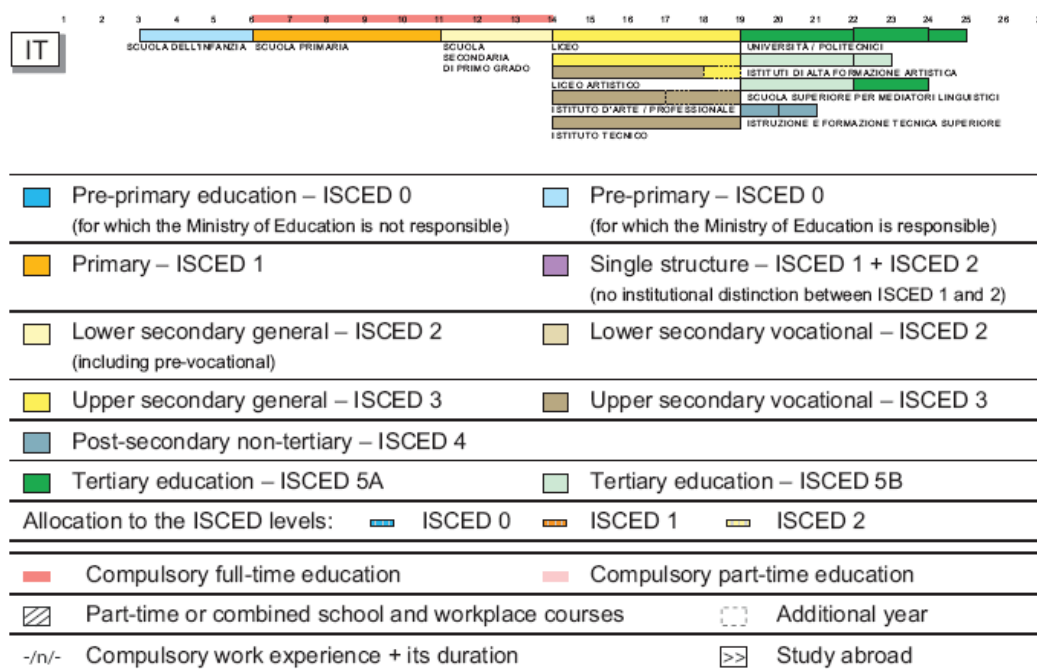
Basically, after pupils accomplish compulsory education, they have to continue on education or vocational education or vocational training until they gain at least an upper secondary school degree or a professional qualification within 18 years of age. As a consequence, the system provides different paths to favour the accomplishment of the duty, introducing the choice between traditional/vocational education, vocational training and apprenticeship, while trying to provide accessible pathways to pass from one system to the other.

<sup>2</sup> See articles 30, 33, 34 and 38, stating: freedom of education; 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 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* (right/duty) of parents to provide education for their children even if born outside the bonds of matrimony, helped by state measures if unable to carry out their duty; the duty to take appropriate measures to enable capable and deserving students to enter higher levels of education when lacking financial resources; the right to education and vocational training for disabled citizens. Eurydice, *The education system in Italy, 2006/07*.

<sup>3</sup> Compulsory training was introduced with Law of 17 May 1999, n. 144, providing for prolongation of compulsory training activities up to 18 years of age.

<sup>4</sup> The reform Law, marking the transition to the new education and training system is the Law of 28 March 2003, n. 53, issued under delegated power, introducing *right/duty* 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.

### Organisation of the education system in Italy, 2006/07



Source: Eurydice.

Eurydice, (2007). The description do not take into account the raising of compulsory education to 16 years of age, introduced at the end of 2006, which will be fully implemented in 2009/2010 school year. School year 2007/2008 and 2008/2010 are considered as part of a transitory period in the reform implementation.

### Compulsory education in the Italian school system

Traditionally, the Italian education system provided free of charge differentiated compulsory education, as there was no single school cycle for its accomplishment. The last reforms made the system a little more comprehensive, removing the exam which was scheduled at the end of primary school and providing for school cycles reorganization in two cycle. Compulsory education, corresponding to primary and lower secondary school (first cycle), was organized as follows:

- ◆ Primary school for 6 to 11 year old students; the school reform of 2003 allowed pupils who reach six years by 30 April of the calendar year in which they begin school to enrol in the first year, but this provision has been abolished starting from school year 2007-2008.
- ◆ Lower secondary school for 11 to 14 year old students<sup>5</sup>.

<sup>5</sup> School cycles reform was stated by Law of 28 March 2003, n. 53. The abolishment of primary school exam was stated in particular by subsequent Legislative decree of 19 February 2004, n.54, providing for general rules on pre-primary school and first school cycle.

Compulsory education ends when you obtain the school-leaving certificate after the Lower Secondary School. A recent reform mentioned in the introduction, raised the age of **compulsory education to 16**<sup>6</sup>, outside of any school cycle reforms. This reform foresees a further two-year period of compulsory education, providing general key competences/skills and a fundamental body of knowledge. This period can be accomplished in upper secondary schools with different courses of study, as well as in vocational training projects if organized by qualified vocational training centres.

### ***"Three pathways system" for the accomplishment of the new compulsory education and training***

Students aged 16, who accomplished compulsory education, can choose between 3 paths:

- ♦ to **continue their studies within the education system**, attending an upper secondary school degree and then going on with higher education (University; Higher Technical Education and Training Pathways). The upper secondary school is made up of different kinds of schools and generally for students from 15 to 19 years of age. Access to both university and non-university higher education is reserved for students who have passed the State exam at the end of upper secondary school.
- ♦ to **attend vocational training course and attain a three years qualification or a qualification within 18 years of age**, acquiring skills useful to enter the labour market. (In fact, students have the choice of attending vocational training courses from the age of 14 for the accomplishment of compulsory education within this path.)
- ♦ to begin the apprenticeship path.<sup>7</sup>

In particular from school year 2003-2004, the Ministry of Education and the Ministry of Labour and Welfare have drawn up an agreement with the Regions and the local authorities to launch projects on the accomplishment of the *right/duty* in an "Integrated Education and Vocational Training System", through the creation of "experimental pathways of vocational education and training"<sup>8</sup>. Regional projects resulting from the agreement have a three-year duration after which a qualification is obtained and refer to training standards jointly established (by the Joint State-Regions-Local Bodies conference), and will be recognized at national level.

<sup>6</sup> The so called "nuovo obbligo di istruzione", new compulsory schooling, was introduced by the Law of 27 December 2006, n.296. According to subsequent ministerial decree of 22 August, n.139, the first two year period has become part of compulsory education since school year 2007-2008. Agenzia nazionale per lo sviluppo dell'autonomia scolastica, *Il nuovo obbligo di istruzione.cosa cambia nella scuola?*, Florence, 2007.

<sup>7</sup> The so called "three channels system" for the accomplishment of compulsory education and training is foreseen in Legislative decree of 15 April 2005, n. 76, concerning general rules on the right/duty to education and training, implementing Law n. 53 of 2003, issued under delegated power. Subsequent decree ruling on education was legislative decree of 17 October 2005, n. 226 concerning general rules and basic level of services in the second school cycle and in the educational and vocational training system.

<sup>8</sup> Joint State-Regions-Local Bodies conference agreement signed on 19th June 2003, aimed at creating an experimental offer of vocational education and training. This agreement was absorbed in legislation, by legislative decree of 17 October 2005 n. 226.

These experimental integrated pathways remain in the recent reform as a path to attend compulsory education for students aged 14-16 as an alternative to the traditional one, but it is now uncertain what will be their future<sup>9</sup>.

#### Italian school cycles

<i>Primo ciclo dell'istruzione</i> (first cycle of education)	
<i>Scuola primaria</i> (primary school)	Age 6-11
<i>Scuola secondaria di I grado</i> (lower secondary school)	Age 11- 14
<i>Secondo ciclo dell'istruzione</i> (second cycle of education)	
Classical education <i>Liceo classico</i> (classical upper secondary school) <i>Liceo scientifico</i> (scientific upper secondary school) <i>Liceo linguistico</i> (linguistic upper secondary school) <i>Liceo socio-psico-pedagogico</i> (upper secondary school with a sociological-psychological- and pedagogical orientation)	Age 14-19
Artistic education <i>Liceo artistico</i> (artistic upper secondary school) <i>Istituti d'arte</i> (art schools)	Age 14-18/19 Age 14-17/19
Technical education <i>Istituto tecnico</i> (technical school)	Age 14-19
Vocational education <i>Istituto professionale</i> (vocational school)	Age 14-17/19

*Eurydice, (2007)*

### 1.3 OVERALL DESCRIPTION OF NATIONAL AND REGIONAL EDUCATION POLICIES

#### ***Access to education and vocational training: Right/Duty to education and access to school system for everyone***

The basic rationale of the Italian education system is to provide every one with at least some basic skills and knowledge to be integrated in social life, exercise their individual rights and fully participate as a citizen. To this aim, education is at the same time a **fundamental right and a social duty**, and the Constitution states that **education is free, compulsory and open to everyone with no discriminations**.

Nowadays, the development of this rationale is the new right/duty to education and training, making it possible for everyone to obtain a qualification or an upper secondary school degree<sup>10</sup>.

<sup>9</sup> According to the Law of 27 December 2006, n.296, despite the raising of compulsory education to 16 years of age, it seems that the possibility to accomplish compulsory education and training through the three years experimental pathways of vocational education and training is still offered, according to the 2003 state-regions agreement and legislative decree of 17 October 2005, n. 226.



It concerns not only Italian citizens, as it addresses also **underage foreigners** residing in Italy, as much as irregular ones<sup>11</sup>. Besides Italian legislation grants **disabled students** access to education and vocational training and facilitation to integrate in the school system<sup>12</sup>.

### ***Italian school system management and governance: the importance of "subsidiarity"***

Since the mid '50s of the last century, part of the responsibilities of educational services was progressively decentralized and in 1972 numerous State administrative competences on education were transferred to the local authorities, namely regions, provinces and municipalities.

Starting from 1975 the Regions have assumed the delegated responsibilities and the administration of professional training (outside the school system), substituting the Minister of Labour, who still keeps its role for orientation and coordination.

Since Constitutional Reform of 2001<sup>13</sup>, which introduces stronger decentralization of power to Regions, Education falls within concurrent legislation (the State states the general principles to grant basic levels of school services, while the Regions are responsible for most legislative acts and their implementation), except for school autonomy. Vocational education and training is instead the responsibility of the Regions. As a consequence, compulsory education and training, as well as the mentioned integrated system of education and vocational training, is managed through a continuous negotiation and agreement between the State level and the Regional level, while strongly linked to the local contest needs and managed by local social actors involved.

Italian Law grant also single **school autonomy** in teaching, administration, research activities, experimentation and development<sup>14</sup>. Recently a center-left government decided that the Regional Institute for Educational Research (IRRE) and the National Documentation Institute for Innovation and Educational Research (INDIRE) would be replaced by the "Agenzia Nazionale per lo Sviluppo dell'Autonomia Scolastica", National Agency for the Development of School Autonomy.

<sup>10</sup> Ministry of Education, *La dispersione scolastica: una lente sulla scuola*, 2000, stresses the need to prevent ESL and favour "school success" as a mean to enhance personal resources, prevent social exclusion, favour social and labour inclusion.

<sup>11</sup> See Legislative decree of 15 April, n. 76. The right/duty to study and access to education was stated in previous legislation through in particular Law of 6 march 1998, n. 40 and Legislative Decree of 25 July 1998, n. 286 which is the consolidated Law (testo unico) on provisions concerning immigration and foreign people condition. The subsequent controversial Law of 20 July 2002, the so called "Bossi/Fini", reaffirmed what said in previous legislation on foreign people school attendance.

<sup>12</sup> Law 5 February 1992, n. 104, General Law on the assistance, social integration and rights of disabled people.

<sup>13</sup> Constitutional Law of 18 October 2001, n. 3 which modified the subdivision of the responsibilities between State and Regions and the subsequent Law of 5 June 2003, n. 131, introducing regulation adjustments to the above mentioned constitutional modifications.

<sup>14</sup> Law 15 march 1997, n. 59 and subsequent Presidential decree of 8 March 1999, n. 275, concerning regulation on school autonomy.

The decentralization of power to regions and also to schools is conceived as a way of granting basic levels of education services, adapting to the different needs of the territory, according with the Italian concept of *subsidiarity* aimed at ruling at the nearest level to citizens, and at sharing responsibility with organized groups from civil society and private organizations and, for what concerns education, school institutes. Nonetheless this is also one of the main reasons why the system as well as its implementation policies are so difficult to be clearly shaped in a description.

A brief scheme of Italian administrative division:

Legislative power belongs to the State and the Regions in accordance with the Constitution and within the limits set by European Union law and international obligations (Art. 117 State and Regional legislative Power).

- ◆ Article 117 lists the scope of legislative authority belonging only to the **State**, this including matters such as, foreign policy, defence and armed forces, immigration, citizenship, State taxes, electoral law, courts, national boundaries etc. National-central government has exclusive legislative powers over most of the main issues, *including general rules on education and the setting of minimum service levels* (Article 117 of the Constitution)
- ◆ Some Regions (Sicily, Sardinia, Trentino-Alto Adige, Friuli-Venezia Giulia and Valle d'Aosta) are granted special forms of legislative and administrative autonomy by the National State, as set out in their Statutes adopted through constitutional law.
- ◆ Basically, pursuant to Article 117 of the Constitution, the **Regions** are free to legislate on matter not governed by State law. Regarding the matters that lie within their fields of competence, the Regions and the Autonomous Provinces of Trento and Bolzano participate in any decisions about the formation of community law. The Regions and Autonomous Provinces also provide for the implementation and execution of international obligations and of the acts of the European union in observance of procedures set by state law. The Regions have 'exclusive' legislative powers over vocational education and training, apart from tasks connected with the European Union, and parallel legislative powers over general education, although the State is responsible for deciding the basic principles (Article 117, paragraphs 2 and 3 of the Constitution).
- ◆ **Provinces, Municipalities** and **metropolitan cities** have their own administrative functions and, in addition, those conferred to them by the law of the state or the region according to their respective fields of competence. Local authorities (**Municipalities**) provide many of the basic civil functions, as registry of births and deaths, registry of deeds, contracting for local roads and public works, etc. **Provinces** intermediate between the Municipalities and the Regional Authority, care for the interests and promote the development of the provincial community

Source: Italian Constitution

### ***Financial support for schooling***

The state level, together with regions, are responsible for granting the right to study, as the Constitution states that the State is obliged to provide a public school system accessible to all.

The way the Italian school system intervenes is mainly compensatory, addressing the weakest with specific financial aid.

Financial aid is included both in the State and regional legislation. As for students of state school and "scuola paritarie" private equivalents, the Law 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 to deduct from tax an amount equal to the expenses paid for the school<sup>15</sup>.

Financial aid provided by the regions is more conspicuous, ruled and implemented directly by the region or through the provinces or the municipalities. Generally they are the following:

- ◆ School vouchers, to partially cover education expenses
- ◆ Financial contribution to purchase textbooks
- ◆ Non-recurring cheques for students of low income and socially disadvantaged families
- ◆ Particular provision for disabled students
- ◆ Free lodging next to school institutes<sup>16</sup>.

### ***Degree of Italian education system selection***

A certain degree of selection is present in the Italian education system, as students have to take school leaving exams in order to go through the different steps of education and training.

Besides there is a longstanding controversy on the age pupils have to choose between education, vocational training or entering the labour market. As a matter of fact compulsory education was provided for until 14 years of age, and compulsory training up to 18 years of age obliged student to choose one of the paths after compulsory schooling. Nonetheless theoretically, the system has been corrected, by introducing permanent pathways from one way to the other, in order to make an early choice never irreversible and to give access to higher level of education or vocational training.

<sup>15</sup> See Law of 19 March 2000, n. 62.

<sup>16</sup> For what concerns this paragraph see Eurydice, *The education system in Italy, 2006/07*, and the Ministry of Education website: [http://www.pubblica.istruzione.it/news/2006/diritto\\_pari.shtml](http://www.pubblica.istruzione.it/news/2006/diritto_pari.shtml)

In addition, the recent raising of compulsory schooling to 16 is conceived exactly for providing basic skills and knowledge before choosing where to accomplish compulsory education and training within 18 years of age<sup>17</sup>. Nonetheless, the problem of “natural selection” of the Italian school system still persists, as great differences in school performance and school failure arise after the choice of the different upper secondary school (classical, scientific, technical, vocational school), highlighting the problem of previous guidance activities in lower secondary school.

## **1.4 ESL RELATED TO THE ACCESS TO THE LABOUR MARKET**

### ***A brief introduction to the Italian labour market***

The Italian labour market is considered one of the most rigid in Europe, suffering in particular on two levels.

One is the North-South dimension; the region of the South suffer from a longstanding delay in terms of development and labour market opportunities and regulation. In Italy there is as a consequence a considerable variation in the rate of unemployment across regions. The phenomenon is concentrated in the regions of the South where the poor performance of the labour market reflects the unsatisfactory general economic conditions<sup>18</sup>. The huge amount of unemployment in the South might be explained, at least in part, by the fact that underground economy and undeclared work are one of the most important problems of that regions.

The other dimension is the strong division between those who are inside the labour market and those trying to enter - the last reforms on the road to flexibility notwithstanding. The former are strongly protected by legislation and collective bargaining, while the latter find difficult to enter labour market, experiencing a high degree of flexibility and instability, while at the same time lacking the whole social protection of the “insider”. In this context unemployment hits especially young people in search of first employment and women.

On the whole it is fair to say that labour market institutions prevailing in Italy combine stringent job protection and an intermediate-to-high degree of centralized union control over wages and working conditions.

The mix of these two features, together with relatively weak income support to the unemployed, a tax wedge that funds social transfers that are largely employment-related (pensions), and active labour market policies that are rather ineffective in training and placing the unemployed most in need, tend to provide a strong power to insiders.

<sup>17</sup> See <http://www.indire.it/obbligoistruzione/>. Legislative references are: Law of 27 December 2006, n. 296; subsequent Ministerial decree of 22 August 2007, n. 139; Law of 2 April 2007, n. 40.

<sup>18</sup> Carlo Dell’Aringa, *The Italian Labour Market: Problems and Prospects*, 2003, Quaderni dell’Istituto di Economia dell’Impresa e del Lavoro, Università Cattolica del S. Cuore, Milan, 2003

An important feature of this system is that the protection of insiders is not evenly distributed throughout the economy. Workers in large manufacturing tend to be more protected, while the effect of these disadvantages is a composition of Italian employment dominated by a large share of firms with fewer than 15 employees<sup>19</sup>, and an increasing number of flexible labour contracts, together with the widespread presence of the underground economy.

### ***Italian labour market: employment and labour force demand***

Unemployment is continually decreasing in the last ten years, but it is worth stressing that employment participation has also decreased, as an effect of discouragement, due to the difficulties in entering the labour market (in particular in the South), higher levels of schooling, low first wages. Italy remains a country with a strong industrial employment base, while growing in the service sector.

Foreseen labour demand increases for highly qualified or, on the opposite side, unqualified occupations (more than 4% from 2005 to 2009). Enterprises look in particular for high-school graduates and university graduates, while demand for workers with professional qualification decreased in 2008, as well as that for people with only school leaving certificate<sup>20</sup>.

Upward mobility is a great concern. The greatest opportunities to advance in career are for graduated workers or highly qualified and skilled<sup>21</sup>.

### ***ESL and the labour market opportunities and challenges***

The conditions of the labour market and the socio-economic development act as the same time as a pull factor to leave education early, meaning a perceived opportunity in the near future, and as an obstacle to face once you leave and have to survive as a low skilled worker.

It is worth stressing that the ESL phenomenon concerns not only regions of the South with high level of socio-economic distress, but also certain areas with a strong economic productive system, offering an easy entering to the labour market, which is looking for low skilled labour. These conditions, as well as the idea of being able to earn money immediately, act as an attractive factor for students with a low school performance.<sup>22</sup>

<sup>19</sup> This is due to the legislation that allows free firing in firms under 15 employees.

<sup>20</sup> EXCELSIOR (information system for employment and vocational training) report 2008, <http://excelsior.unioncamere.net/>

<sup>21</sup> ISFOL report 2007 reports a survey on personal perception on career perspectives, pointing out that it decreases significantly from graduated workers (50%) to low educational qualification and low skilled workers (under 35%).

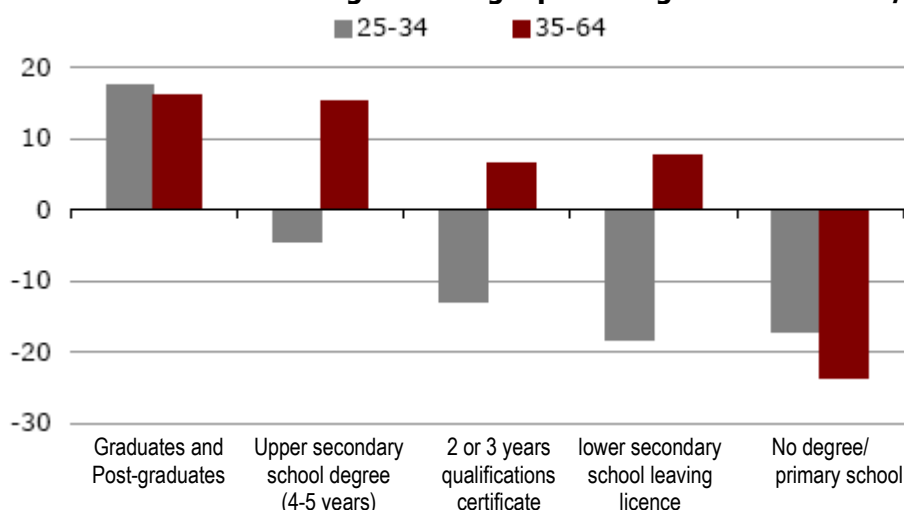
<sup>22</sup> Parliament Commission on science, culture and education, *Indagine conoscitiva sulla dispersione scolastica*, 2000.

Paradoxically, even if low socio-economic development is the main reason for ESL in the South, it is also necessary to consider a perspective which is not merely quantitative, highlighting that the lack of job opportunities keeps young people in the education system as long as possible, with a high number of graduate students in the South.

Moreover, the Italian situation varies from region to region. An excellent example is the Emilia-Romagna region, where drop-outs are reintegrated in the system and in the labour market, and taken to a qualification in the most of the cases.

### **Employment rate and working condition related to degree and qualifications.**

**Labour forces related to degree and age: percentage variation 2004/2007**



Data source: ISTAT

- ◆ **OECD** "Education at a glance" report (2008) stated that in 2006 in Italy, the **employment rate** for those with tertiary education stood at 80.6% in comparison with 74.4% for upper secondary and post secondary non tertiary education, and 52.5% for those below secondary education. Indeed employment rates are much lower for those without upper secondary education (53%) compared with those who have achieved this level (74%), though, in recent years, these disparities have been reduced.

Concerning **income conditions**, the income disadvantage of not completing an upper secondary education is less pronounced in Italy than in most other OECD countries.

Those who do not hold an upper secondary qualification earn only 79% of the incomes of those who do hold these qualifications, though over time there is evidence that this income disadvantage has lessened<sup>23</sup>.

<sup>23</sup> OECD, *Education at a glance*, 2008, [www.oecd.org/edu/eag2008](http://www.oecd.org/edu/eag2008). The distribution of the 25-to-64-year-old population by level of income and educational attainment shows that the majority of those below upper secondary

- ◆ **EUROSTAT** reports data about ESL in Italy by employment status: in 2006, 53% of them were employed, 15% unemployed, 32% were inactive<sup>24</sup>.
- ◆ It is difficult to find data about young workers aged 14-18 related to the labour market conditions, as they are not considered among active labour forces, but still in education or training. Often work experiences for drop-outs are for the most seasonal labour experiences, occasional jobs under fixed term contracts, low income and low qualified/qualifying activities. As a consequence, while the labour market asks for skills and knowledge, these first experiences push the drop-outs to come back to education or training, raising his own awareness of the need to attend higher degree and qualification<sup>25</sup>.  
Anyway, according to OECD, 3.5% of 15-to-19 year-olds are not in education and are unemployed, close to the OECD average of 3.0%<sup>26</sup>.

## 1.5 NATIONAL PICTURE OF DROP-OUT

### *The Italian "Drop-out"*

The Italian Ministry of Education considers **drop-outs** those **who leave during the school year without any formal communication to the school**<sup>27</sup>. Data collected for the year 2006/2007 are:

- ◆ 2.791 drop-outs in the lower secondary school (0,2% of those enrolled in school)
- ◆ 44.664 in the upper secondary school (1,6%). In this percentage the Ministry considers also those dropped out from evening classes, described in next chapters and concerning for the most adults people lacking school degree.

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education (44%) earns more than half the median, but their income is at or below the median, while only a little percentage of them earns more than 1,5 times or two times the median. Generally incomes increase with each level of education. Those who have attained upper secondary, post-secondary, non-tertiary or tertiary education enjoy substantial incomes advantages compared with those of the same gender who have not completed upper secondary education.

<sup>24</sup> European Commission Staff working document, Progress towards the Lisbon Objectives in Education and Training. Indicators and Benchmarks., 2008. Data source: EUROSTAT.

<sup>25</sup> Lucia Maddii, Prevenire la dispersione, una sfida possibile, Lucia Maddii, 2003. <http://www.irre.toscana.it/disagio/lezioni/maddii.rtf>. It is also worth mentioning that Law of 27 December 2006, n. 296 raised legal working age to 16, alongside with the raising of compulsory education.

<sup>26</sup> OECD, *Education at a glance*, 2008, [www.oecd.org/edu/eag2008](http://www.oecd.org/edu/eag2008)

<sup>27</sup> Ministry of Education, *La dispersione scolastica, indicatori di base, anno 2006/2007*, May 2008.

**Students who abandoned school, lower secondary school and upper secondary school. School year 2006/2007**

		<b>Total</b>	<b>%</b>
<b>Lower secondary School</b>		<b>2.791</b>	<b>0,2</b>
1 <sup>st</sup> Year		868	0,2
2 <sup>nd</sup> Year		876	0,2
3 <sup>rd</sup> Year		1.047	0,2
<b>Upper secondary school</b>		<b>44.664</b>	<b>1,6</b>
1 <sup>st</sup> Year		16.046	2,4
2 <sup>nd</sup> Year		7.876	1,4
3 <sup>rd</sup> Year		9.155	1,7
4 <sup>th</sup> Year		8.330	1,7
5 <sup>th</sup> Year		3.257	0,7
	<i>Refers to people of evening school</i>	<i>11.770</i>	<i>13,1</i>
	<i>1<sup>st</sup> Year</i>	<i>3.129</i>	<i>23,5</i>
	<i>2<sup>nd</sup> Year</i>	<i>1.450</i>	<i>15,0</i>
	<i>3<sup>rd</sup> Year</i>	<i>3.646</i>	<i>15,4</i>
	<i>4<sup>th</sup> Year</i>	<i>2.282</i>	<i>12,0</i>
	<i>5<sup>th</sup> Year</i>	<i>1.263</i>	<i>5,3</i>

Data source: Ministry of Education

From school year 2003/2004 to school year 2006/2007 schooling rate has been decreasing for 14 and 15 years old students, thanks to the introduction of the possibility to enter other training paths (from 100% to 97,7%; from 94, 7% to 92,9%), while it has been growing for 17 and 18 year-old students, encouraged to remain in the school once they made their choice (in percentage from 80, 4 to 82,1; from 70,6 to 73,7).

As a matter of fact the monitoring of drop-outs from school don't provide a complete picture of drop out phenomenon, since it doesn't consider people attending training activities and accomplishing the new right/duty of education and training in vocational training or apprenticeship; i.e. in 2006/2007 more than 100 000 students were attending the experimental pathways of education and vocational training<sup>28</sup>. In following section the report will nonetheless consider as "drop out" those under 18 years of age who do not appear in any of the possible training paths.

Some data about the whole phenomenon this way defined, can be found in ISFOL, (the Institute for workers' vocational training development) annual report on general Italian trends in education and training, labour and welfare policies, gathering data from the Ministry of education on school and from regional administrations for what concern vocational training and apprenticeship. Nonetheless last data available refers to school year 2005/2006, when percentage were: 88,5% in school; 4,6% in vocational training paths; 2,1% in apprenticeship; 4,8 % outside any training path (113. 172 young people aged 14-17)

<sup>28</sup> Ministry of Education, *La dispersione scolastica, indicatori di base, anno 2006/2007*, May 2008.



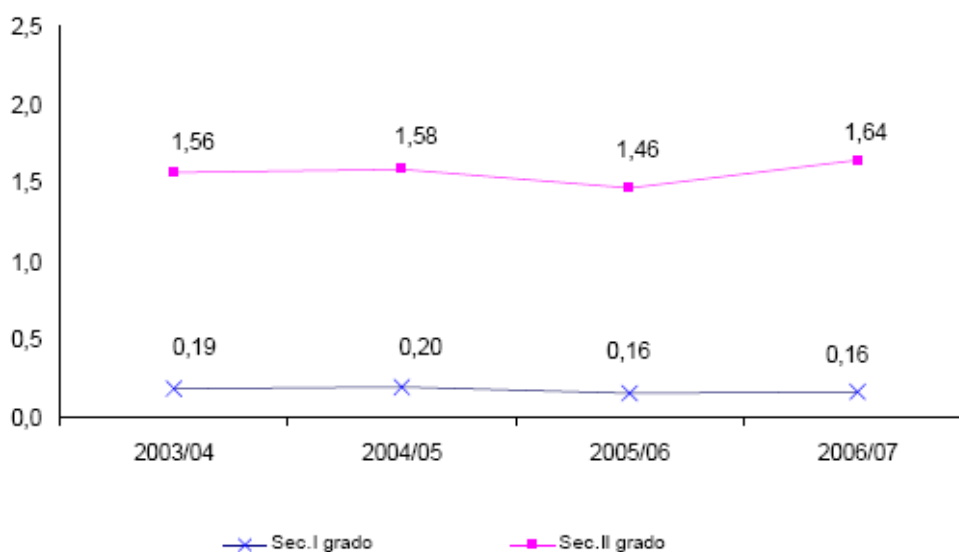
Anyway, data collected on school By the Ministry of education and referring to students' choice at the end of lower secondary school show that at the end of year 2005/2006 most of them continued in the school system (91,1%), 4,8% chose vocational training path, while only 0,3% apprenticeship; a not negligible percentage of students (3,8 %) didn't choose a path, and the lack of a choice could be considered as an indicator of drop-out risk exposure.

The passage between lower secondary school and upper secondary school is indeed the turning point. The highest number of drop outs is registered during the first year of upper secondary school (16.046).

In particular drop outs' number in upper secondary school increases significantly from classical education (licei), where they are in all at 0,2% (1.974 students), to technical school (2,1%, 19.223 students), to vocational education where drop out occurred in the year 2006/2007 were 20.168, meaning 3,6% of those enrolled

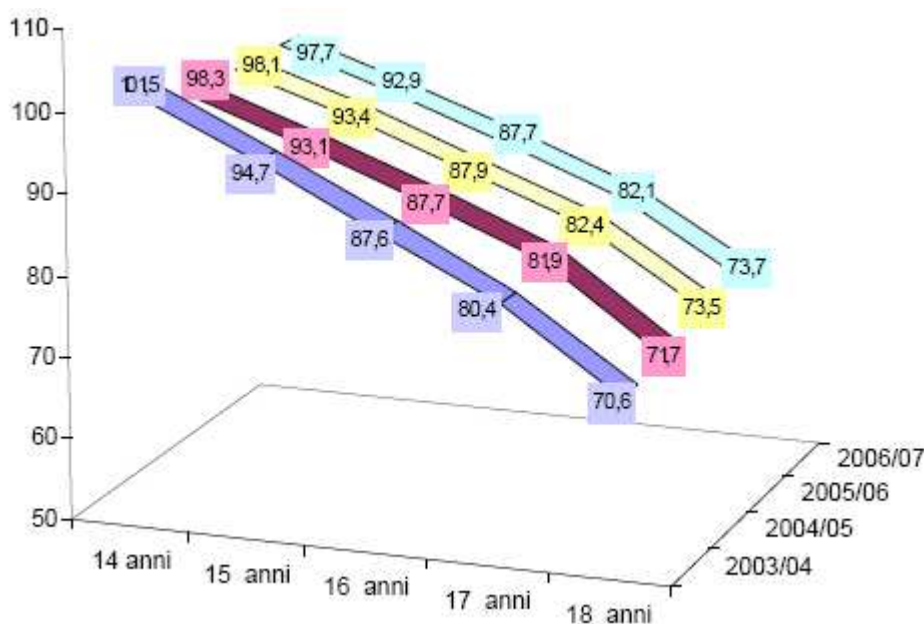
In this frame, a certain general continuity can be found by comparing trends in school abandonment from 2003/2004 to 2006/2007, except for the increasing of drop out percentage in upper secondary school starting from year 2004/2005, which can be explained with possibility to attend other paths.

**Trends of school abandonment on lower secondary school (blue line) and upper secondary school (red line). 2003/2004 to 2006/2007**



*Data source: Ministry of Education*

**School rates of 14-18 aged students. School years 2003/2004 to 2006/2007**



Data source: Ministry of Education

Concerning geographical differences in drop out phenomenon, in school year 2006/2007, percentage of drop out in upper secondary school is 1,3% in the North-West of the country, 1,1% in the North East, 1,4% in the centre, increasing in the South to 1,9% and in particular in the Islands up to 2,7%<sup>29</sup>.

It is fair to notice that, despite these aggregate percentages, the distribution of drop out along the country presents “unexpected” areas in the North with significant drop out percentage, such as Veneto (1,6%), Friuli (2,1%); Emilia Romagna too envisages 1,5% drop outs. This data, which are in most cases the results of highly different performance at the single provincial level, can be explained by different variables: the offer of an easy entering to the labour market, which is looking for low skilled labour in strong productive areas, but also the presence of a truly implemented offer of alternative path to accomplish the “right/duty” in vocational training, integrated vocational education&training paths, apprenticeship.

It is important to stress that in Italy, when talking about Early School Leaving, policy makers and researchers used to consider it inside a larger phenomenon, that of “school dispersion”, which considers not simply the number of drop-outs. School abandonment is a part, better a consequence, of school dispersion, involving low school performance, school attendance irregularity and delay in school years. As a consequence the concept involves different forms of schooling difficulties, all connected with the risk of ESL, future marginalization and inability to enter the labour market and participate in social life.

<sup>29</sup> All data refer to Ministry of Education, *la dispersione scolastica, indicatori di base, anno 2006/2007*, May 2008. Data refer to school year 2006/2007, before compulsory education was raised to 16 years of age.

Considered this widened conception of "dispersion", involving irregularity and school failure, the Ministry employs indicators<sup>30</sup> which identify exposure to the risk of drop-out as:

- ◆ Percentage of students repeating the year
- ◆ delay on regular school years
- ◆ Percentage of students not admitted to the following year
- ◆ Percentage of students admitted with one or more subjects with an unsatisfactory mark
- ◆ Irregularity in school attendance
- ◆ Change of course of study

All these data increase from classical or scientific upper secondary school to technical school, until vocational school, which gathers students with the lowest school performance, often associated with social marginality, who are not able to attend the others schools with sufficient performance.

The highest critical moment is once again the passage from a cycle to the other, registering the highest number of students repeating the year, (2,7% in the first year of Lower Secondary School), and during the first two years of upper secondary school (8,5% at the end of the first year; 7,2% at the end of the second).

### ***The Italian "Early School Leaver"***

Italy also adopts the **European definition of Early School Leaver, as percentage of the population aged 18-24 with at most lower secondary education and not further in education or training.**

In this sense, it is worth pointing out that the two definitions (that of drop out and that of ESL) do not necessarily coincide, as a drop out (pupil who leave without formal communication to school) do not necessarily become an ESL, when taken back in time to education and training.

In this dimension, progresses have been made from 2000 to 2007, reducing the number of ESL from 25,3% to 19,2%, but Italy is still far away from the Lisbon Target<sup>31</sup>.

It is worth saying anyway that the ESL phenomenon presents great differences among Regions, with good results in certain areas, while Val d'Aosta and the South still present over 20% of 18-24 ESL (Val d'Aosta 29,5%, Campania 28,8%, Sicilia 26%, Puglia 23,9%, Sardegna 21%)<sup>32</sup>.

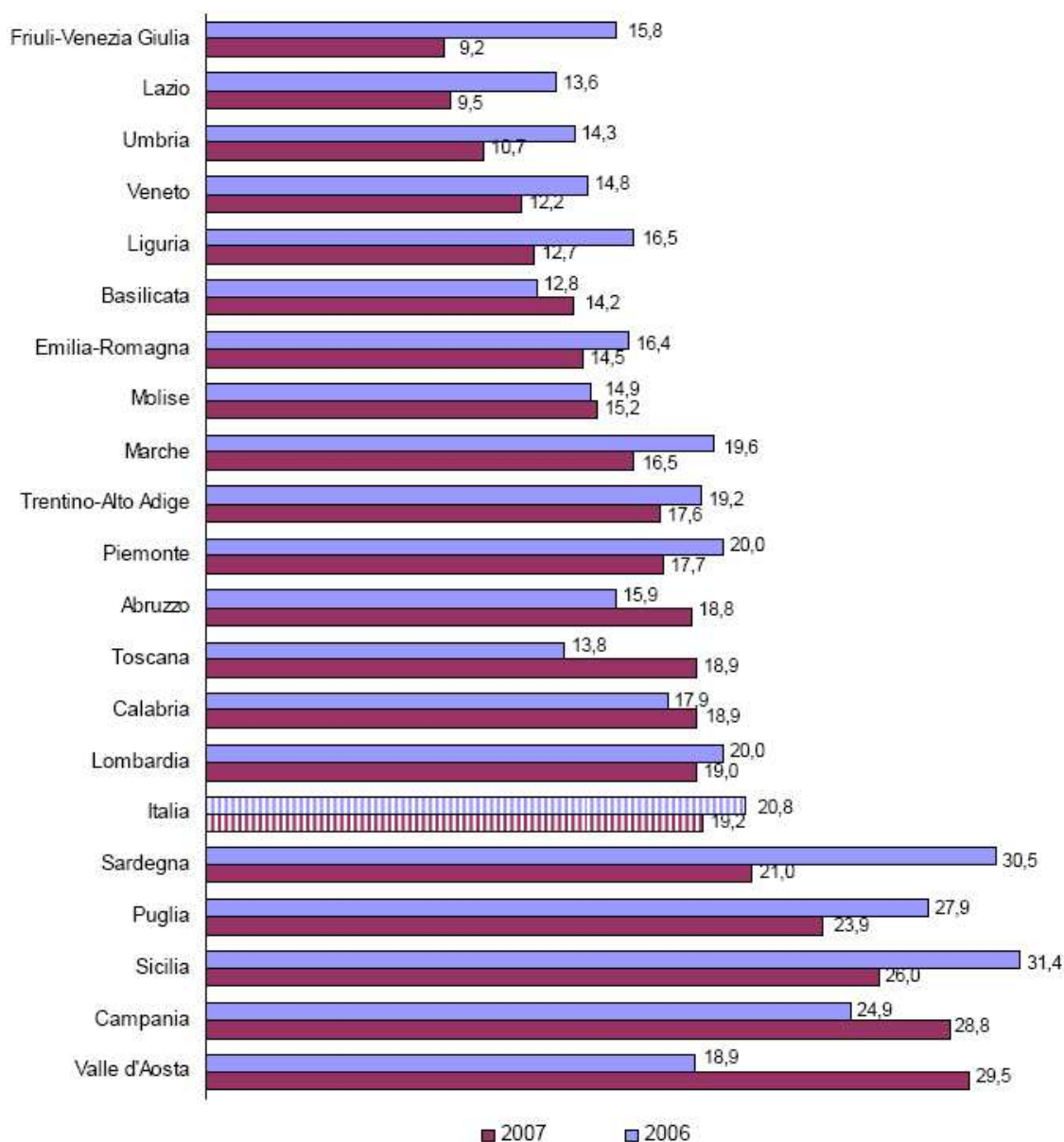
<sup>30</sup> Ministry of Education, *la dispersione scolastica, indicatori di base, anno 2006/2007*, May 2008.

<sup>31</sup> ISTAT survey on labour forces, 2007.

<sup>32</sup> Ministry of Education, *la dispersione scolastica, indicatori di base, anno 2006/2007*, May 2008.

Italian data on ESL indicator correspond to that provided by **EUROSTAT**, who stresses also a strong gap between male and female. In both cases, the percentage of ESLs have been decreasing 6% between 2000 and 2007, but with female ESL population at 15.9% in 2007 versus male ESL population at 22.6%<sup>33</sup>.

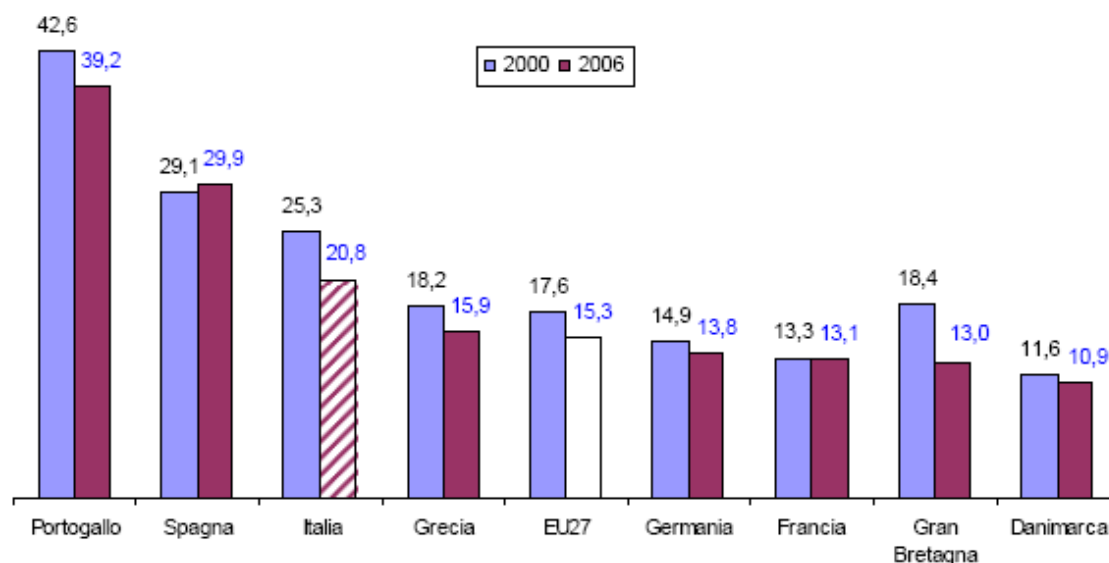
**Percentage of ESLs in the different Italian Regions. Years 2006 – 2007**



Data source: ISTAT

<sup>33</sup> European Commission Staff working document, *Progress towards the Lisbon Objectives in Education and Training. Indicators and Benchmarks*, 2008. Data source:EUROSTAT.

**Percentage of ESLs. Italian rate in comparison to EU27 and other European country. Years 2000-2006**



Data source: European Commission, Progress towards the Lisbon objectives in education and training" Indicators and benchmarks 2007

**General overview**

In general, according to **OECD** data, over the period 2000 to 2006, the proportion of 15-to-19-year-olds enrolled in education in Italy has risen steadily from 72% (well below the OECD average of 77%) to 81% (similar to the OECD average). Comparing the attainment levels of younger and older sample groups shows the progress that has been made over a 30-40 year period. In Italy, upper secondary attainment among the 55-64-year-old age group (i.e. those who left secondary education for some 40-50 years ago) was only 32%, compared with 67% upper secondary attainment among 25-to-34-year-olds (those who left secondary education 10-15 years ago). Some 18% of the population aged 15-19 years are not in education in Italy, a figure slightly above the OECD average (17%). From a low base, there has been obvious growth in upper secondary attainment in Italy but this remains a significant challenge<sup>34</sup>.

<sup>34</sup> OECD, *Education at a glance*, 2008, [www.oecd.org/edu/eag2008](http://www.oecd.org/edu/eag2008).

## 2. MEASURING EARLY SCHOOL LEAVING

### 2.1 ITALIAN INSTITUTIONS CARRYING OUT DATA COLLECTION AND RESEARCH ON ESL

#### Italian Ministry of Education

The **Ministry of Education** produces almost every year a **national survey on the ESL phenomenon**, considering the **number of drop-outs of the year** and the **percentage of ESL** referring to the EU definition.

The Ministry's data collection concerns only school and is elaborated by **ISTAT**, which is the **National Statistics Institute**<sup>35</sup>. The Ministry refers also to EUROSTAT for issues concerning data about ESL.

It is worth mentioning that the Ministry of Education provides also an annual report on foreigners students in public and non public schools, analysing their presence in Italian schools and, at times, their school results. As a matter of fact, foreign students are a great concern for the Italian education System, as dealing with problems of social integration, language, recognition of foreign educational attainments and recover of school years (for underage students as much as adult ones).

As the Italian reform of education system foresees the integration of education and vocational training systems, a serious collection of data on drop out phenomenon is possible only through the integration of data collected by the Ministry of Education from schools and those collected by the Regions (as responsible for vocational training).

#### National System of Student Registers

To ensure the accomplishment of compulsory education and training, and to monitor student careers, the Law created the **National System of student registers**, representing the national source of data on student careers in school as well as in other paths, and indirectly on drop-outs, and acting as the coordinating system of **regional student registers**<sup>36</sup>. According to legislation, the system is constituted by the national register, managed by the Ministry of Education, and the regional registers, managed by regional authorities.

<sup>35</sup> See [http://www.istat.it/lavoro/sistema\\_istruzione/istruzione.html](http://www.istat.it/lavoro/sistema_istruzione/istruzione.html)

<sup>36</sup> Student registers were introduced together with the new *right/duty* to education and training by Law of 28 March 2003, n. 53, and in particular subsequent Legislative Decree of 15 April 2005, n. 76. It represents a widening of the compulsory training register, created by Law of 17 May 1999, n. 144, introducing compulsory training until 18 years of age.

This monitoring system should collect data on student careers from the beginning of primary school, with the aim of controlling if the students are accomplishing compulsory education and training (in one of the three pathways: education, vocational training or apprenticeship)<sup>37</sup>. Data has to be compared with the territorial registers of residents in order to identify those aged 6-18 who are outside any education or training activity and take remedial actions before they become true ESLs.

### **Local Observatories on ISL**

Besides national data collection, **several observatories related to ESL and drop-out phenomenon** have been set up **at the local level** (Provinces, Municipalities), through specific agreements between Local Bodies involved, schools, social partners, actors from vocational training system, as peculiar experiences aimed at monitoring the phenomenon, collecting data and take remedial actions on the special needs of the territory<sup>38</sup>. It is difficult to provide a detailed collection of these local monitoring systems, due once again to the horizontal and vertical fragmentation of policies all along the country and on different levels of government. However, some paradigmatic examples can be provided:

- ♦ in Emilia Romagna Region, starting from school years 1999/2000, the Province of Bologna implemented an informative system, called "Anagrafe Nof provinciale" (Nof provincial register), in order to monitor students' pathway for the accomplishment of compulsory education and training. This informative system, which was stated after the introduction of compulsory training in 1999<sup>39</sup>, was then transformed in the Provincial Observatory on schooling, through an agreement between the Province, its Municipalities, schools, actors of vocational training system qualified for the accomplishment of compulsory training, the Region (through its regional school Office U.S.R), the University of Bologna, the centre for administrative services of Bologna. The Observatory has widened the register's task. It collects and elaborates data from the school system as well as the vocational training and apprenticeship system, checking them with data on young people who have to accomplish compulsory education and training provided by the Municipalities residing registers. Moreover the Observatory publishes reports and favours the evaluation of the whole education and training system as well as its implementation and improvement by providing quantitative and qualitative information together with suggestions to actors involved<sup>40</sup>.

<sup>37</sup> Legislative decree of 15 April 2005, n. 76.

<sup>38</sup> The possibility to rule on such a matter at the local level, and to establish this kind of observatories, registers, informative systems lays on Legislative decree of 31 March 1998, n. 112, art. 138 and 139, concerning competences on education devolved to Local Bodies, as well as Legislative Decree of 18 August 2000, n. 267, "Consolidated Law on Local Bodies" (Testo unico sugli Enti locali), and in general by Constitutional Law of 18 October 2001, n. 3 which modified the subdivision of the responsibilities between State and Regions and the subsequent Law of 5 June 2003 no. 131 introducing regulation adjustments to the above mentioned constitutional modifications.

<sup>39</sup> With mentioned Law of 17 May 1999, n.144

<sup>40</sup> For what concerns the Observatory and its history see dedicated website: [http://www.integraziononline.it/generate\\_page.php?id\\_sec=35](http://www.integraziononline.it/generate_page.php?id_sec=35)

- ◆ The Municipality of Naples, which is one of the more critic areas in terms of drop-out phenomenon, is provided with a specific unit inside its organization called "Observatory on school abandonment" (Osservatorio sulla dispersione scolastica), which work together with the Unit for analysis and research, in order to collect data on drop outs from primary and lower secondary school institutes. The observatory is charged with collecting communications from school when single drop out occurs. A specific model has to be compiled on the pupil's data (personal data as well as data on school attendance and school performance). The observatory elaborates and publishes survey on drop out phenomenon for school year, gathering quantitative as well as qualitative data received from the social services who took in charge the drop out. The survey provide indeed also for percentages referring to school abandonment reasons (personal and familiar disease, school uneasiness, learning disturbance, refuse toward school etc.)<sup>41</sup>
- ◆ The municipality of Rome instituted an Observatory on school abandonment phenomenon<sup>42</sup> (Osservatorio cittadino sul fenomeno della dispersione scolastica) thanks to funding provided by the national fund for childhood and youth<sup>43</sup>.

### **ISFOL (Institute for workers' vocational training development)**

ISFOL is a public research institute working with the Ministry of Labour as well as the Ministry of Education, the Regions, the social partners, and the EU and other II.OO.. The institute was born in 1973 in order to favour the accomplishment of the first process of decentralization of power to Regions in vocational training subject<sup>44</sup>. The institute carries out research, study, experimentation, documentation, evaluation, information and counselling activities aimed to the development of vocational training, social and labour policies. In particular ISFOL activities concern: reseach; evaluation of programs and policies for HR development; technical assistance to ESF; EU programs and initiatives management; statistical service and coordination of databases<sup>45</sup>.

Research activities concern in particular three topics: education&training, employment, social cohesion. ISFOL pays special attention to analysis and evaluation of trends in education and training systems (especially in their integrated patterns), as well as in permanent education in a lifelong learning perspective. In this context ISFOL is provided with a permanent Observatory which publishes researches on specific topics all along the year. Moreover ISFOL publishes researches in "Collana Editoriale SR (strumenti e ricerche)", collecting ad hoc researches as well as periodical reports on specific topics. In particular ISFOL produces an annual report on current trends on the Italian vocational and education system, labour market and social policies, touching topics such as the number of students enrolled in school, vocational training paths, and in the three year experimental pathways of vocational education and training.

<sup>41</sup> Municipality of Naples website: <http://www.comune.napoli.it/flex/cm/pages/ServeBLOB.php/L/IT/IDPagina/956>

<sup>42</sup> See dedicated website: <http://www.dispersionescolastica-roma.it/>

<sup>43</sup> This National fund was instituted by Law of 28 August 1997, n. 285 concerning provisions for promoting rights and opportunities for childhood and youth.

<sup>44</sup> ISFOL was instituted by Presidential Decree of 30 June 1973.

<sup>45</sup> ISFOL website: <http://portale.isfol.it/>



ISFOL touches ESL problems indirectly, providing for data about the education and training system and its functioning, through elaboration of data available at national level on schools and those provided by regional administrations on their training system.

### **INVALSI, the National Institute for the Evaluation of the Education and Training system**

An other important agency dealing with education in Italy is INVALSI. It was instituted in 2004 by Legislative Decree<sup>46</sup>, with the specific tasks of carrying out periodic and systematic check on students' knowledge and abilities and on the whole quality of education and training system, also in the context of lifelong learning implementation. INVALSI is also responsible for the evaluation of the experimental pathways of education and training agreed to by the State and the Regions<sup>47</sup>. In this context the agency reports on evaluation of the whole education system, on school autonomy implementation, on the implementation of European structural funds program for school.

INVALSI publishes also ad hoc research on different topic to the use of the Ministry of education, i.e. on school uneasiness analysis, indicators, evaluation tools<sup>48</sup>.

### **IARD, Institute for political and socio-economic research**

IARD, is a private institute with a long research tradition in the field of social sciences, aimed at the identification and analysis of cultural, educational and training process, when dealing in particular with youth universe. The institute carries out researches and surveys on the whole italian social scenario, with specific attention to five research themes. Three of them belong to a more socio-cultural/pedagogic research axis: youth culture and condition; education and training systems; cultural trends and spare time. The others belong to a socio-economic research axis: employment and labour policies; welfare and social policies. In this context IARD publishes periodically a report on youth condition. IARD publishes also ad hoc researches (socioeconomic surveys as well as more pedagogical researches) on different topics related to italian education and training system and youth attitude toward these educational processes<sup>49</sup>.

Concerning methodology, IARD employs different surveys' typologies and instruments. In particular, survey typologies are:

- ◆ cognitive survey, with a mainly descriptive and explicative profile, in order to give specific answers on specific topics
- ◆ explorative survey, in order to define interpretative lines of a new topic
- ◆ comparative survey

<sup>46</sup> Legislative decree of 19 november 2004, n. 286.

<sup>47</sup> This responsibility is stated in Legislative Decree of 17 October 2005, n. 226, concerning gradual implementation of right/duty to education and training, and recognizing the agreement signed between the State and the Regions in 2003 for the mentioned experimental integrated paths.

<sup>48</sup> See INVALSI website: <http://www.invalsi.it/invalsi/index.php>. Legislative decree of 15 April 2005, n. 76, charge the Ministry of Education and the Ministry of Labour, through respectively INDIRE, INVALSI and ISFOL, to monitor every year on the decree implementation.

<sup>49</sup> Further information on IARD can be found in its website: <http://www.istitutoiard.it/intro.asp>

- ◆ evaluative survey on improvement actions undertaken in specific services and organizations
- ◆ “ricerche-azione”, research-action, in order to provide the purchaser with elements of knowledge on a specific topic and to carry out targeted interventions.
- ◆ Case analysis
- ◆ Monitoring activities
- ◆ Panel surveys, in order to identify trends and changes in specific segments of the population
- ◆ Secondary analysis in order to elaborate further interpretations on its own researches.

For what concerns instruments, IARD employs quantitative techniques (face to face interviews; phone and online interview; questionnaires), as well as qualitative ones (deep interviews; focus groups; brain storming; observation; elaboration of thematic maps; online forum) together with desk research.

IARD provides also its purchasers with complementary services such as specific databases, census activities, bibliographies.

## **2.2 DESCRIPTION OF THE DATA COLLECTED BY ORGANISATIONS**

### **Ministry of Education data on ESL**

As said before, the Ministry of Education considers two dimensions of Early School Leaving:

- 1) **Number of drop-outs in the year** (those who leave without any formal communication to school)
- 2) **Percentage of the population aged 18-24 with at most lower secondary education and not further in education or training.**

A special report on ESL is published almost **every year**, in particular after 2000 when the Ministry of Education published a qualitative and quantitative report on the ESL and Drop-out phenomenon, stressing the utmost urgency to tackle the problem.

Apart from that of 2000, there have been 5 national report published by the Ministry of Education, referring to years:

- ◆ 1998/1999
- ◆ 2001/2002
- ◆ 2002/2003
- ◆ 2004/2005
- ◆ 2006/2007

Starting from academic year 1999/2000, the information on the main collective data concerning the education system are collected directly by the Ministry of Education through statistical survey on schools of every level and then elaborated by ISTAT, the national statistics research institute.

In particular the Ministry collects now quantitative data from single school Institutes (public or equivalent) through the SIDI portal (Informative Education System)<sup>50</sup>. These data are called "rilevazioni integrative" (integrative surveys) and provide for:

- ◆ analytic data about students enrolled at the beginning of the school year (numbers of students, with specific attention to gender issue, foreign students and disable students number);
- ◆ data on students' result (admission to subsequent year; admission with one or more subjects with an unsatisfactory mark; lower and upper secondary school exams results).

Starting from school year 2006/2007, "Rilevazioni integrative" (integrative survey) are communicated by schools at the beginning of the school year, whereas until 2005/2006 the survey was split into its two parts, the former communicated at the beginning of the year (in autumn), the latter at the end (in summer).

It is worth saying that this system has been improved and increased in data asked for to different school levels, so it is difficult to compare data from different school years. Moreover, even if a report on ESL is published almost every year, an easy identification of trends is hindered by the by difficult data cross-comparison, as i.e. for school year 2002/2003 data refer only to primary school and lower secondary school and in previous survey the only indicator of people not evaluated at the end of school year was employed.

More in general, frequent changing in the school system legislative framework oblige to filter data from different school years through the different school system settlements.

Nonetheless the definition of drop out as student who leave without any formal communication to school is now consolidated, as well as indicators mentioned above as main indicator of school performance and drop out risk:

- ◆ Percentage of students repeating the year
- ◆ delay on regular school years
- ◆ Percentage of students not admitted to the following year
- ◆ Percentage of students admitted with one or more subjects with an unsatisfactory mark
- ◆ Irregularity in school attendance
- ◆ Change of course of study

<sup>50</sup> SIDI portal permits schools to send data through the web, acceding directly the address <http://portale.pubblica.istruzione.it>. For what concerns "rilevazioni integrative" see Ministry of Education specific website [http://www.pubblica.istruzione.it/applicazioni/ril\\_integrative/default.shtml](http://www.pubblica.istruzione.it/applicazioni/ril_integrative/default.shtml)

In addition to this data collections, the **Annual report on foreigners students** in public and non public schools, is published since school years 1998/1999. Data are collected directly by the Ministry from schools, considering also evening schools. They refer mainly to number of foreign students in school and their origin. At times the report provides for foreign students' school results, using indicator of success such as number of upper secondary school graduates foreign students, number of foreign students admitted in the following year, as well as indicator of school failure such as delay in school year. Nonetheless this data are collected irregularly<sup>51</sup>.

### **The national system of student registers**

Following the indication provided by the Law on the National system of student registers<sup>52</sup> presented above, data should be collected on regular bases and provide for the training status of the single student from the first year of primary school until the accomplishment of compulsory education and training or until the age of 18. The register specifies the path the student chose (education, vocational training, apprenticeship), collecting data from school, vocational training, apprenticeship systems. According to Law, Regions have to provide for the integration between regional register and registers of residents of the Municipalities, in order to look out on the accomplishment of compulsory education and training, and contrast drop out phenomenon<sup>53</sup>.

Nonetheless it is fair to admit that this source is not so reliable, as a significant gap persists between student registers and registers of residents, with a conspicuous number of young people whose status is unclear.<sup>54</sup> This is mainly due to

- ◆ the difficulty to gather data in some territories;
- ◆ the way the single Regional Student Register is able to collect data regarding schools, vocational training centres and apprenticeships.
- ◆ The interoperability of the national system of student registers.

The organization of the regional registers seems left in the end to the single Region's initiatives, with different outcomes in the implementation of the monitoring system for what concern kind of data as well as cross comparison between students register and register of residents, or health register. As a matter of fact Legislative decree of 15 April 2005, n. 76, provides for the implementation of a double register system, the ministerial one and the regional one, which have to be integrated through an agreement between the State and the Regions aimed at defining technical standards for information exchange, registers' interoperability, kind of information (indicator) useful to monitor students' pathways. Nonetheless this comprehensive agreement don't appear in legislation, whereas there are single agreements between the different Regions and the Ministry of Education.

<sup>51</sup> See Ministry of Education web site, list of publications: <http://www.pubblica.istruzione.it/mpi/pubblicazioni/index.shtml>

<sup>52</sup> See in particular Legislative Decree of 15 April 2005, n. 76.

<sup>53</sup> Legislative Decree of 15 April 2005, n. 76, see in particular art. 3, comma 1 and 2.

<sup>54</sup> ISFOL report, 2005.

- ◆ As an example Liguria and Friuli Venezia Giulia Regions, according with their own regional school offices (USR) and the Ministry of Education, have been implementing the SIDDIF system “Sistema Informativo per il Diritto/Dovere all’Istruzione e alla Formazione”, informative system for the Right/duty. This system compares systematically regional data collected directly from school, vocational training and apprenticeship with data provided by the Ministry of Education through agreement on data exchange patterns<sup>55</sup>.
- ◆ Emilia Romagna Region has for a long time implemented the regional students register as a “carta d’identità formativa”, training identity card, which identify training paths of students starting from 6 (primary school enrolment) to 18 years of age, in order to monitor their accomplishment of compulsory education and training and to contrast drop out. Data on drop outs results form the cross comparison of 4 registers. One is the register of residents which give information about people in the territory in the age to accomplish compulsory education and training. This register is then compared with that of compulsory training (Registro Nof “nuovo obbligo formativo” – register for compulsory education and training) provided with data from schools on student paths and in particular on student’s choice on training path for the following year (inside school an operator is in charge to provide data on the basis of four possibility: school, vocational training, apprenticeship, no choice). Data are then cross-checked with the data bases of vocational training and apprenticeship. The four registers are cross-checked three times during the school year: on January/February when those attending the third year of lower secondary school have to communicate their choice on future training path; at the end of school year (June), when they have to confirm their choice; on September, in order to check if the student is really attending one of the paths. Once absents are identified, tutoring service of provincial centre for employment (CPI) intervene to take them back to the education and training system<sup>56</sup>.
- ◆ Campania Region’ student register has been implemented straight after Legislative decree of 15 April 2005, n. 76, which asked for it. As drop outs are a great concern for the Region, student register (ASCOF “Anagrafe Scolastica e Formativa” school and training register) is compared with health register (Anagrafe sanitaria), giving information about all pupils in the age between 6-18 who are present in the regional territory. Collection of data has been improved in the years, trying to support schools with specific indications and with a software which signal eventual mistakes in data entry and permit to correct them in real time.

<sup>55</sup> Information about SIDDIF system can be found in Friuli Venezia Giulia Region dedicated website: <http://www.regione.fvg.it/rafv/istruzione/dettaglio.act?dir=/rafv/cms/RAFVG/AT2/ARG3/FOGLIA32/> and in the Liguria Region one: <http://www.iostudioliguria.it/lirgw/iostudio/ep/home.do>

<sup>56</sup> See the regional website, section education: <http://www.scuolaer.it/default.asp>

General overview on national data availability

Concerning the general overview, a widespread weakness of the monitoring system can be found, whereas monitoring should act exactly as fundamental instrument to tackle drop out.

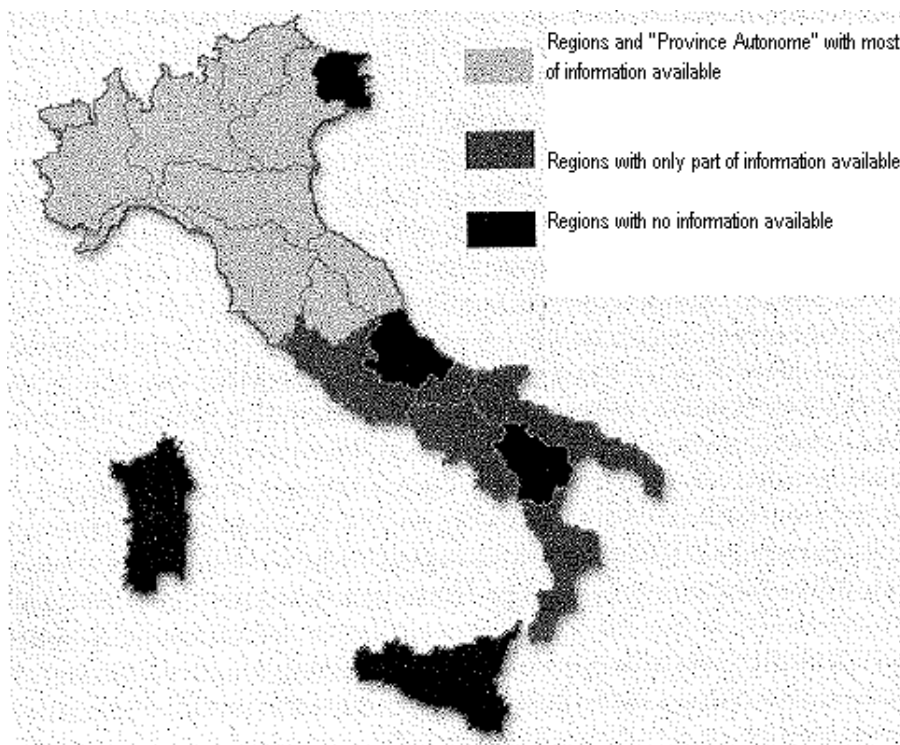
For what concerns schooling rate, data collected by the Ministry of Education tend to be overestimated, as the periodicity of survey don't permit to consider those who drop out in real time. Regional data are, on the contrary, underestimated, because they are in most cases not complete, as some school don't communicate data (and this can bring about thousands of students not considered). As a result comparing national and regional data a certain discrepancy arises.

For what concerns vocational training and apprenticeship regional data collection is often incomplete.

The student registers system seems to have been not improved during the years, as the number of students whose status is unclear remains almost the same<sup>57</sup>.

The implementation of regional register for compulsory training starting from 1999(which have been then transformed in "student register", considering also schools' data) has presented otherwise, at least until 2004, great difference all along the country, in particular between the North and the South<sup>58</sup>.

**Distribution of Region and "Province autonome" based on the availability of information on compulsory training in 2004**



*ISFOL report (2005)*

<sup>57</sup> ISFOL report (2006). Data refer to year 2003 and 2004.

<sup>58</sup> ISFOL report (2005).

### **ISFOL's data on education and training and drop out rate**

ISFOL institutes elaborates data provided by the regional Administrations on the regional organization of training systems, with specific attention to integrated pathways of education and vocational training, and regional expense for training. This data are collected regularly and ISFOL provides for specific monitoring report on such topics.

In particular, starting from the introduction of compulsory training in 1999, ISFOL published 6 monitoring reports its implementation, collecting data from the different Regions' reporting to the Ministry of Labour. The reports present the different actions taken on the national territory during the academic year with specific attention on: the governance of the system; information and counselling; training activities offer; regional expenses for compulsory training; figures of the whole system<sup>59</sup>.

The annual ISFOL report mentioned above summarize these contents inside the framework of a general picture of italian trends in education&training, employment and labour policies. For what concerns education and training, ISFOL elaborates data provided by the Ministry of Education on school. In particular, for what concerns ESL and drop outs, ISFOL refers to data provided by the Ministry of Education and by ISTAT. It put together this data with those provided by regional administration on training systems. In this context, ISFOL report has a qualitative characterization, but its elaborations provides with fundamental data on 14-17 years aged training status (school, vocational training, apprenticeship, none), making it possible to estimate number of drop outs.

In particular main data collected from regional administrations regards:

- ◆ numbers of alums enrolled in vocational training courses (921.175 in 2004/2005),
- ◆ numbers of "experimental pathways of education and training" and students attending them (both figures increased exponentially from 2002/2003 (when they were instituted) to 2004/2005 school year<sup>60</sup>. In 2006/2007 they have grown of 14,7%. They register nonetheless a great decrease in the South (-8,3%)<sup>61</sup>.
- ◆ Numbers of people who are accomplishing compulsory education and training in the apprenticeship path.
- ◆ Regional expense for vocational training. In 2005 effective expense stood at 2,4 milliard of euro, versus 3,2 milliard foreseen in prevision. It was distributed as follows: 428 in the North-west of the country, 734 in the North-east, 330 in the middle, 911 in the South. Expense decreased of 0,8% with respect to 2004, and this is mainly due to decrease in central regions (-18,4%)<sup>62</sup>.

<sup>59</sup> ISFOL, *Verso il successo formativo. Sesto rapporto di monitoraggio dell'obbligo formativo*, Rome, 2007.

<sup>60</sup> ISFOL report 2006.

<sup>61</sup> ISFOL report 2007.

<sup>62</sup> ISFOL report 2007.

### **The IARD report on youth**

**IARD** Institute publishes every four years, since 1984 the "IARD report on youth condition in Italy", which investigates and describes attitudes, opinions and behaviour of Italian youth. The survey is carried out always with the same methodology and sampling design, in order to grant comparability and trends identification. Specifically, the survey involves a national sample of 3000 young people between 18 and 34 years of age. This survey is not directly related to ESL phenomenon and has a qualitative profile.

Nonetheless it could be considered as complementary to more specific data collection, in order to collocate ESL phenomenon in his social context, and take information about qualitative profile of drop outs and more in general about youth uneasiness.

## **2.3 RESEARCH ON ESL DONE IN THE COUNTRY**

**Ad hoc researches related to ESL** were published by other institutions as mainly qualitative survey on ESL phenomenon which, together with more academic research took to a gradual changing in drop out phenomenon interpretation and contrasting proposals, moving from a perspective centered on drop out personal conditions and related to socio-economic context variables, to one more centered also on general school context, and subsequently on school improvement.

- ◆ **Parliament Commission on culture, science and education** published in 2000 a survey on ESL phenomenon, observing specific case studies related to different areas of the country. The aim of the research was to analyse at a qualitative level the drop-out phenomenon in order to give some specific contribution to policy making. In particular the activity of the parliamentary Commission was aimed at identifying policy instruments to combat drop out and evaluating the whole impact of reforms on compulsory training and on school autonomy the government was carrying out in the end of the 90s, with specific regard to their real ability to raise school participation and contain abandonments. The survey was carried out between January 1998 and November 1999 by a committee instituted ad hoc within the Commission. Starting hypothesis was that drop out phenomenon was due not merely to poor socio-economic conditions of the context where pupils lived, but also to school system failures and ineffectiveness. As a consequence drop out could be prevented and contained inside school and thanks to its reformation. The survey was carried out on five specific areas of the country, which were taken as representative of the different country situations concerning drop out: Milano's suburb, Napoli, Cagliari, Palermo, Belluno. The Milan suburb represented the typical north hinterland, situated within an high productive and wealthy region but characterised by urban decay, socio-cultural underdevelopment, high immigration rate.



Naples (Campania) and Palermo (Sicily) were representative of metropolis of the South, with poor socio-economic performance, urban marginalization, perceived non involvement and hostility towards public Institution, widespread illegality. Cagliari, as representative of Sardinia where drop out figures were significantly high, presented all this features together with the specificity of italian islands.

Belluno was taken as representative of North east areas where the presence of strong productive economic system was the pulling factor for early school leaving in the upper secondary school, whereas in the other cases high drop out rate concerned also primary and lower secondary schools.

The survey was carried out by direct visits to school, and collection of qualitative data through interviews to teachers, school directors, students. In the meanwhile auditions with experts in the field of school and ESL, representatives of Institutions and Local Bodies, research centres, were organized in order to check data and collocate them in a descriptive frame.

The research was indeed mainly qualitative and took to a general overview of drop out main reasons as well a to some suggestions on actions to take in order to combat school abandonment.

- ◆ **EURISPES, Institute of political economical and social studies**, published a specific report in September 2002 on ESL. The report was the result of a specific survey made on 800 students of lower secondary school and first two years of upper secondary school. The research stressed on the attitude of students and their relationship with the school system as a whole, in order to identify critical points, which could be symptomatic of drop-out risk.
- ◆ **INVALSI** published a research report on ESL inside the IDE project (study on youth uneasiness and drop out), between January 2003 and may 2004, through the realization of specific cases study and subsequent elaboration of data and material collected. The research was aimed at a qualitative identification of ESL main causes, the reconstruction of the legislative framework, of the bibliography on ESL and of evaluative available tools, and the identification of specific indicators referring also to the European ones.

### **Main Research Results**

These ad hoc surveys as well as the italian academic research in general, consider ESL in an inclusive perspective, taking the whole phenomenon of school low performance and school uneasiness, rather than the single event of drop-out and the practical consequences of being an ESL in the labour market.

This approach has influenced the attitude of Institutions and policy makers, generating a wide definition of school dispersion, referring mainly to school uneasiness manifestations and unsuccessful students as a risk to prevent, identify and tackle.

One of the main issue in the field of research on ESL was that of a clear and shared definition of the phenomenon, as a starting point to tackle it. Its complexity, as well as the diversity of every single drop-out experience, in terms of causes (subjective and context related) as much as manifestations, are now widely recognized.

In particular, alongside the traditional drop-out profile (pupils from the South or large metropolitan suburbs, lacking school and training infrastructures, with low income and culturally poor family backgrounds), the research recognizes a new kind of “paradoxical” drop-out, coming from a strong socio-economic and inclusive familiar context.

Often these students are offered an easy alternative to a school whose sense is often perceived as unclear.

The research recognized the critical point in a school career where policy should intervene in order to avoid difficulties and the consequent drop-out. This critical moment concerns in particular the passage between lower secondary school and upper secondary school, where the young age of pupils makes them unable to orient themselves, while lacking real support in the choice of upper secondary school. In the first two years of upper secondary school there are indeed the highest manifestations of school failure, a high number of students repeating the year, irregular attendance, change of school and drop-outs<sup>63</sup>.

Facing the complexity of the ESL phenomenon, the evolution of research in the field of ESL took a holistic approach, considering the two dimensions of the phenomenon: that of the single drop-out and its **subjective situation**, and that of the **context** which can act as a pulling factor or a contrasting one<sup>64</sup>.

Moreover, in the last ten years several authors have been researching on the paths undertaken after the drop-out, in opposition with previous research which paid no attention to this issue, just taking for granted the unavoidable social, professional and cultural marginalization of ESLs. Actually, looking at subsequent drop-out experiences, recent researches found out that in most cases these subjects actively tried to return to education or training, often with successful results. It is worth saying nonetheless that these researches highlighted a lack of preparation in the school system, which should have been organized to prevent the phenomenon in an orienteering perspective (avoiding a simple compensatory approach) and to reintegrate those drop-outs in a second chance perspective<sup>65</sup>.

The research focuses on the right to education and training as a crucial issue to tackle in education policy in order to face the needs of a complex knowledge society as much as to grant a perspective of life long learning to everyone. As a consequence the **adoption of a strong integrated territorial system of education and training represents the main road to grant equity, while fighting ESL in a multidimensional approach** involving in analysis, planning and implementation:

- ◆ The school and its actors
- ◆ Institutional actors and social partners
- ◆ Local social workers and welfare system
- ◆ Families

In particular, great attention should be paid to single student needs, demands and expectations, as the starting point to identify a personalized solution.

<sup>63</sup> Parliament Commission on science, culture and education, *Indagine conoscitiva sulla dispersione scolastica*, 2000.

<sup>64</sup> Pierangelo Barone, *la dispersione scolastica: un problema ancora aperto. Una ricerca sulla misura del fenomeno negli istituti superiori di II grado in Lombardia*, 2003; Paolo Zurla, *Volte della dispersione scolastica e formativa*, Franco Angeli editor, 2004.

<sup>65</sup> Morgagni Enzo, *la dispersione scolastica in Italia: tendenze e interpretazioni*, in *Adolescenti e dispersione scolastica, possibilità di prevenzione e recupero*, Carocci editor, Rome, 1998.

### **3. POLICIES TO COMBAT ESL**

As said before, in Italy actions to tackle the ESL phenomenon are mainly centred on drop-outs aged 14-18, in a preventive perspective aimed at taking everyone to an upper secondary school degree or a qualification within 18 years of age.

In particular, according to the governance of the education&training system, which is shared between the State level and the Region, the Law provides that specific projects and paths can be agreed to between the Ministry of Education and the single Region in order to prevent and combat dispersion and enable the accomplishment of compulsory schooling<sup>66</sup>. In addition, in most cases the Region provides for the funds for civil society projects aimed at tackling the drop-out phenomenon, foreseeing it in Regional Law.

Italy presents however also great attention to adulthood education in the frame of EDA policy (education of adults people), which represents the consolidation of a long tradition of policies aimed at favouring the reintegration of adult people in education pathways. These were conceived first as measures for primary literacy of adult workers during the 70s, and then widened within the Lisbon strategy in a lifelong learning perspective to higher educational attainment for working as well as unemployed adults. In this context several remedial actions for ESL can be found, as CTP (permanent territorial centres with an educational offer), evening school, as well as vocational training system offer opportunity to attain school degree, as well as professional qualification of different level, through the recognition of credits acquired in previous education, activities and working experiences.

#### **3.1 PREVENTIVE ACTIONS**

Considered the fragmentation and the huge number of policies, programmes and measures implemented at the regional and local level to prevent and contrast drop out phenomenon, the report will stress on some fundamental actions undertaken at national level, which address an institutional/interinstitutional - organizational dimension as well as a more pedagogical one, based on the service to the person, in order to prevent drop outs or take them back to education up to the accomplishment of the mentioned right/duty within 18 years of age.

##### ***3.1.1 The organization of the system***

The organization of the system is conceived as to prevent ESLs on two fundamental directions: one is the offer of alternative paths to traditional schooling, but inside the frame of compulsiveness of education and training until 18 years of age, under control and sanction. The other one is the establishing of an effective monitoring system for drop out immediate identification (and then reintegration), as well as for the elaboration of quantitative and qualitative data on the phenomenon, offering advice for subsequent policies and actions.

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<sup>66</sup> Law of 27 December 2006, n.296.

In this context the Law provides for:

- ◆ **Compulsory education and training until 18 years of age with control and sanction on its accomplishment.**

According to art. 1 comma 622 of Law of 27 December 2006, n. 296,  
*"L'istruzione impartita per almeno dieci anni è obbligatoria ed è finalizzata a consentire il conseguimento di un titolo di studio di scuola secondaria superiore o di una qualifica professionale di durata almeno triennale entro il diciottesimo anno di età..L'età per l'accesso al lavoro è conseguentemente elevata da quindici a sedici anni"*

Education provided for at least ten years is compulsory and aimed to the attainment of an upper secondary school degree or a professional qualification within 18 years of age...The legal working age is subsequently raised from 15 years of age up to 16 years of age.

The Law foresees a stringent control on the enrolment of students in the first cycle. It is the Municipality where pupils reside who calls for enrolment in the first year, whereas the school director is responsible for returning information about this enrolment, to check pupils' attendance, to inform the municipality if a drop-out occurs. The law punishes parents or responsible caregivers who do not provide their pupils with compulsory schooling and compulsory training, and it charges with responsibility on monitoring accomplishment of compulsory education and training the following subjects: the Municipality, the school directors or the director of the vocational training centre attended by the student, the Province through CPI (public employment centres), the employer of the apprentice<sup>67</sup>.

- ◆ In order to grant the accomplishment of compulsory education and training, and to control on students training status, Italian education system intervenes at an administrative level by providing for the **National system of student registers** as described in previous chapters, aimed at controlling 6-18 aged people's education or training status and eventual ESL risk<sup>68</sup>. Nonetheless It is worth repeating once again that registers' implementation shows some difficulties and immediate data on drop out are difficult to be gathered.

- ◆ In the frame of compulsiveness of education and training until the age of 18, the undertaken reforming process managed to create different pathways for students, offering the **opportunity to accomplish compulsory education and training both inside the school system as much as in vocational training and apprenticeship.**

<sup>67</sup> Legislative decree of 15 April 2005, n. 76

<sup>68</sup> Legislative decree of 15 April 2005, n. 76. See National Agency for the development of school autonomy, *Il nuovo obbligo di istruzione: cosa cambia nella scuola?*, Florence, 2007.

This measure stays in effect in the perspective to allow those with low school interest and performance, at high drop out risk, to choose an other channel in order to attain a qualification and be able to enter the labour market or higher level of education and vocational training.

### **3.1.2 Pedagogical approaches**

#### **Raising of compulsory schooling**

In this context the creation of a “three channels education system” can be considered not only in its organizational dimension, but also in a pedagogical one, stressing on the equivalent value of the paths and on the recognition of different students’ attitude towards traditional school or more practical education.

It’s no accident that the 2007’s reform raised the age of **compulsory schooling up to 16**, and in particular provide for the **acquisition of a fundamental body of knowledge and skills in the first two year of upper secondary education**, before choosing between the three paths<sup>69</sup>. “Early choice” has been always a great concern as it represents the turning point where the most of drop outs occur (see chapter 1). The raising of compulsory schooling should instead favour the acquisition of cross-sectional competences for students’ cultural and personal training, while raising in the meanwhile the age of the choice between the paths. New compulsory schooling provides in particular for strategic cultural axes and cross-sectional competences on which to organize learning activities, referring to what recommended by the European Parliament on key competences for an active citizenship<sup>70</sup>. The aim is to homogenise different schools’ curriculum in the first two years in order to settle the passage from learning centered only on subjects to learning centered on competences and learning outcomes without any school cycles reformation. The four cultural axes are that of languages, of math, the scientific-technological and the social-historical one. The key competences are: learning to learn, projecting, communicating, cooperating and participating, acting in a self sufficient and responsible way, problem solving, identifying linkages and connections, acquiring and interpreting information.

<sup>69</sup> It is worth remembering once again that Reform introduced by Law of 27 December, n. 296, aims in theory at keeping students in school for the first two years of upper secondary school, or until the age of 16, and after the accomplishment of new compulsory schooling let students choose between school, vocational training, apprenticeship. Nonetheless, school years 2007/2008 and 2008/2009 are considered transitory period before the fully implementation of compulsory schooling in 2009/2010.

<sup>70</sup> Recommendation of the European Parliament and of the Council of 18 December 2006, on key competences for lifelong learning. Key competences for active citizenship are: communication in mother tongue, communication in foreign languages, mathematical competence and basic competences in science and technology, digital competence, learning to learn, social and civic competence, sense of initiative and entrepreneurship, cultural awareness and expression.

In this direction the Ministry of Education published in December 2007 guidelines for the implementation of new compulsory schooling, stressing on three points: educational guidance of students through the involvement of families, as well as through the involvement of local actors in the planning of guidance connecting first and second cycle; teachers' training; evaluation and certification centered on learning outcomes and on key competences acquirement, and aimed at re-motivating students and facilitating passage between different education paths<sup>71</sup>.

This should be in general the orientation of school system in the following years, but it is worth stressing that a recent change in Italian government could lead to new policy direction also in education. Thought, theoretically, guidance role of school has been unanimously recognized, as it was foreseen namely under previous reform undertaken by the centre-right, which is now back in government positions.

### **Educational guidance**

The reform of 2003 stressed on the duty to provide for strong **educational guidance** in primary school as well as in lower secondary school. In particular guidance falls within the fundamental tasks of the lower secondary school, as the Law states that it should help students to make a responsible choice about their future education in particular during the third year which concludes the educational path and ensures guidance and connection with the second cycle. According to the Law, the guidance character of the school depends in particular on the school subjects, the interdisciplinary and cross-curricular activities, and the planning of POF with the offer of facultative activities to attend.

The law foresees also a tutor teacher, provided with specific training and keeping regular contacts with the families and the territory<sup>72</sup>.

All these actions together with school autonomy provision, can be considered in their pedagogical dimension together with the specific provisions for favouring the accomplishment of compulsory education and training inside an integrated system of education and vocational training.

### **School autonomy**

In particular the implementation of what stated at the national level is foreseen with respect to **School autonomy**, introduced by Law<sup>73</sup> in 1997, inside the process of decentralization of power to Regions and Local Bodies in the 90s. Law grants school autonomy in teaching, research activities, experimentation and development, involving the possibility to take specific action or project in the single school or in school networks, or develop particular didactical programs, with respect to the ministerial guidelines.

71 Ministry of Education, *Obbligo di istruzione. Linee guida*, published on 28<sup>th</sup> December 2007.

72 Eurydice, *The Education system in Italy, 2006/2007*. Legislative reference is Law of 28 March 2003, n.53

73 Law of 15 March 1997, n. 59, and in particular Presidential decree of 8 March 1999, n. 275 concerning regulation on school autonomy.

School autonomy has been a significant instrument to improve the education system and favour school success, where truly implemented. Its successful outcomes deal with the possibility/ability to cooperate with the actors of the territory: students' families, social services, local bodies, enterprises, cultural bodies and no profit organization, as well as other schools. As a matter of fact the Law support the creation of schools' network in order to share experiences through the institution of laboratories for didactical research and experimentation, sharing of documentation, teachers' training, educational and training guidance<sup>74</sup>.

In particular the school elaborate POF (piano dell' offerta formativa- educational offer plan), which is the document expressing the whole school's educational offer in terms of curricular and extra curricular activities, as well as organizational settlement. The definition and implementation of POF need to be carried out with respect to national education objectives, and in the frame of education territorial policies settled by local bodies as far as their competence allows<sup>75</sup>. In their autonomous organization, school should always take into account students' need and their families.

The reform of 2003 provide for "piani di studio personalizzati" (PSP, Personalised Study Planning) to be realized inside the frame of school autonomy<sup>76</sup>. These are perhaps the most innovative modality to search the coincidence between the interventions projected for the horizontal and vertical continuity and the expectations of maturation of the individual autonomous evolution. PSPs, are not based on preconstituted programmatic contents and descend from the learning units established in the situation by the professionalism of teacher, increase the value of communication, are flexible (classes, groups, obligatory and facultative hours, optionality, free choice of families, involvement of parents and students in the preparation of the portfolio and with the PSPs organisation), are open to extra-school and network activity (Laboratories), aiming at applying in a concrete way the principle of continuity of education and in education.

According to the system organization and to didactical flexibility introduced, in school autonomy lay most of the action to prevent and combat drop out, through its own didactical choice and through the cooperation with local actors for the implementations of policies and specific projects aimed to tackle drop out phenomenon.

### **Integrated system and paths of vocational education and training**

In order to permit students to experiment an educational path alternative to traditional schooling, the system managed to create integrated pathway of education and training, as a way to keep students in school making it more attractive, while giving them the possibility to acquire practical experience and to met labour market. In particular the integrated system provides for:

- ♦ **The Three year "experimental pathways of vocational education and training"**, carried out according to the agreement signed in 2003 between the State and the Regions (see chapter 1). These peculiar solution was actually conceived in 2003, when new compulsory education and training was introduced.

<sup>74</sup> Presidential decree of 8 March 1999, n. 275.

<sup>75</sup> Presidential Decree of 8 March 1999, n. 275 art. 1.

<sup>76</sup> Law of 28 March 2003, n. 53.

Compulsory schooling finished at 14 years of age, but people could not enter vocational training or apprenticeship until the age of 15. The joint agreement states that it is possible to create three years pathways by integrating subjects from the two systems: that of education and that of vocational training. Regional projects resulting from the agreement release a qualification, refer to training standards jointly established by the joint State-Region-Local Bodies conference, and are recognized at national level. The rationale of this solution is to provide key knowledge and skills together with practical experience, and to allow students choosing this path the return to education or to continue on vocational training, maintaining in the meanwhile a guidance perspective for those not yet able to choose, but who dislike traditional education for the moment<sup>77</sup>.

Experimental paths have when implemented different didactical basis and outcomes, as they can fall within the responsibility of the school (with external training) or in that of vocational training centres (with period to be spent in school), depending on regional orientation towards traditional education patterns or more practical one.

In this context, it is worth mentioning once again Emilia Romagna Law, which offer the possibility to attend the integrated two-years of education and vocational training at the beginning of upper secondary education, to provide students with basic knowledge and an aware choice after the second year on where to accomplish compulsory education and training<sup>78</sup>. This path lays in school responsibility.

- ◆ **Alternating school and work period** (Alternanza scuola-lavoro): students who choose vocational training school as well as those who attend traditional upper secondary school have the option of completing their entire training path by "alternative school and work period"<sup>79</sup>. This school-work alternated path will be beyond the competence of the school institutions and based on agreements signed with companies or "with respective representative associations, chambers of commerce...or public and private bodies"<sup>80</sup>. According to the raising of compulsory education, only 16 years old students can attend school-work alternated path, which is intended as a didactical methodology belonging to the education system. This particular path is conceived as a way to motivate and orientate students, while spreading work culture and providing with skills useful to enter the labour market or acceding higher level of education. Indeed strong linkage between school and external work experience has to be maintained, and the student is supported and followed by a tutor inside the school and a tutor inside the company who grant the linkage mentioned above. Final evaluation lays in the school responsibility, and has to certify competences acquired which represents credits to finish the school pathway up to the degree or to access the apprenticeship path.

<sup>77</sup> Joint State-Regions-Local Bodies conference of 19th of June 2003.

<sup>78</sup> Regional Law of 30 June 2003, referring to rules for equal opportunities in access to knowledge, for everyone e for the whole life long period, through the strengthening of the Education and vocational training systems, also in reciprocal integration.

<sup>79</sup> Legislative Decree of 15 April 2005, n. 77, concerning the definition of general provisions on school-work alternated path, as provided by art. 4 of Law of 28 March 2003, n. 53, issued under delegated power.

<sup>80</sup> Legislative Decree of 15 April 2005, n. 77, art. 2.



- ◆ In fact the whole settlement of the education and training system has been conceived in the process of school reform as to provide **accessible pathways between the education system and that of vocational training**, through State-Region agreement on credits' certification.

Starting from the introduction of compulsory training in 1999, the Law states the possibility to come back from vocational training to education, through the certification of skills and credits acquired. At the same time it is possible thanks to credits acquired in school to enter different levels of vocational training up to the attainment of a qualification<sup>81</sup>.

This system, which is informally called of "passerelle" (pathways system) should permit those who can't attend school with sufficient performance, are at risk to leave or properly dropped out to pass in the vocational training system or in the apprenticeship path.

### **Tutoring service for drop outs**

In this context a special role is played by actions aimed at taking in charge drop outs after they are identified, and take specific and personalized actions to take them back to the education system, in order to grant the accomplishment of compulsory education and training and in particular the attainment of a school degree or a professional qualification. To this aim, alongside introduction of compulsory education and training, the legislation provided for Tutoring service for compulsory training.

According to legislation, the provincial centres for employment (CPIs) are in charge with providing special tutoring service for signalled drop-outs. The tutor has to take charge of the drop-out and plan reintegration in education or training activities up to the accomplishment of compulsory education and training.

This action should be carried out by involving different subjects and resources of the territory, in addition to the family of the drop-out, in order to plan a personalized path. Once the drop-out has been reintegrated, the tutor has the duty to monitor his/her situation until the age of 18<sup>82</sup>.

### ***3.1.3 Provisions for foreign students successful integration in school***

In this general overview of preventive policies, it is also relevant to mention that peculiar addressing drop out risk in disadvantaged groups such as foreign student. In this context the Ministry of Education provides for **guidelines for reception and integration of foreign students**.

<sup>81</sup> It was a presidential decree of 12 July 2000, n.257 (implementing compulsory training stated by Law of 17 May 1999, n.144), which provided for pathways between systems, stating that knowledge, competences and skills acquired in vocational training, apprenticeship working activities are recognized as credits to access to diverse years of upper secondary education. The joint State-Regions-Local Bodies conference agreement of October 28th 2004 makes reference to this decree in the context of the implementation of the new compulsory education and training law, stating also that people can access vocational training pathways through the recognition of credits acquired in formal, non formal and informal contexts. Law of 28 March 2003, n.53 states as basic principle the possibility to pass from education to vocational training and viceversa.

<sup>82</sup> See Law of 17 May 1999, n. 144 and subsequent legislation.

For what concern enrolment in school, foreign students have the right to enrol even if they lack documentation about personal data and residence permit. The reception of the students should be carried out by involving the family, trying to institute a positive dialogue and to provide parents with all information about school, as families are considered crucial for foreign students' school success. To this aim cultural mediator as well as interpreters can be involved, and initial talks should be carried out in order to deepen knowledge on student educational and personal situation.

One of the most important provision for foreign students' integration and school success, is the duty to give those lacking lower secondary school leaving certificate but are already 15 years old, the possibility to enrol anyway in upper secondary education and training<sup>83</sup>. This opportunity is provided for in Legislative decree of 15 April 2005, n. 76, stating that with respect to regional legislation and planning, lower secondary schools can organize guidance and training actions aimed at the attainment of lower secondary school leaving certificate, in connection with secondary school and vocational training institutions and territorial services. An already experimented path is that of attendance of CTP (which are territorial centres for adult education depending on the Ministry of Education), for lower secondary school licence, alongside with the attendance of vocational training for the professional qualification<sup>84</sup>. This possibility addresses also italian students older than 15, who for some reasons did not get school leaving certificate in time, in order to permit them to re-integrate in school classes of their age or to attend vocational training courses.

Great attention has to be paid to language problem, favouring learning of Italian language while prizing student's original language and its culture, and providing schools with specific textbooks, dictionaries, as well as documentation and materials on different groups' culture and traditions. In this context training of teachers on the didactic of the Italian language as second language is a fundamental issue.

Evaluation of the foreign student should pay more attention to his/her whole personal/cultural growth than to simple certification of outcomes.

Financial support for these measures can be found also in the national labour contract for school sector, which is agreed to between the State and school Unions and which provides for measures favouring projects in at risk areas, areas characterized by high flow of immigration and against school marginalization/exclusion.

<sup>83</sup> This opportunity is stated in Legislative decree of 15 April 2005, n. 76.

<sup>84</sup> i.e. in Emilia Romagna Region, the Province of Bologna set up an agreement with CTPs and qualified vocational training centres for the accomplishment of compulsory training, in order to provide foreign students as well as italian ones with this opportunity.

### 3.1.4 Actions undertaken within Structural Funds planning

In the context of actions undertaken for preventing and contrasting drop out, it is worth highlighting that Italy employs European structural funds in policies aimed to prevent and combat school dispersion, in regions which can access to European funding. In particular in the period 2000-2006, ESF and EFRD financed with 830 million of euro a National Operative Program called **"school for development"**, addressing region inside Objective 1: Basilicata, Calabria, Campania, Puglia, Sardegna, Sicilia, which are in effect region with high level of ESL (except for Basilicata, see the graphic in first chapter).

One of the measures of the program was exactly aimed at tackling ESL through preventive actions and remedial actions on drop-outs.

In particular action was differentiated inside the program between:

- ◆ actions aimed at prevention and reintegration of primary school and lower secondary school drop-outs in areas highly exposed to the risk of cultural and social exclusion;
- ◆ interventions for prevention and reintegration of upper secondary school drop-outs, with specific intervention to be realized inside Resource centres against drop-out "centri risorse contro la dispersione", created with the previous programming of structural funds<sup>85</sup>. These centres are located inside schools and should promote didactical experimentation aimed at motivating at risk students, while at the same time providing for an area where young people as well as adults can meet, have amusing activities, learn, find educational and professional guidance. Inside the centres people can find libraries, sport structures, laboratories (theatre, music, cinema etc, but also technologically advanced lab), as well as qualified trainers. The rationale of this measure is to intend school as the promoter of territorial development, involving and acting in cooperation with local actors (families, social services, voluntary associations, local bodies, health services, public prosecutor office for underage people "procura minorile", enterprises).
- ◆ Infrastructural interventions in areas highly exposed to the drop-out phenomenon and to the risk of socio-cultural isolation (such as mountain areas or islands)<sup>86</sup>.

For the 2007-2013 Structural Funds planning, two National Operative Program are foreseen: "competences for development" in a lifelong learning optician, and "environments for learning"<sup>87</sup>.

85 Ministry of Education, *I centri risorse, le attività dei centri risorse contro la dispersione scolastica*, 2007

86 See Ministry of Education dedicated website: <http://www.pubblica.istruzione.it/fondistrutturali/default.shtml>

87 For 2007-2013 period see Ministry of Education web site: <http://www.pubblica.istruzione.it/fondistrutturali/default2007.shtml>

## **3.2 REMEDIAL ACTIONS**

According to what said in the introduction about the Italian definition of the drop out, the report considers "remedial action" all those actions addressing ESLeavers in the European definition, not those aged 14-18 who dropped out but can still be taken back to the education system before they become true ESL.

### ***3.2.1 Enhancement of employability***

In general in Italy, facilitation of employability for ESLs, as well as for other disadvantaged groups, are among the aims of labour policies for the overall increasing of employment.

In particular reforms introduced in recent years for the labour market, the social security and the vocational education and training system managed to move toward an overall system oriented towards "Welfare to work"<sup>88</sup>. One of the main objective of this system was to foster the integration or reintegration in the labour market for the unemployed, the weaker categories or those at risk of exclusion (drop outs stood in this category).

In general these policies were aimed to: creating a transparent and efficient labour market, through the reform of public services for employment toward a more efficient matching between labour offer and demand, and a complementary guidance role; widening employment opportunities by introducing more flexible job contracts to enter the labour market; investing in training systems; rationalising and re-formulating the system of social buffers, in order to replace protection at the workplace with protection in the labour market<sup>89</sup>. This last provision was not truly implemented, as a subsequent agreement signed between a centre-left government and the social partners called "Protocollo sul Welfare", agreement on Welfare, tried to reform and increase social buffers at the end of 2007 but lacked finally resources.

For what concern new job contracts typologies, in order to favour the enhancement of employability of at risk groups, it is worth mentioning an institute called "contratto di inserimento"<sup>90</sup> – work placement contract. This contract addresses in particular: young people between 18 and 29 years of age; people between 29 and 32 years of age after 12 month of unemployment; over 55 years old unemployed; long term unemployed; women living in country areas characterized by high women unemployment rate. This kind of contract provides the employer with two kind of incentives: the possibility to give the worker a wage lower than that stated by collective bargaining, a tax incentive (the latter is not foreseen for 18-29 years old employees). Moreover the contract has to be provided with the "individual project" which identify work and training paths up to the full work integration or to the attainment of a qualification. Since the contract is aimed to the workers full hiring, it can not last over than 18 months.

<sup>88</sup> National Action Plan for employment (NAP) 2003-2006

<sup>89</sup> NAP 2003-2006

<sup>90</sup> Law of 14 February 2003, n. 30.

More in general ESLs can access CPI (public employment centres), belonging to public employment services, which should offer personalized services of guidance, CV compilation, pre-selection for companies, alongside counselling and assistance for planning of personal training and career projects<sup>91</sup>. As a matter of fact, the reform of employment services of 2002 provided for the duty to offer the following service: a "colloquio di orientamento" - guidance talk, within three month; a proposal for work placement activities and training activities within four month for teenagers, young people and women, who are exposed to long term unemployment risk<sup>92</sup>.

In order to be taken in charge by CPI, the ESL has to be unemployed, meaning lacking any kind of job contract or having a job with a limited income, and has to be immediately available for working, and proactive in collaboration for the research.

### **3.2.2 Facilitation of the return to the education system**

In Italy return to education is facilitated inside the framework of EDA (education for adulthood), which is a policy instituted within the Lisbon Strategy and lifelong learning implementation and dealing with all formal and non formal certifiable education opportunities for adult citizens as much as foreigners.

As said above EDA represents the consolidation of a long Italian tradition of adults' education policies, aimed at reintegrating adult workers in the education system. As a matter of fact the illiteracy of working population was a great concern for labour Unions who, since the end of the 60s asked for the possibility for workers to attend school courses up to the attainment of school leaving certificate. In 1973 in particular an agreement between the government and the social partners established the so called "150 ore", 150 hours, aimed at the attainment of the lower secondary school licence for those workers who lacked it, within one only school year and on the basis of specific programs.

In general a long tradition of targeting course-based training supply at adults, usually in the form of night classes, for the acquisition of academic and professional qualifications, has existed within the Italian training and education systems.

Starting from the end of the 90s and in particular with the launch of the Lisbon Agenda in 2000, Italy has paid great attention to the development of an integrated system of educational supply and continuing training, in order to prepare the frame for the achievement of the Lisbon Targets and the implementation of lifelong learning, following guideline of Commission's Memorandum of 2000<sup>93</sup>.

In particular EDA was reorganized and fostered after an agreement between the State and the Region in 2000 and the subsequent directive 22 of February 2001 outlined the priority objectives and defined the forms of intervention. An other agreement between the State and the regions in 2004<sup>94</sup> was signed for the certification of skills and the recognition of training credit, inside the attempt to create a more integrated system of education and training.

<sup>91</sup> ISFOL report, 2005

<sup>92</sup> Legislative Decree 19 December 2002, n. 297.

<sup>93</sup> The document was published by European Commission in 2000, following the launch of the Lisbon Strategy.

<sup>94</sup> Joint State- Regions-Local Bodies conference agreement of 28 October 2004.

As a matter of fact, according to the Italian management of competences mentioned above, there are two systems providing adult education, one falling under the responsibility of the Ministry of Education, the second one organised by regional authorities as responsible for vocational education and training. As a consequence it is once again difficult to draw a clear picture of remedial action for ESL, while it is possible to stress some main opportunities offered to those who wish to get back to education or training.

- ◆ **CTPs: permanent territorial centres for adult education and training managed within the school system.** These centres can be located in schools of any level or type, and the objectives and priorities are set by the “regional integrated training plan”<sup>95</sup> and coordinated by local authorities and the social partners. The centres give priority in access to all adults who have reached the age of 15 lacking school leaving certificate, but they address also those who have it but want to enrol for education and training courses. Each centre provides services dealing with training and cultural and functional literacy, cultural consolidation and promotion, re-motivation and re-orientation, acquisition and consolidation of specific knowledge and skills, pre-professionalisation and vocational retraining.

According to the age and life experience of trainees, CTPs courses are organized in a flexible and personalized way, based on the previous identification of resources, needs, expectations, credits acquired, training and work experience of each student.

At the end of the activities, people can attain: a primary school certificate, a lower secondary school licence, a certificate of award of the qualification and the credits that can be used in vocational training or a vocational qualification certificate and certification of credits that can be used in the school system. All this is recorded upon a personal “libretto” - booklet.<sup>96</sup> This is a record not only of the credits recognised when the student joins the course, but also of the actual activities completed along with the number of hours and related cultural and vocational field and a summary of the skills, qualifications and certificates obtained. For students who have not obtained the final qualification and/or vocational and cultural certificate provided for by the training agreement, any credits they acquire are mentioned in the personal libretto. The coordinator of the centre issues a certificate of attendance to these students.

- ◆ **Evening schools:** people with school leaving certificate can attend evening classes in upper secondary schools up to the attainment of a diploma. Also in this case education is integrated with flexible elements taking into consideration the approach to knowledge of adult students, the integration of competencies between general and professional cultures and the recognition of previous experiences of students both in work and cultural fields

<sup>95</sup> The planning and curricula of the integrated training courses offered to adults lay in the responsibility of the Regions under the terms of art. 138 of the Legislative Decree of 1998.

<sup>96</sup> Education and culture DG, *Structures of education, vocational training and adult systems in Europe, Italy 2007/2008*, 2008 Edition.

♦ **IFTS: Higher Technical Education and Training Pathways**

Courses of higher technical education & training (IFTS) were established by Law n. 144 of May 1999. They are meant for young students and adults holding a school leaving qualification who, employed or unemployed, wish to specialise for a quick transition to or a re-qualification in the labour market.

IFTS programmes last minimum 2 to maximum 4 semesters (from 1,200 to 2,400 hours), and are expected to lead to professional profiles with a high employment rate; they are jointly designed and run by universities, centres for postsecondary vocational education and training, upper secondary schools and businesses, often gathered in consortia. Set up taking into account both national standards and the local needs of individual Regions, IFTS courses include practical on-the-job training for at least 30% of each curriculum. On course completion, a certificate is awarded, valid throughout the national territory. The student's workload is expressed in credits so to make the qualification valuable for further studies, even if later in life.

This kind of higher education path can be accessed by those possessing an upper secondary school leaving certificate, or the admission to the 5<sup>th</sup> year of the IVET system, but also by those who, lacking it, possess certified skills acquired during previous education, training and work pathways following the completion of compulsory education, also taking into account the qualifications obtained for the purpose of fulfilling the compulsory training requirement<sup>97</sup>.

### **3.2.3 Combined approaches (working life & education)**

As the Italian report considers remedial actions those addressing over 18 years old drop outs, the actions mentioned right now in the frame of EDA tend to be in most case combined approach of working life and education. Adults people are as a matter of fact offered the possibility to attend courses and obtain academic degree or vocational training qualification during their working time. Young people as well can attend CTPs for lower secondary school certificate while attending vocational education on the basis of special agreement signed at the local level

Nonetheless in this paragraph it will be possible to mention the specific job contracts, called "a causa mista", mixed causes job contracts, (one of them previously mentioned), which charge the employer with responsibility to offer training activity alongside work activity. In exchange, the employers using this kind of contracts are provided with tax incentives or diminished wages incumbents.

These kind of contracts are aimed to full employ's integration in the work place and to the attainment of a qualification. One of them is the "contratto di inserimento", described in previous paragraph. As said before it provides for an individual training and working project with a minimum numbers of hours dedicated only to training activities.

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<sup>97</sup> CEDEFOP ReferNet Italy, *Italy, overview of the vocational education and training system in 2006*, published on the web in January 2007.

The other one is that of **Apprenticeship**, when considered out of the compulsory training accomplishment path. This kind of job contract is called **Occupationally-based Apprenticeship** "Apprendistato professionalizzante". It addresses people from 18 to 29 years of age, and provides for the attainment of a qualification through training activities alongside working activities. It foresees in particular 120 hours of formal training per year, to be accomplished in external qualified centres or inside the company, and to be certifiable according to regional ruling on the matter.

The duration of the contract is set up by collective agreements, and can not be less than two years and more than six years. The Regions are competent for regulating the training aspects of the contract in accordance with local social partners<sup>98</sup>.

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<sup>98</sup> For what concern this contract typologies see Law of 14 February 2003, n. 30 issued under delegated power (the famous and controversial so-called "Biagi Law"), and subsequent Legislative Decree of 10 September 2003, n. 76, concerning employment and labour market reform.



**ANNEX 1  
CASE STUDIES DESCRIPTION**

## EMILIA ROMAGNA REGION' STUDENTS REGISTER

**Country of origin of the good practice:** Italy, Emilia Romagna region.

The **field addressed** by the practice is that of monitoring and identification of drop outs.

**Starting year:** The regional students register was created in its actual form in 2004 but it existed since the introduction of compulsory training until 18 years of age in 1999.

The **target group** is that of young people from 6 to 18 years of age, who are in the age to accomplish compulsory education and training, with specific attention to those between 14 and 18 representing the range at highest drop out risk.

The **organisational form** of the practice is top down, as the register is managed by the region and the municipalities; schools, vocational training centres and employer of apprentices have to provide their data.

The **scale of the practice** is regional. It is worth repeating that Italian Law provided for the establishing of regional student register, but every region has implemented it in different ways, providing for more or less cross compared information.

### **Description of the good practice:**

Emilia Romagna Region has for a long time implemented the regional students register as a "carta d'identità formativa", training identity card, which identify training paths of students starting from 6 (primary school enrolment) to 18 years of age, in order to monitor their accomplishment of compulsory education and training and to contrast drop out. Data on drop outs results form the cross comparison of 4 registers. One is the register of residents which give information about people in the territory in the age to accomplish compulsory education and training. This register is then compared with that of compulsory training (Nof registers) provided with data from schools on student paths and in particular on student's choice on training path for the following year (inside school an operator is in charge to provide data on the basis of four possibility: school, vocational training, apprenticeship, no choice). Data are then cross-checked with the data bases of vocational training and apprenticeship. The four registers are cross-checked three times during the school year: on January/February when those attending the third year of lower secondary school have to communicate their choice on future training path; at the end of school year (June), when they have to confirm their choice; on September, in order to check if the student is really attending one of the paths. Once absents are identified, tutoring service of provincial centre for employment (CPI) intervene to take them back to the education and training system.

The cross comparison between 4 registers is **explicitly aimed at identifying drop outs in the frame of tackling ESL.**

**Contact details of the responsible:** Emilia Romagna region. Department for school, vocational training, University, labour and equal opportunities – informative and informatics services.

Email: [anagrafestudenti@scuolaer.it](mailto:anagrafestudenti@scuolaer.it)

## **MUNICIPALITY OF NAPLES' OBSERVATORY ON SCHOOL ABANDONMENT AND C.R.I.S.I.S PROJECT**

**Country of origin of the good practices:** Italy, Campania region, Province of Naples.

The **field addressed** by the good practices is that of monitoring and identification of student "at risk" of leaving early and drop outs and of subsequent procedure to activate in order to take him/her in charge, as well as that of collection of data on drop out phenomenon.

**Starting year:** The Observatory exists since 1999 in the Municipality of Naples; C.R.I.S.I.S project started at the beginning of 2007 and is more experimental.

The **target group** of the practices are respectively students from primary and lower secondary schools (from 6 to 14 years of age) of the Municipalities of Naples and students from lower and upper secondary schools (from 11 to 18 years of age) of the Province of Naples (administratively, the Province includes the Municipality of Naples and the others Municipalities of the Naples' territory)

The **organizational form** of the practices is in both case top down. In particular the observatory belong to the Municipality which charged school to signal drop outs; the C.R.I.S.I.S project comes from an agreement between the Ministry of Education and the Campania regional school Office aimed at monitoring ESL which bind schools to provide data about students' attendance.

This project is managed by the region but its **scale**, as well as that of the Observatory is local, as it has been implemented only in the schools of the province of Naples.

### **Description of the good practices:**

The Municipality of Naples, which is one of the more critic areas in terms of drop-out phenomenon, is provided with a specific unit inside its organization called "Observatory on school abandonment" (Osservatorio sulla dispersione scolastica), which work together with the Unit for analysis and research, in order to collect data on drop outs from primary and lower secondary school institutes. The observatory is charged with collecting communications from school when single drop out occurs, in order to activate social services and the Municipality to take the student back in school as provided by Law on compulsory education. A specific model has to be compiled on the pupil's data (personal data as well as data on school attendance and school performance). In particular the grid provides data about strategies implemented in order to take in charge the drop out by the school (convocation, talks with the student and his/her family, intervention of a psycho-pedagogic operator) and by the social services. The observatory elaborates and publishes survey on drop out phenomenon for school year, gathering quantitative as well as qualitative data received from the social services who took in charge the drop out. The survey provide indeed also for percentages referring to school abandonment reasons (personal and familiar disease, school uneasiness, learning disturbance, refuse toward school etc.).

The C.R.I.S.I.S project is aimed at instituting a centre for the collection of data on school attendance in order to monitor ESL in real time. Schools are grouped and are charged with providing data on school attendance every 7 or 15 days through an head school of each group which is referent for the project, stressing on absence motivation if considered significant.

Data are available also for parents who can check if the pupil attend school.

The practices are **explicitly aimed at contrasting ESL** by activating procedures of drop out identification and took in charge and by constantly monitoring on school attendance, providing also families with an instrument of control on their pupils.

**Contact details of the responsables:**

Observatory on school abandonment:

Service for education planning of the Municipality of Naples – Observatory on school abandonment

Organisational units for analysis and research of the Municipality of Naples

C.R.I.S.I.S project: general direction of Campania regional school Office.

## **PROJECT FOR THE ACQUISITION OF LOWER SECONDARY SCHOOL LICENCE TOGETHER WITH PROFESSIONAL QUALIFICATION**

**Country of origin of the good practice:** Italy, Province of Bologna

**Field addressed:** The practice deals with identification, support and facilitation of student "at risk" of leaving early.

**Starting year:** It started with a piloting in November 2005 (this phase was concluded in June 2007), and was after confirmed in its actual form starting from school year 2007/2008.

**Target group:** The practice addresses young people between 15 and 18 years of age, who did not obtain the lower secondary school licence but want to enrol in vocational training path for the attainment of a professional qualification and for the accomplishment of the right/duty to education and training.

The **organizational form** is mainly top-down, as the practice lays among actions financed by the Province of Bologna in order to monitor and favour the attainment of lower secondary school licence.

Originally the practice was born inside a project of the Province called "actions for the facilitation of transition between vocational training and education", and managed in the first period by Aldini Valeriani Foundation, which is a private entity working on the field of vocational training and supporting in particular the spread of technical/technological culture. It has in a second time took the form of an agreement between the Province of Bologna, the CTPs and the vocational training centres of Bologna (CFPs) qualified for the accomplishment of compulsory education and training.

The **scale of the practice** is indeed Local, but it is possible to find other similar experiences along the national territory.

As a matter of fact, this opportunity is provided for in Legislative decree of 15 April 2005, n. 76, stating that with respect to regional legislation and planning, lower secondary schools can organize guidance and training actions aimed at the attainment of lower secondary school leaving certificate, in connection with secondary school and vocational training institutions and territorial services.

### **Description of the good practice:**

The aim of the project is to realize an integrated path of education and vocational training in order to allow students who are older than 15 and want to enrol for vocational training path, but did not obtain lower secondary school licence, to do both things at the same time.

In particular students can attend in the morning vocational training courses and in the afternoon CTP, (permanent territorial centre for adults' education) where they will have courses in order to prepare the school exam and obtain school licence just before the exam scheduled for the professional qualification.

The integrated path is composed of 300 hours: 120 has to be attended inside CTP (80 in literary subjects, 40 in mathematic subjects), 180 are attended inside the vocational training path (activities have to deal with educational areas of communication, informatics, the linguistic area, the scientific technological area and the cross sectional competences area). The CTP recognize the hours attended by the CFP as credits useful to the admission to the exam.

The mutual recognition of credits between the CTPs and the CFPs permit to avoid the overlap of subjects and permit in particular the recognition of credits acquired in vocational training path for the admission to the school exam.

The integrated path has to be personalized through the adoption of a specific "training pact" for every student, defining a personalized study planning.

Students are gathered in classes inside CTP, and supported by a pedagogic team composed by the CTP's teachers and the tutor of the CFP attended by the student.

This team has a role of tutoring, guidance and support for students, as well as of monitoring and evaluation of the whole path.

In order to favour the functioning of this peculiar path, CTPs and CFPs (vocational training centres) qualified for the accomplishment of compulsory education and training, are gathered respectively in the network of provincial CTPs and that of provincial CFPs; a work group composed by a representative of every institute and a representative of the Province grants the stability of the agreement.

The practice is explicitly aimed at favouring the attainment of lower secondary school licence. indeed, even if **ESL is not explicitly mentioned**, it can be considered among actions to tackle it. As a matter of fact the practice provides young people at risk (those between 15 and 17 but lacking lower secondary school leaving certificate) with the possibility to accomplish compulsory education and training by creating a peculiar path to recover the lacking certificate while going on with training paths.

#### **Contact details of the Responsibles:**

Province of Bologna - service for school and training.

The whole action is managed by Aldini Valeriani Foundation, via Bassanelli 9/11, Bologna.

website: [www.fav.it](http://www.fav.it)

## **"BIENNIO INTEGRATO" - TWO-YEARS INTEGRATED PATH OF EDUCATION AND VOCATIONAL TRAINING**

**Country of origin of the good practice:** Italy, Emilia Romagna region.

**Field addressed:** The practice addresses the field of prevention of drop out and support of student "at risk", through in particular the offer of alternative path to traditional schooling tackling the moment at highest drop out risk (that of the passage from first to second school cycle, when students have to choose their path).

**The practice started in** 2003, when the reform of education system introduced by Law 53/2003 obliged student to choose their training path at the age of 14.

**Target group addressed** by the practice is indeed that of students aged 14 who obtained lower secondary school certificate and has to decide where to accomplish compulsory education and training.

**Organisational form:** The integrated path is a top-down program, as it was introduced by regional Law of 30 June 2003, n.12. Nonetheless schools and vocational training actors have to candidate themselves for managing an integrated path, and the region provides just for guide lines for the organization of didactical activities. Indeed the realization of the practice is bottom-up, and the organization of the practice can be considered combined.

The **scale of the practice** is regional. Nonetheless it lays in the frame of the state-regions agreement of 2003 for the creation of experimental pathways of vocational education and training described in the report. Indeed other experiences can be found in the other regions.

### **Description of the good practice:**

The integrated path consists in two year integrated period of education and vocational training which is proposed to students and families at the end of lower secondary school, as an alternative to traditional school path.

The integrated path, organized with ad hoc project by schools in agreement with vocational training centres, permit students to acquire traditional knowledge and cross sectional competences together with more practical skills coming from the techno-professionalising area. After two years the student can choose where to spend the third year. The two years integrated path has indeed a strong guidance profile. Credits are recognized to enter traditional education (school), to continue in an integrated path, to go on in the regional vocational training system up to the attainment of a qualification recognized by the regional system of qualifications

The integrated path is created through an agreement between the single school institute and the vocational training centre. They have to present a project which will be selected by the Province. Moreover the school and the vocational training centre share every aspect of the integrated path, from organization to didactical activities, which are organized in training modules.

The practice has **not been introduced to the explicit purpose of combating ESL**. Moreover the guidelines stresses that the integrated path do not address only unsuccessful students as alternative path for those unable to attend the traditional/formal one. it should instead represent a richer path, by integrating the two systems and their educational areas (logic-systematic & empiric-problematic), providing young students with the possibility to express his own capabilities, to raise awareness on their own learning process, and to choose on their future training path. The practice lay in a more general policy of creating a widened training offer and functioning pathways from system to system.

**Contact detail of the Responsible:** Emilia Romagna Region - department for school, vocational training, University, labour and equal opportunities – Service for Policies for education and integration of training systems

Dedicated website: <http://www.csc-er.it/>



## **PROVINCE OF PARMA: PROVINCIAL PACT FOR THE PREVENTION AND THE CONTRAST OF SCHOOL /TRAINING DISPERSION CONCERNING YOUNG PEOPLE BETWEEN 14 AND 18 IN THE AGE TO ACCOMPLISH COMPULSORY EDUCATION AND TRAINING**

**Country of origin of the good practice:** Italy, Province of Parma

The **field addressed** by the practice is that of identification, monitoring and support of students "at risk" of leaving early and drop outs.

The practice **started in** September 2008, when the pact was signed.

The **target group** of the practice is that of actors involved in the monitoring, identification and contrasting of drop outs in the Province of Parma. In specific the agreement involves: the Province of Parma, the Municipalities inside the Province of Parma, the provincial school Office, the school institutes, CTPs, CFPs, health service of the Province of Parma, the University of Parma.

The final beneficiaries of the practice are young people aged 14 to 18 who risk to drop out or properly dropped out.

The **organisational form** of the practice is that of an agreement between the different institutional and non institutional actors involved.

The **scale of the practice** is local, but this kind of agreement could be found maybe in other Provinces.

### **Description of the good practice:**

The good practice deals with the creation of a network of institutional and non institutional actors at the Provincial level, which should act as a coordinated instrument to monitor school attendance and identify students at drop out risk and drop outs and take subsequent actions to prevent drop out or to reintegrate immediately those who left.

In particular the agreement identify and involve all those actors of the territory that in Italy are involved at different level in the education system and can contribute to the training success of students and to their accomplishment of compulsory education and training. These actors are: the Province of Parma, as responsible for the functioning of the provincial students register and of Nof service of the provincial centre for employment (service for new compulsory training who has to take in charge the drop out); the Municipalities belonging to the Province of Parma; the provincial school Office; schools, CTPs and CFPs in the territory; social-health service of the Province of Parma (AUSL), the University of Parma.

Basically all these actors decide to share the same aim and to follow agreed guidelines in order to cooperate in the intervention on single situation of "drop out risk" and "drop out". In particular when a drop out is identified all the actors of the network have to signal it to the provincial students register and to the Nof service. In the case of "drop out risk" one of the actor of the network have to take him/her in charge or to activate an ad hoc network by involving the other actors in the project.

In both cases the agreement bind the network to carry out a personalized project on the basis of the specific competences of every actor and identifying a responsible for the project among them. The project has to be monitored and evaluated in its effectiveness and eventually the network has to be reorganized.

The guidelines to be followed in order to identify students at drop out risk and drop outs are defined in the agreement and concern school, health services, CFPs and Nof service. In particular people at risk to leave early are defined as young people in the age of accomplishing compulsory education and training who are formally enrolled in school or in a vocational training course, presenting one or more of risk factors. Indicators are: irregular attendance or prolonged absence; reiterated rules infringement certified by sanctions received; insufficient collaboration of the family; school/training failure and inability of the student or of the school/the vocational training centre to achieve school/training objectives due to different causes (cognitive causes, linguistic, motivational, economic, cultural, relational, health related, family related, structural, organisational, inter organisational).

Guidelines for school are: monitoring and identification of "at risk" case by the teachers of the class; convocation of the student and his/her family; analysis of the drop out risk and elaboration of the prevention project called "training pact". The analysis can take to the decision to solve the problem inside the school or to activate the network by involving i.e. the social services, vocational training centres, the service for new compulsory training. A referent for the network has to be nominated.

Guidelines for vocational training are: identification of drop out risk by the tutor (who support students in their training path inside the vocational training centre), talk with the student and his/her family; analysis of the drop out risk and elaboration of the prevention project. Also in this case the project can be managed completely by the vocational training centre in cooperation with the family, or if necessary a network of actors can be activated and a referent nominated.

Guidelines for the provincial social-health services are: the receipt of signals from the network; evaluation of the case; definition of the modality on how to take in charge the case in cooperation with the school or the vocational training centre (only social service; only health service; both social and health service; network widened to others actors); elaboration of the personalized project and nomination of the referent.

The other actor directly involved in drop out tackling is the Nof service, which is a service collocated by the provincial centre for employment, supporting the accomplishment of compulsory training. For the Nof service a drop out is defined as: young person in the age of accomplishment of compulsory education and training not formally enrolled in school or in vocational training courses or looking for job, or formally enrolled but no longer intentioned to attend.

The Nof service is informed if a drop out occurs by the territorial network or by the Provincial students register. In alternative it can be nominated as the subject who has to take in charge the drop out by the other actors. The Nof service immediately convoke the drop out and his/her family. The analysis of the situation and of the network eventually activated brings to the definition of eventual further steps of the individual project, such as the activation of an other network if necessary. Otherwise the Nof service just support the existing network.

Guidelines for the prevention and reintegration of drop out lay in the frame of a wider cooperation between the actors of the pact aiming at monitoring and identifying drop outs and favour networks' implementation and support actions through the contribution also of the University for what concern research on ESL and counselling for teachers on drop out topic and on youth uneasiness.

The practice is **explicitly conceived for preventing and contrasting ESL**, through the activation of a network of the local actors that in the Italian system deal at different level with school and youth and constitute the local nucleus where a complete policy against drop out can be implemented. This network is composed by institutional subjects which can grant a functioning frame for drop out monitoring, identification and reintegration (the Province and its Municipalities); subjects of the education and training system who deal directly with drop out risk and drop out as they are education structures where abandonment occurs (the school, the CFPs); subject created ad hoc for supporting the accomplishment of compulsory education and training (the Nof service managed by the provincial authority); subject which can intervene on youth uneasiness and drop outs' social/health problem (the social health service); subject which can support schools in their actions and give advice and counselling on ESL (the Provincial school office and the University).

**Contact details of the responsible:** Province of Parma – department for school policies

## **“PROGETTO MUSICA” – MUSIC PROJECT**

**Country of origin of the good practice:** Italy, Emilia Romagna region

The **field addressed** is that of prevention of drop out through didactical intervention in schools.

The project **started in** 2007, as regional realization of national project for practical learning of music in every level of school.

The **target group** are students of every level of school, aged indeed from 3 (pre-primary school) to 18.

The **organisational form** of the practice is combined. The bottom up approach represented by the establishing at the national level of a committee aimed at defining guidelines and proposals for the practical learning of music in school, and, at the regional level of coordination group for the development of the project, is combined with a the bottom-up approach represented by the financing to single schools experiences.

The **scale of the practice** here analysed is regional, as the national project is realized throughout its different implementation at the regional level, and we describe Emilia-Romagna’s project.

### **Description of the good practice:**

The idea which stand at the basis of the project is that of enhancing the training value of music in all its dimensions: that of critical ability, of creativity, of emotionality and of education to citizenship. To this aim all the schools of the Region are invited to participate in conference and training seminars in particular about the connection between learning of music and acquisition of cross sectional-competences, in order to enhance teachers’ preparation in pre-primary and primary school. Moreover the project finances school who want to create music laboratories out of the school time, provide students with equipped spaces for music learning and playing, create a school chorus, also through schools’ networks. Special attention is paid to research, with the nomination of a research group on music learning in schools. A special competition has been banned for involving students of artistic school in the ideation of the logo of the project. An other competition has been banned for school chorus with the reward of the participation in the execution of music with famous player.

“Progetto Musica” was **not created with the specific aim of tackling ESL**, but it could be considered among those didactical approach which try to enhance school attractiveness and in particular to transmit the sense of learning. In particular the idea of the project is that school can become centre of aggregation for young people and an actor network-related with the other subjects of the local and regional community dealing with music (university, academies of music, music schools etc).

### **Contact details of the Responsibles:**

Emilia Romagna region – department for school, vocational training, University, labour and equal opportunities

Emilia Romagna regional school Office

INDIRE – National agency for the development of school autonomy

Project website: [www.musicaer.it](http://www.musicaer.it)

## "CENTRI 2YOU"- 2YOU CENTRES

**Country of origin of the good practice:** Italy

The **field addressed** by the practice is that of prevention and support of students at risk of leaving early and drop outs. More in general the practice addresses youth uneasiness.

The practice **started in** 2004 as an experimental project of the Ministry of Education, but centres were implemented in the last two years.

The **target group** is mainly that of young people between 13 and 18, but centres 2you addresses youth in general as well as parents which are involved in activities and in specific supporting and counselling paths.

The **organisational form** of the project is combined as the project is promoted by the Ministry of Education which devolved its management upon a group of associations present on the whole territory through a call for tender. The project is indeed realized at the local level by one of the associations involved and a school, and supported by the provincial school Office.

The **scale of the good practice** is indeed national, but it present different implementation and outcomes in the different Provinces where centres have been opened (Bergamo, Catania, Ancona, Firenze, Catanzaro, Foggia, Salerno, Bologna, Padova, Genova, Torino, Cagliari, Napoli, Rimini, Verona, Trento, Roma, Milano)

### **Description of the good practice:**

The project is aimed at the creation of 20 centres of aggregations for youth in Italian towns in order to stimulate youth participation and socialization, contrasting every form of youth uneasiness i.e. school abandonment, through different education and training activities, in their recreational as well as more traditional form. The centres receive the students in the afternoon and in the evening, on Sunday and also in summer when schools are closed. Centres "2you" are managed at the local level by one of the associations of the partnership who won the call for tender, which is responsible for providing operators and organizing activities. A school of the territory is the point of reference for the others schools for what concern the centre and its exploitation by all the students of the territory who access the centre for realizing activities in extra-school time, and is responsible for supporting its activities and for bureaucratic aspects.

Centre 2you provide for informative points and reception activities aimed at involving young people in the positive attendance of the centre. Operators receive young people and help them to express their attitudes and give them guidance in the choice of education, training and work path.

Specific activities are provided with the aim of supporting school success and preventing ESL, through the activation of paths collateral to school ones which should make studying more attractive and stimulate students' awareness on their training process, such as flexible paths supporting school activities, study groups, project planning, courses for the recover of subjects with a negative mark, courses of languages and informatics, but also specific path of so-called "second chance school". These paths are organized in the afternoon and supported by voluntary teachers who have to grant the linkage with schools and families. The centres provide also for training path which should incline young people towards work, such as artisan laboratories where students will conjugate abstract knowledge with more practical activities. This laboratories are realized in cooperation with artisan associations of the territory and on the basis of specific request of the local labour market.

In general the centres provides above all for recreational activities such as music lab., theatre, photography, painting lab, cineforum etc, and for sport activities which can be attended in the spare time, during the summer, in the evening depending on the centres organisation and on youth requests.

The centres can also provide for support to families, through training activities for parents centered on their role and on educational competences of adults, support for problematic families, group meeting, counselling service of experts in the field of youth uneasiness.

The project is **explicitly conceived for contrasting ESL**; school abandonment is among the forms of youth uneasiness the project want to tackle, as stated by the Ministry of Education. The method employed is that of creating a place for youth aggregation, which should function as the point of reference for a network of social infrastructures including recreational and sport activities, school and education, vocational training, professional guidance, social services support. School in particular play a special role as it is the centre of this network and the centres "2you" should represent continuity between school and extra school time. The activities are conceived in their educational value in order to raise young people's awareness on their learning process and make them protagonist of it, while fostering their ability to cooperate and their citizenship competences. In a more specific dimension, support for school success is provided through the activities described above.

#### **Contact details of the responsables:**

Ministry of Education

The head of the group of associations is the San Patrignano Community, which is a community originally born for drug addicted recover.

Comunità San Patrignano- Onlus free association

Via San Patrignano, 53,

Coriano (Rimini)

website: [www.sanpatrignano.org](http://www.sanpatrignano.org)

The others associations managing the project are:

CSI: italian sport centre

Consortium association Schools-labour "Compagnia delle opere"

ENAI- ACLI - National entity for vocational education founded by ACLI (national association of Christian workers)

Project website: [www.centri2you.it](http://www.centri2you.it)

## "SCUOLE APERTE" - "OPEN SCHOOLS" PROJECT

**Country of origin of the good practice:** Italy, Campania region.

The **field addressed** by the practice is that of prevention and contrasting of ESL and more in general that of enhancing school's role in the territory as centre of social aggregation and participation for everyone.

The project **started in** school year 2006/2007.

The **target group** is in particular that of youth, but "scuole aperte" addresses also families and in general the whole population residing in the territory, trying explicitly to favour the most inclusive participation, with specific attention to disadvantaged groups such as disable people and to foreigners' integration.

The **organisational form** of the practice is combined. The project is financed by Campania region which open every year a call for proposals for schools for projects to be financed with no more than 50.000 euro. Project selected are realized by schools (they are almost 200). In this sense the project is namely aimed at fostering and supporting grass root initiatives, on the basis of consolidated good experience with local practices

The **scale of the practice** is regional, but single projects inside it have a local implementation.

### **Description of the good practice:**

"Scuole aperte" is a project of Campania region aimed at favouring the opening of schools over school time with particular activities and projects, in order to create a social network and to involve students but also people residing in the territory to participate in the local social life, while fostering the educational and socializing function of school in the territory, with particular attention to its role in education to legality and citizenship.

The project is promoted by the region which every school year promote a call for proposals stressing on the priorities of the project and on the distribution of funds along the regional territory. In particular the project favour those areas with high level of drop outs, social uneasiness, criminality (in particular when related with camorra organisation) or lacking centres for social aggregation. Nonetheless the distribution in the regional territory have to be homogenous in order to grant school opening and projects for social aggregation all over the territory.

The objectives of the project are stated in the call for proposals and deal with the promotion of human being in the frame of permanent education, the fostering of social, cultural and civil function of school, the experimentation of new didactical paths, the inclusion of disadvantaged people, the involvement of all subjects of the territory in the projects planning and implementation, the intergenerational meeting in context of education and aware relationship, the promotion of legality culture conceived as full participation in the community life, the spread of aggregation centres.

Projects are presented by group of schools represented by an head school which have to sign agreements also with the other cultural and institutional actors present on the local territory. Strong linkage has to be maintained with the social services of the area where the school is established, as well as with regional students register.

Projects' activities have to be free and open to everybody. The school has to be open for at least three afternoon per week, and further activities can be organized in the other schools belonging to the group. A coordinator for the project is nominated in the school and is responsible for organizing periodic meeting on the implementation of the project with teachers and operators, as well as for cooperating with the work group "scuole aperte", which is the regional group which control on the whole project implementation and effectiveness.

Projects implemented in the frame of "scuole aperte" project, have to grant a significant involvement of teachers and didactical/organizational methods aimed at favouring the deepening of social relationship and full inclusion (by avoiding time fragmentation and by using inclusive communication tools i.e. for foreign people). A baby sitting service has to be granted in order to favour families' participation.

The prevention and contrasting of drop out is explicitly mentioned among the project's aims. Drop out is a great concern for Campania region where often school have to play a role of legal and social education in very uneasy territories (such as some Naples' suburbs), while combating against high level of school abandonment namely related to this kind of socio-economic distress. The project aims at contrasting drop out by promoting students' participation in school projects which are more or less connected with school curriculum but deal with education activities which should enhance school attractiveness, foster rules respect and legality culture, make school centre of social life, enhancing its sense in students' mind.

**Contact details of the responsible:** Campania region – department for education  
"Scuole aperte" website: [www.scuoleaperte.com](http://www.scuoleaperte.com)



## **"ICARO ...MA NON TROPPO" – "ICARUS... JUST IN PART" PROJECT**

**Country of origin of the good practice:** Italy, Reggio Emilia Province.

**Field addressed:** The good practice addresses the field of contrasting ESL, supporting students in the age to accomplish compulsory education and training who present great difficulties in school.

"Icaro ...ma non troppo" **started in** 1999.

**Target group:** It addresses young people in lower secondary schools older than 15, who show great difficulties in school attendance, low school performance, delay in school years, representing very difficult cases for schools which are not able to cope with them with traditional tools.

The **organisational form** of the good practice is combined, as the project is promoted by the Province of Reggio Emilia but realized through a network of schools and two CFPs (vocational training centres).

The **scale of the good practice** is local, but similar project can be found in other towns, such as Verona, who adopted the same project, Roma (second chance school), Trento ("progetti ponte" bridge/link project), Torino (PAS project described below).

### **Description of the good practice:**

Students who represent too difficult cases for lower secondary institutes who are not able to keep them in school or take them to school licence, are took in charge by two vocational training centres: the Enaip of Reggio Emilia and the Bassa Reggiana-guastalla centre.

Usually the number of these students is about 40 per year. These students do not attend school from December to June (indeed more than half a school year), but they attend by the CFP activities provided for in a specific training pact, which is subscribed by the school, the CFP, the family.

In particular training activities are organized in order to modify traditional school curriculum toward a more contextualized learning centred on civic values and general culture and, on the other hand, work oriented. Strong attention is indeed reserved to professional guidance and to learning centred on the acquirement of skills useful in the labour market. A specific training module provide for preparation of lower secondary school exam which take place by the CFP, and for re-motivation towards future training path.

The whole path is supported by a tutor who should reserve particular care on personal situation of students, and on their personal growth.

The objective of the practice are indeed that of differentiating learning rhythms in order to take problematic students up to the attainment of the school leaving certificate, while at the same time give them motivation and tools for building their own personal path for the future. At the end of the activities students should be ready to face the lower secondary school exam.

The practice is **explicitly aimed at contrasting ESL**, and in particular it lays among those projects supported with financial aid by the Provinces in the frame of the action for the supporting of young people and teenagers dropping out from the school system and in transition to work and/or vocational training.

**Contact detail of the Responsibles:**

Province of Reggio Emilia – department for education

Enaip "Don Magnani" Foundation of Reggio Emilia, via Guido d'Arezzo, 14, Reggio Emilia, website: <http://www.enaipre.it/>

CFP Bassa Reggiana-Guastalla, via S. Allende, 2/, guastalla (RE) website: <http://www.cfpbr.it/>.

## **"PROVACI ANCORA SAM", PAS - "TRY AGAIN SAM" PROJECT**

**Country of origin of the good practice:** Italy, Municipality of Turin

The **field addressed** by the practice is that of prevention and recover of drop out. In particular the project is split into two part: the former addresses reintegration of drop out and **started in** 1989, the latter addresses in specific prevention of drop out and started in 2000

The **target group** is indeed that of young students aged 11 to 18, who are still in the age to accomplish compulsory education and training but show difficulties in school performance. The so called "preventive pass" addresses students from 11 to 14 years of age attending first year of lower secondary school, presenting serious manifestations of school uneasiness. The so called "PAS recover" addresses drop outs from 14 years of age who did not obtain lower secondary school licence. The PAS project in general tends to address young people with serious uneasiness manifestation and school refusal, often associated with relational and behavioural problems.

The **organisational form** of the practice is combined, as the project is promoted and carried out by the Municipality of Turin and the social services, but a fundamental role is played by volunteers from associations of civil society belonging to the local territory.

The **scale of the practice** is indeed local.

### **Description of the good practice:**

"Preventive PAS": students who presents serious manifestation of school uneasiness at the beginning of lower secondary school are took in charge by a team composed by teachers of their class, volunteers from civil society associations, social educators. In order to identify problematic students a period of observation of 1 to 2 months inside the first classes of lower secondary schools is carried out by teachers, volunteers and social educators at the beginning of the school year. This identification activity is carried out through passive observation of the class as well through ad hoc activities proposed by volunteers to the whole group of students. A second observation phase is carried out in extra-school activities by the social services operators of the local "circonscrizione" (which is the littlest nucleus of social services in the territory), the responsible of territorial educators and the responsible of the "preventive PAS" project within the Municipality. For students identified as problematic, further information are eventually gathered from social services or school previously attended.

The intervention begin on December-January and takes different forms depending on the personal situation of the student. In particular the student do not abandon his class, but follow a personalized plan, and all the teachers share the objectives of the intervention.

The intervention is carried out by volunteers from specific associations, who act as peer educator, supporting the student in his path by defining activities to be carried out in school and in extra school time, and cooperating with teachers and social educators (and the social services when necessary). In particular activities in school concern the support during lessons, in order to help the student and to involve them, and the organisation of specific activities, such as role game or creative writing, to be carried out in cooperation with teachers.

These activities can involve the single student as well as the whole class, in order to stimulate a good relationship with the schoolmates.

During school time volunteers can organize also specific activities for the student out of the class, such as support for studying or integrative activities (i.e. informatics lab.).

Extra school activities are proposed by the associations, and deal for example with school recover in the afternoon, laboratories (i.e. theatre, photography etc.), participation in sport events or recreational activities and trips aimed at the discovering of the local territory.

The evaluation of the intervention is based on the achievement of the specific objectives stated for the student recover, which can be school-based or more relational.

“Preventive Sam” provides also for training activities for teachers and operators, in order to avoid the splitting between the emotional level and the learning level i.e. in scientific subjects.

PAS recover: young drop outs under 18 year of age are took in charge in order to come back to the education system and obtain a qualification. The recover project is divided into two path. The former addresses young foreigners between 15 and 17 who can attend CTPs in order to obtain lower secondary school licence, if lacking it when arrived in Italy. Courses can be attended during the day or in the evening from Monday to Thursday, for 2 to 4 hours per day. Volunteers take in charge those attending CTP who show difficulties and drop out exposure; identification and intervention modalities are similar to those of preventive PAS. The “training pact” between the student and the CTP will involve the objectives of the intervention; the volunteers and the family are involved in its elaboration.

For italian drop outs, whose drop out experience is not merely due to immigration consequences but reveals often serious uneasiness and school refusal, a specific path called “tutela integrata” (integrated care) is foreseen. Target group is specifically that of young people aged 14 to 16 with only primary school licence who refuse to attend school any longer. These drop outs are signalled to the Municipality by schools or sometimes by the families. A special task force of teachers for the “integrated care”, together with representatives of the Municipality and of social services, is charged with selecting 50 students per year who can attend alternative path for the preparation of lower secondary school exam. Selected students attend a course for the recover of lower secondary school licence out of the school, in structures provided for by the Municipality. Teachers are provided by the Ministry of Education. Timetable is reduced to 3-4 years per day from Monday to Friday (school hours are 5 in traditional lower secondary school, from Monday to Saturday). Students are formally enrolled in a school institutes where they will have the final exam. The volunteers from associations support students and cooperate with teachers during lessons. A training pact is once again signed between the student, his/her teachers, the social services and the associations in order to agree on school and relational objectives.

PAS project is **explicitly aimed at contrasting ESL**, by intervening on school uneasiness through creation of specific path for at risk student within the school or alternative path for drop out. A central role is played by the volunteers from the associations of civil society, who act as peer educators, and cooperate with the different institutional actors in charge of the young student's recover, while supporting directly the student inside and outside the school in a more informal way.

**Contact details of the responsables:**

Municipality of Turin – department for education services

Social services of the Municipality of Turin – section for underage people

Project website: [www.comune.torino.it/provacisam](http://www.comune.torino.it/provacisam)

Email: [provaciancorasam@comune.torino.it](mailto:provaciancorasam@comune.torino.it)

## "E-LEARNING": RECUPERO ON LINE DEL DEBITO FORMATIVO - ON LINE RECOVER OF "TRAINING DEBTS"

**Country of origin of the good practice:** Italy, Province of Parma.

The **field addressed** by the practice is that of identification and support of students "at risk" of leaving early.

The practice **started in** 2003, when a first group of maths' teachers was constituted in order to produce contents for a distance course for their own students. In 2005 distance courses were opened to all students in the provincial territory. The project lays in the frame of the "e-learning project" of Parma Province which promote e-learning employment for the delocalization of education activities in order to facilitate disadvantaged isolated areas (such as mountains) and access to didactical material of disadvantaged people.

**Target group** of the practice is that of students of the first two years of upper secondary school (between 14 and 16), who presents deficiencies in one or more subjects and need indeed support in order to recover them and to raise their school performance.

The **organisational form** of the practice is combined as the promoter of the whole "e-learning project" is the province of Parma, who finances the project, but it is realized through the agreement of single schools.

The **scale of the practice** is local

### Description of the good practice:

Students of the first two-years of upper secondary schools who are admitted to the following year with one or more subjects with a negative mark can access a web platform for distance learning in order to recover their "training debts".

The learning modality is that of the virtual classroom where students can cooperate with their schoolmates, communicate, socialize and exchange materials (through tools such as chat and forum), while in the meantime modulate study rhythm and contents on their own personal needs. The platform is provided with interactive study materials elaborated by teams of teachers from different schools and recover paths include also self-evaluation tests. Access is granted also to students who do not possess web connection at home thanks to the availability of free internet points in the whole provincial territory.

For what concern procedure, schools which agree to the project identify within the end of the school year (on June) students who will attend distance learning during summer; these students attend a preparatory seminar for the utilisation of the platform and of communication tools. In this occasion socialization between the participants is supported in order to prepare conditions for the success of the virtual classroom. Every student is provided with a personalized study plan and attend on line activities from 1<sup>st</sup> July to 30<sup>th</sup> August (when school are closed for summer holydays) supported by an on line tutor.

Schools are allowed to organize also face to face sessions with the tutor during this period and in particular at the end of the training activities at the beginning of September, just before the opening of school when the exams for debts recover is scheduled.

The platform and the contents inside it can be used also for support activities during the school year, in order to prevent training debts and to provide students with a permanent online study support.

The practice is **not explicitly aimed at contrasting ESL**, but it is aimed at favouring students success, through the utilisation of e-learning in order to make summer study more attractive (thanks to the virtual classroom modality, the interactive materials, the possibility to choose personalized paths), and to provide students residing out of towns with the possibility to easily attend recover activities.

**Contact details of the responsables:**

Sabina Ferrari (Parma Province - department for school), [s.ferrari@provincia.parma.it](mailto:s.ferrari@provincia.parma.it)

Silvia Mossini (Telematic lab. for the provincial territory), [silvia.mossini@itt.it](mailto:silvia.mossini@itt.it)

## **VOCATIONAL TRAINING INSTITUTE FOR CONSTRUCTION WORKERS OF BOLOGNA PROVINCE: ACTIVITIES CARRIED OUT IN COOPERATION WITH TECHNICAL SCHOOLS FOR SURVEYORS AND WITH SCHOOLS IN GENERAL**

**Country of origin of the good practice:** Italy, Province of Bologna.

The **field addressed** is that of prevention of drop out and support of student "at risk", through in particular the offer of integrated path of education, working activities and vocational training together with vocational guidance.

**Starting year:** The practice of collaboration between the institute and the schools started after the introduction of compulsory training in 1999, providing for the integration of education and work activities with alternated school-work periods. It was then widened to the two-years integrated path starting from school year 2004/2005, after introduction of this possibility by Emilia Romagna regional Law of 30 June 2003, n. 12 (see related case study).

The **target group** are students of technical schools for surveyor, aged 15 to 18.

The **organisational form** of the practice is bottom up, as it lays in the initiatives of the vocational training institute for construction workers in cooperation with schools. The set of actions carried out are embodied nonetheless in the frame of legislative provisions for the integration of education and vocational training system, and in specific those provided for by regional Law for the integrated path described above, and are in most cases financed by the regional administration.

The **scale of the practice** is local as it concern specific projects carried out by the I.I.P.L.E in partnership with schools of Bologna.

### **Description of the good practice:**

The vocational training school for construction workers (I.I.P.L.E) realizes pathways of alternated school-work period, of vocational guidance, and cooperate with the technical schools for surveyors in an integrated path of education and vocational training.

For what concern the alternated school-work periods addressing students of schools for surveyors, they are realized through the collaboration between the school and the enterprises, where students spend part of their training path (as described in the national report). I.I.P.L.E. manages the organisation of these path, by providing training course in preparation of the trainee experience, contact with the enterprises and the professional offices. In particular the project involves student of the last classes (4<sup>th</sup> and 5<sup>th</sup> year) and include 170 hours split into: 10 hours lessons in school provided by I.I.P.L.E teachers about topics related to the experience of alternated school-work path, safety on the job, business organization, organization of construction sites; 150 hours of trainee; 10 hours "feed back" lessons provided by teachers of the school and aimed at reflecting on the experience and providing vocational guidance for post degree paths, also through participation of professionals.



An other peculiar path of two year alternated work-school experience is experimented in some classes, and deal with: a first year alternated path oriented towards professional guidance, during which students will spend a period of the trainee in an enterprise and a period in a professional office; a second year when student will chose where to spend the whole trainee period. The trainee of the first year has a strong guidance value, while that of the second is job oriented.

For what concern vocational guidance, I.I.P.L.E. cooperate with technical schools by providing teachers for guidance meetings for students ending school years. Usually the guidance path includes three meeting of two hours during which psychologists and experts of the construction sector provide for information on job seeking, practical concerns related to work, CV compilation, and guide students in a reflection on their own competences. Other guidance activities address also lower secondary schools such as laboratories of constructions and ornamentations, guided tours in the provincial laboratory of construction and ornamentations and in construction sites. I.I.P.L.E. provides also technical schools for surveyor with a specific training course on safety on the job and on the construction sector. This course has a strong guidance and motivation profile, as it provides students with theoretic knowledge on the sector, but also more practical ones through visit to a construction site and participation in I.I.P.L.E. laboratories of constructions. A specific module inside the course is dedicated to bio-construction.

For what concern the two-years integrated path of education and vocational training, the I.I.P.L.E. participates with a technical school for surveyor in the planning and providing of an integrated path at the end of which students can choose weather to continue in the school up to the surveyor degree or to enter the I.I.P.L.E. in order to obtain the professional qualification of "operatore edile delle strutture" (structures operator) in one year, as provided by the regional guidelines on integrated path.

The practice is **not explicitly aimed at contrasting ESL**, but it lays in the general frame of policy of integration of education, vocational training and work experience. The participation of I.I.P.L.E. in school activities get students closer to the practical/professional profile of their education path and has a strong guidance value for future choice.

The integrated path offer students who dislike or are not able to continue the technical school for surveyor up to the degree, and risk to drop out, the possibility to enter vocational training path for the attainment of a professional qualification after two years in school.

**Contact details of the responsible:** I.I.P.L.E Istituto di istruzione professionale per lavoratori edili di Bologna e Provincia – vocational training institute for construction workers of Bologna Province

Via del Gomito 7, 40127 Bologna, Italy

Email: [info@edili.com](mailto:info@edili.com)

Website: [www.edili.com](http://www.edili.com)

## **IFTS (CORSI DI ISTRUZIONE E FORMAZIONE TECNICA SUPERIORE) - COURSES OF HIGHER TECHNICAL EDUCATION & TRAINING**

**Country of origin of the good practice:** Italy

The **field addressed** by the practice is that of prevention and contrasting of ESL, of support of students in transition to work, and of facilitation of the return of the population that wishes to get back into the education system.

**Starting year:** The IFTS were introduced by Law of 17 May 1999, n. 144.

**Target group:** IFTS courses are meant for young students and adults holding an upper secondary school degree who, employed or unemployed, wish to specialise for a quick transition to or a re-qualification in the labour market. Nonetheless IFTS can be accessed in some cases also by students who did not complete upper secondary technical school and by adult people who do not possess a qualification but acquired previous experience on the job through competences certification.

The **organisational form** of the practice is combined as IFTS were introduced by Law and the Ministry of Education provides for guidelines for their implementation. This lays in the responsibility of the Region which publishes a call for proposals for planning, organization and management of IFTS courses. Upper secondary schools, actors belonging to vocational training, University and enterprises can propose an IFTS course and are then expected to carry it out.

The **scale of the practice** is indeed national but with different degree of implementation and outcomes in the different regions.

### **Description of the good practice:**

IFTS courses are integrated course of higher technical education and vocational training, which are expected to lead to professional profiles with a high employment rate; they are jointly designed and run by universities, upper secondary schools and businesses, often gathered in consortia. Set up taking into account both national standards and the local needs of individual Regions, IFTS courses last minimum 2 to maximum 4 semesters, divided into theoretical, practical and lab. activities, and include practical on-the-job training for at least 30% of each curriculum. On course completion, a certificate is awarded, valid throughout the national territory. The student's workload is expressed in credits so to make the qualification valuable for further studies, even if later in life.

For what concern didactical methods, the IFTS are personalized on the basis of their target, considering working people needs, and through the recognition of credits in order to abbreviate the path. Teachers have to come for at least 50% from enterprises and work with specific experience acquired in the sector. Courses are organized in modules and units to be capitalised, meaning group of competences, which can be recognized in working life as part of a specific professional profile.

Credits recognition play a fundamental role in IFTS path as it function when entering the path in order to abbreviate it or to be allowed to access even if lacking upper secondary school degree. As a matter of fact the training credit represent the set of competences acquired in previous working, education and training path which can be certified. Credits acquired in IFTS can be spent for entering university, in public exams provided for acquiring specific work titles and in working life.

The creation of IFTS was **not explicitly aimed at contrasting ESL** but these courses lay in the frame of the creation of an integrated offer of education and vocational training and permit access to a qualifying and highly professionalizing course also to ESL who want to come back to education system or young student who leave technical school before the degree and want to enter a more specialized path offering more continuity with labour.

**Contact detail of the responsible:** IFTS are run by regional authorities. Single IFTS courses are planned, organized and managed by the subjects mentioned above, with respect to regional rules and in the frame of national guidelines.

Ministry of Education dedicated website:  
<http://www.pubblica.istruzione.it/argomenti/ifts/home.shtml>

## "PROGETTO SIRIO" - SIRIO PROJECT

**Country of origin of the good practice:** Italy

The **field addressed** by the good practice is that of facilitation of the return of the population that wishes to get back into the education system.

The project **started in** school year 1996-1997

The **target group** of Sirio project is that of young people older than 18 who are ESL, but want to obtain a qualification in order to better face the labour market challenges and adult people who need a professional requalification.

**Organisational form:** Sirio is a top down project, promoted by the Ministry of education, but with a strong bottom up approach, as it depends on the single school planning of courses, in the frame of the Ministry's guidelines.

The **scale of the practice** is indeed national, but declined in different local context.

### **Description of the good practice:**

Sirio project deals with a coordinated didactical proposal for students of evening schools who presents specific needs and difficulties when offered a traditional school path. The didactical proposal is indeed divided in three experimental path students can attend in evening schools. One is a two years integrated path of education and vocational training at the end of which students obtain access to third class of a technical school and a professional qualification of first level. This peculiar path has to be carried out through a specific agreement between the Region (as responsible for vocational training) and the Ministry of Education. The other path are: two years for the access to the third year of upper secondary school and three year for the upper secondary school degree (commercial degree, surveyor degree, industrial degree).

In order to face adult students needs evening courses are based on the principles of flexibility and modularity. School hours are reduces to 25 - 28 hours per week plus 5 hours dedicated to recover and lessons are provided from Monday to Friday. The school calendar can be organized in order to provide for intensive modules and eventual recovers of specific subjects on Saturday, when students are not at work. Classes can be organized on the basis of the level of knowledge of students and specific form of distance learning can be employed.

For what concerns credits recognition, those acquired in traditional school paths are automatically recognized; experiences acquired in working life and in personal study paths are considered non formal credits and have to be evaluated also through specific tests. As a consequence students who leaved during upper secondary school are not obliged to enrol in the first year. Once credits have been recognized the student is not expected to attend the relative courses, in order to avoid subject overlap, while at the same time he/she could be charged with training debts to be recovered. Subjects with positive mark and relative credits acquired have not to be attended anymore even if the student have to repeat the year.

Students are supported by a tutor who have to take care of their difficulties and support them in particular in their reintegration in the school system, by activating specific strategies to face initial cultural deficiencies or subsequent arising of problem with the school path.

Special attention had to be paid in the "training contract" to the motivation of students, In particular specific objectives have to deal with: the enhancement of their trust in the school institution, especially for those who had in the past negative experiences with school, and the strengthening of the student's self-esteem and awareness of his/her own potentialities. To this aims useful instruments can be: preventive talks for the presentation of the training project (subjects, expected results, didactical strategies), entry tests, definition of credits and debts in the different subjects, training proposal in every single subject for the class as well as in personalized study plans.

The didactical action has to give value to human, cultural, professional experience of students. It has to motivate student in participating and studying, by stressing the training and professional value of learning proposals, and by involving students by indicating his/her objectives and tasks. For what concern didactical methods, frontal lessons have to be limited, while favouring cooperative learning, lab. activities, group research, problem solving activities, autonomous learning.

The evaluation has a training function: it is aimed to the control of the training process and is based on competences acquired rather than on results and sanction. Students have to be involved in it through a transparent definition of evaluation methods and tools and of recover modalities.

At the end of the path a common exam is scheduled in order to grant common national standards for the acquisition of the degrees.

The practice is **explicitly aimed at contrasting ESL**, as it deals with favouring the reintegration in the education system of young people with only lower secondary school leaving certificate as well as working adults who need further education. The project is aimed in particular at empowering evening schools system, where an high degree of abandonment arises. As a matter of fact adult students are for the most workers, with little time for studying available, different attitude towards learning and often previous negative experiences in the school system. SIRIO is aimed to reorganize evening schools in order to meet adult students' needs and training patterns, by preferring a flexible organization of timetable as well as learning methods centred on the involvement of students, the sharing of training objectives, the practical activity, the re-motivation towards education in general, the valorisation of previous personal and work experiences.

**Contact details of the Responsible:** Ministry of Education - general direction for technical education.

An example of experimentation of the SIRIO project is that of institutes for upper education Aldini Valeriani and Sirani of Bologna, where the project was implemented in school year 1996-1997.

Institutes for upper education Aldini Valeriani and Sirani

Via Bassanelli 9/11, Bologna, Italy

Website: [www.iav.it](http://www.iav.it)

**ANNEX 2**  
LIST OF RELEVANT PUBLICATIONS

## Academic publications

- ◆ Alloisio C., Gradino A., Storace L., *Un modello per la prevenzione della dispersione formativa*, Franco Angeli editor, Milan 2004
- ◆ Batini F., *La scuola che voglio*, Zona editor, Arezzo, 2003.
- ◆ Barone P., *La dispersione scolastica: un problema ancora aperto. Una ricerca sulla misura del fenomeno negli istituti superiori di secondo grado in Lombardia*, 2003.
- ◆ Benvenuto G.; Rescalli G.; Visalberghi A. (a cura di), *Indagine, sulla dispersione scolastica*, La Nuova Italia, Firenze, 2000.
- ◆ Cunti A., *La dispersione scolastica, analisi e azione formativa*, Pensa Multimedia editor, Lecce, 1999.
- ◆ Farinelli F., *L'insuccesso scolastico: conoscerlo per contrastarlo*, Edizioni Kappa, Roma, 2002.
- ◆ Frabboni F. & Baldacci M, a cura di, *Didattica e successo formativo: strategie per la prevenzione della dispersione scolastica*, Franco Angeli Editor, Milan, 2004.
- ◆ Iannis G., Poggesi P., *Giovani tra scuola e lavoro: i laboratori di orientamento per "drop-out"*, Del Cerro editor, Tirrenia, 2000.
- ◆ Italian Parliament, VII Commission for culture, science and education, *Indagine conoscitiva sul problema della dispersione scolastica*, June 2000.
- ◆ Lenzi G. & Martelli A., *Apprendere da adulti tra autorealizzazione, adattabilità e cittadinanza attiva*, Franco Angeli editor, Milan, 2007.
- ◆ Liverta Sempio O., Confalonieri E., Scaratti G. (a cura di), *L'abbandono scolastico. Aspetti culturali, cognitivi, affettivi*, Cortina, Milano 1999.
- ◆ Luciano A., *Imparare lavorando*, Utet editor, Torino, 1999.
- ◆ Maddii L., *Prevenire la dispersione, una sfida possibile*, <http://www.irre.toscana.it/disagio/lezioni/maddii.rtf>
- ◆ Maddii L. & Vannini S., *Il rientro a scuola dopo l'abbandono: itinerari a rischio*, IRRE Toscana, Florence, 2003
- ◆ Marcianò G. & Siega S., *Feuerstein, papert, didattica innovativa e formazione docenti*, report in EXPO e-learning 2005 conference, e-learning and teachers' training, 2005.
- ◆ Morgagni E. (a cura di), *Adolescenti e dispersione scolastica*, Carocci, Roma 1998.
- ◆ Petruccelli F., *Psicologia del disagio scolastico*, Franco Angeli editor, Milan, 2005
- ◆ Pirazzini O. & Sacchi G.C., *L'autonomia possibile. Spazi e idee per costruire il curricolo nelle istituzioni scolastiche*, Carocci editor, Rome 2007.
- ◆ Pombeni M.L., a cura di, *Disagio scolastico: strumenti di osservazione e intervento*, Il Ponte vecchio editor, Cesena, 2000.
- ◆ Sartori Lino, "Italia 1996-2006, un decennio di istruzione secondo I dati OCSE", in "Professionalità", 2007

- ◆ Spallacci A., a cura di, *Il traguardo difficile: indagine sulla dispersione scolastica e sui ragazzi e sulle ragazze con basso livello di istruzione in Emilia Romagna*, Bologna: [Centro Stampa della Giunta Regionale], 1993.
- ◆ Zurla P., a cura di, *Volto della dispersione scolastica e formativa, un'indagine in provincia di Forlì-Cesena*, Franco Angeli editor, Forlì-Cesena, 2004.

### Research Institutes' publications

- ◆ **EURISPES**, Institute of political economical and social studies, *La dispersione scolastica*, Rome, 2002.
- ◆ **IARD**
  - ◇ A.A. V.V., *Seconda indagine IARD sulla condizione giovanile in Italia*, Bologna, Il Mulino editor, 1988
  - ◇ A.A. V.V., *Giovani verso il Duemila. Quarto rapporto IARD sulla condizione giovanile in Italia*, Bologna, Il Mulino editor, 1996
  - ◇ A.A. V.V., *Quinto rapporto IARD sulla condizione giovanile in Italia*, Bologna, Il Mulino editor, 2000
  - ◇ A.A. V.V., *Sesto rapporto IARD sulla condizione giovanile in Italia*, Bologna, Il Mulino editor, 2007
  - ◇ A.A.VV., *L'insuccesso scolastico: ricerca psicologica e interventi pedagogici nella scuola primaria*, Bologna, Il Mulino,, 1972
  - ◇ Biorcio R., a cura di, *La scuola vista dai protagonisti: rapporto 2006 sulla scuola secondaria superiore e la formazione professionale nella provincia di Milano*, Milan, Franco Angeli editor, 2006.
  - ◇ Buzzi C., Peri P., Sartori F., *Tra scuola e lavoro. Atteggiamenti e motivazioni dei giovani verso il lavoro*, Milano, Il Sole 24 ore, 1989.
  - ◇ Cavalli A., *Scelte cruciali. I giovani e i loro genitori di fronte alle scelte di studio e di lavoro*, i quaderni dello IARD 1995.
  - ◇ Cavalli A. & Facchini C., a cura di *Scelte cruciali. Indagine IARD su giovani e famiglie di fronte alle scelte alla fine della scuola secondaria*, Bologna, Il Mulino editor, 2001.
  - ◇ Luccio R., *Famiglia e scuola nel processo educativo*, Bologna, Il Mulino, 1974
  - ◇ Luigi S. & Vianante M., a cura di, *Viaggio nell'alternanza scuola-lavoro. Territori di integrazione fra il mondo della scuola e il mondo delle imprese*, Milan, Il Sole 24 Ore, 2005.
- ◆ **INVALSI**, National institute for the evaluation of the education system, Grossi L., Pistoresi M. E., Serra S., *IDE: Indagine sul Disagio Educativo. Studi di caso sui fattori del disagio e della dispersione per la promozione del successo scolastico*, Armando editor, Rome, 2005.
- ◆ **ISFOL**
  - ◇ Rapporto annuale 2005, Rome, 2005
  - ◇ Rapporto annuale 2006, Rome, 2006
  - ◇ Rapporto annuale 2007, Rome, 2008
  - ◇ *I sistemi regionali per l'obbligo formativo. Secondo rapporto di monitoraggio. Schede regionali*, Rome, 2002.



- ◇ *L'attuazione dell'obbligo formativo. Terzo rapporto di monitoraggio*, Rome, I libri del fondo sociale europeo, 2003.
- ◇ *L'attuazione dell'obbligo formativo. Quarto rapporto di monitoraggio*, Rome, I libri del Fondo sociale europeo, 2004.
- ◇ *Modelli e servizi per la qualificazione dei giovani. Quinto rapporto di monitoraggio dell'obbligo formativo*, Rome, 2005.
- ◇ *Il governo locale dell'obbligo formativo. Indagine sulle attività svolte dalle Province per la costruzione del sistema di obbligo formativo*, Roma, I libri del Fondo sociale europeo, 2006.
- ◇ *Verso il successo formativo. Sesto rapporto di monitoraggio dell'obbligo formativo*, Rome, I libri del fondo sociale europeo, 2007.
- ◇ *L'accompagnamento al successo formativo. Strategie e modelli operativi dei centri per l'impiego*, Roma, 2007.
- ◇ Alulli G., a cura di, *L'intervento per l'obbligo formativo nei Servizi per l'impiego. Manuale operativo*. Rome, 2000.
- ◇ Mario E., a cura di, *Il contratto di inserimento. Una nuova opportunità per l'ingresso nel mercato del lavoro*, Monografie sul mercato del lavoro e le politiche per l'impiego, Rome, 2005.
- ◇ Turrini O., a cura di, *La formazione per i giovani. Sperimentazioni e nuovi percorsi*, Rome 2001
- ◇ Marocco M. & Incagli Laura, a cura di, *La riforma dei Servizi Pubblici per l'Impiego: l'originalità del modello italiano*, Monografie sul mercato del lavoro e le politiche per l'impiego n. 1/2000, Rome, 2000.

### Publications on ESL edited by the Italian Ministry of Public Education

- ◆ Ministry of Public Education, *Indagine campionaria sulla dispersione scolastica nelle scuole statali elementari, medie e secondarie superiori. Anno scolastico 1998/1999*. Edited on December 1999.  
<http://www.pubblica.istruzione.it/mpi/pubblicazioni/1999/indagine.pdf>
- ◆ Ministry of Public Education, *La dispersione scolastica: una lente sulla scuola*, edited on June 2000.  
<http://www.pubblica.istruzione.it/mpi/pubblicazioni/2000/dispersione.shtml>
- ◆ Ministry of Public Education, *Indagine campionaria sulla dispersione scolastica nelle scuole statali elementari, medie e secondarie superiori. Anno scolastico 2001/2002*, edited on November 2002.  
<http://www.pubblica.istruzione.it/mpi/pubblicazioni/2002/dispersione02.pdf>
- ◆ Ministry of Public Education, *Indagine campionaria sulla dispersione scolastica nelle scuole statali elementari e medie. Anno scolastico 2002-2003*, edited on January 2004.  
[http://www.pubblica.istruzione.it/mpi/pubblicazioni/2004/dispersione\\_el\\_med\\_02\\_03.pdf](http://www.pubblica.istruzione.it/mpi/pubblicazioni/2004/dispersione_el_med_02_03.pdf)
- ◆ Ministry of Public Education, *La dispersione scolastica. Indicatori di base per l'analisi del fenomeno. Anno scolastico 2004/2005*. Edited on December 2006  
[http://www.pubblica.istruzione.it/news/2007/allegati/dispersione\\_as0405.pdf](http://www.pubblica.istruzione.it/news/2007/allegati/dispersione_as0405.pdf)

- ♦ Ministry of Public Education, *La dispersione scolastica. Indicatori di base. Anno 2006/2007*, edited on May 2008.  
[http://www.pubblica.istruzione.it/mpi/pubblicazioni/2008/allegati/dispersione\\_2007.pdf](http://www.pubblica.istruzione.it/mpi/pubblicazioni/2008/allegati/dispersione_2007.pdf)

**Relevant websites:**

- ♦ Italian Ministry of Education website: <http://www.pubblica.istruzione.it/>
- ♦ Italian Ministry of labour, health and social policies website: <http://www.lavoro.gov.it/lavoro>
- ♦ Conference of the Regions and the Autonomous Provinces website: [www.regioni.it](http://www.regioni.it)
- ♦ INDIRE website: [www.indire.it](http://www.indire.it)
- ♦ INVALSI website: [www.invalsi.it](http://www.invalsi.it)
- ♦ ISFOL website: <http://portale.isfol.it/>
- ♦ Eurydice, Italian Unit website: <http://www.indire.it/eurydice/index.php>
- ♦ REFERNET Italy (CEDEFOP): [http://www.isfol.it/BASIS/web/prod/document/DDD/rnet\\_hompag.htm](http://www.isfol.it/BASIS/web/prod/document/DDD/rnet_hompag.htm)
- ♦ Emilia Romagna Region website: <http://www.regione.emilia-romagna.it/>  
In particolare regional website dedicated to school: <http://www.scuolaer.it/>
- ♦ Province of Bologna website: [www.provincia.bologna.it](http://www.provincia.bologna.it)  
In particular: <http://www.integrazioneonline.it/>
- ♦ Campania Region website: <http://www.regione.campania.it/>
- ♦ Municipality of Naples website: [www.comune.napoli.it](http://www.comune.napoli.it)