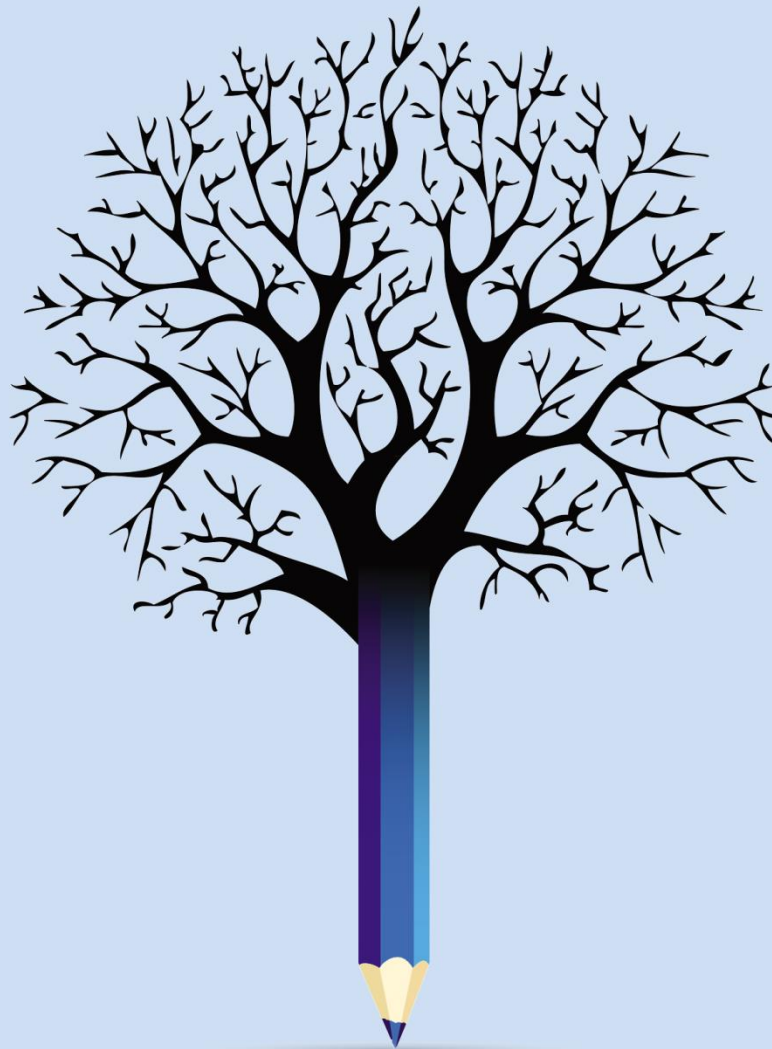




EDUCATION POLICY OUTLOOK ITALY



EDUCATION POLICY OUTLOOK

This **policy profile on education** in Italy is part of the *Education Policy Outlook* series, which presents comparative analysis of education policies and reforms across OECD countries. Building on the OECD's substantial comparative and sectorial policy knowledge base, the series offers a comparative outlook on education policy by providing analysis of individual countries' educational context, challenges and policies (education policy profiles), analysis of international trends, and insight into policies and reforms on selected topics. In addition to country-specific profiles, the series also includes a recurring publication. The first volume, *Education Policy Outlook 2015: Making Reforms Happen*, was released in January, 2015.

Designed for **policy makers, analysts and practitioners** who seek information and analysis of education policy taking into account the importance of national context, the country policy profiles offer constructive analysis of education policy in a comparative format. Each profile reviews the current context and situation of a country's education system and examines its challenges and policy responses, according to six policy levers that support improvement:

Students: How to raise outcomes for all in terms of 1) equity and quality and 2) preparing students for the future

Institutions: How to raise quality through 3) school improvement and 4) evaluation and assessment

System: How the system is organised to deliver education policy in terms of 5) governance and 6) funding.

Some country policy profiles contain spotlight boxes on selected policy issues. They are meant to draw attention to specific policies that are promising or showing positive results and may be relevant for other countries. This country profile also includes a spotlight on the European Union perspective for Italy, based on challenges and recommendations identified by the Council of the European Union and the European Commission as part of their activities with EU member countries.

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Sources: This country profile draws on OECD indicators from the Programme for International Student Assessment (PISA), the Survey of Adult Skills of the Programme for International Assessment of Adult Competencies (PIAAC), the Teaching and Learning International Survey (TALIS) and the annual publication *Education at a Glance*, and refers to country and thematic studies, such as OECD work on early childhood education and care, teachers, school leadership, evaluation and assessment for improving school outcomes, equity and quality in education, governing complex education systems, vocational education and training, and tertiary education. Much of this information and documentation can be accessed through the OECD Education GPS (<http://gpseducation.oecd.org>).

Most of the figures quoted in the different sections refer to Annex B, which presents a table of the main indicators for the sources used throughout the country profile. Hyperlinks to the reference publications are included throughout the text for ease of reading, and also in the References and further reading section, which lists both OECD and non-OECD sources.

More information is available from the OECD Directorate for Education and Skills (www.oecd.org/edu) and its web pages on Education Policy Outlook (www.oecd.org/edu/policyoutlook.htm), as well as on the EU Education and Training Monitor (http://ec.europa.eu/education/tools/et-monitor_en.htm) and Eurydice (<https://webgate.ec.europa.eu/pfhis/mwikis/eurydice/index.php/Italy:Overview>).



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HIGHLIGHTS

Italy's educational context

Students: In PISA 2015, Italy's performance was below the OECD average in science and reading and around the OECD average in mathematics. Performance has increased across PISA cycles in mathematics, while performance in science and reading remained unchanged. Socio-economic background had less impact on students' science performance in Italy than in other OECD countries. Italy has above-average enrolment of 3-4 year-olds in pre-primary education, compulsory education from age 6 to age 16, lower-than-average levels of school competition and ability grouping, and tracking beginning at an age similar to the OECD average. However, the gender gap between boys and girls is higher than average, and the system has some features that may hinder equity, such as grade repetition, student truancy and higher-than-average early school-leaving rates (with particularly high rates for foreign-born students and in certain regions of the country). Italy's attainment rates in upper secondary and tertiary education are below the OECD average. Overall unemployment across education levels is higher than the OECD average, and access to the labour market has remained difficult, even for the highly skilled, although recent initiatives aim to address this.

Institutions: Italian schools have some autonomy over resource allocation and above-average autonomy over curriculum and assessment (such as establishing student assessment policies and choosing textbooks). The share of teachers aged 50 or older in Italy is relatively high among OECD countries, although the hiring of new teachers in 2015-16 has begun to reduce the average age. Conditions for primary and secondary teachers include below-average salaries, lower student/teacher ratios (particularly in primary education) and limited career mobility. Recent reforms introduce important changes, such as compulsory teacher professional development, a teacher appraisal mechanism and a one-off yearly bonus for high-performing teachers. Compared to the average of participating countries in the Teaching and Learning International Survey (TALIS), a higher share of teachers in Italy are satisfied with their job, while a lower-than-average share consider that the teaching profession is valued in society.

System: The Ministry of Education, University and Research (*Ministero dell'Istruzione, dell'Università e della Ricerca*, MIUR) is responsible for governance of the education system and sets nationwide minimum standards and central principles. Some responsibility for education is shared between the central government and regions. Most schooling decisions in lower secondary education are taken at the central and school levels. MIUR allocates funds to schools, taking into account, among other factors, the student body, human resources available and the type of school. Annual expenditure per student (for all educational levels combined) was below the OECD average in 2013, with decreases at non-tertiary level and increases at tertiary level during 2008-13.

Key policy issues

Despite recent improvements, Italy still faces comparatively high dropout rates. In addition, there are marked regional differences for many outcome measures. According to the OECD Survey of Adult Skills, Italy's population is under-skilled compared to the OECD average. Unemployment is also higher than average, and young people of all education and skill levels can have difficulty in accessing the labour market. An under-utilisation of available skills and greater emigration of higher education graduates in recent years, combined with less immigration of highly-qualified and skilled graduates, are leading to a brain drain that could hinder Italy's competitiveness. While recent policies aim to provide teachers in Italy with more possibilities for professional improvement, the continued strong link between teachers' seniority and their career progression may hinder efforts and motivation to improve. Italy's higher education system is also underfunded compared to the OECD average, although new measures aim to increase investment across the education system at all levels.

Recent policy responses

Italy has recently undertaken a broad-ranging school reform called The Good School (*La Buona Scuola*, 2015, Law 107/15) to improve educational outcomes. Measures include increasing school autonomy, hiring a significant number of new teachers, introducing a merit-based component to teachers' salaries and enhancing digital innovation and skills in schools.

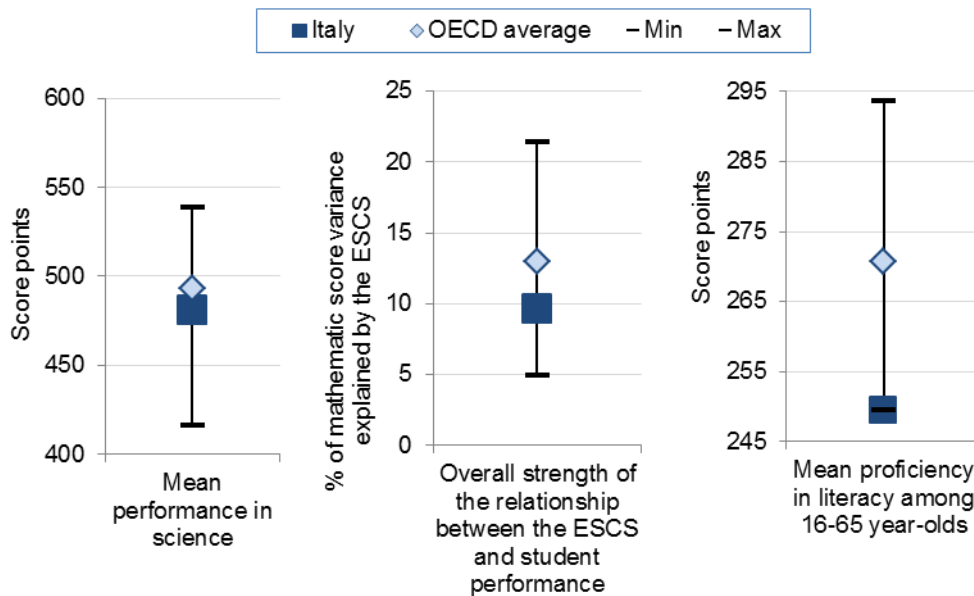
In 2011, Italy established the National Agency for the Evaluation of the University and Research System (*Agenzia Nazionale di Valutazione del Sistema Universitario e della Ricerca*, ANVUR) to evaluate higher education institutions and increase meritocracy in Italian research. So far, ANVUR has evaluated 133 research institutions, 95 of which were universities. Italy is among the first European countries to have piloted assessments of student learning outcomes at university level. Moreover, recent national priorities for the National Institute for the Educational Evaluation of Instruction and Training (*Istituto nazionale per la valutazione del sistema educativo di istruzione e di formazione*, INVALSI) include helping schools to focus on their effectiveness.

The EU-funded *National Operational Programme 2014-20*, *Per la Scuola: competenze e ambienti per l'apprendimento*, has measures to improve educational equity, quality, lifelong learning, links between school and work, technical and vocational education, education infrastructure, administrative and institutional capacity, and resource management.



In PISA 2015, Italy achieved below-average scores in science and reading and around the OECD average in mathematics. Performance in mathematics has improved across PISA cycles while remaining stable in science and reading. The impact of students' socio-economic status on science scores (9.6%) was below the OECD average (12.9%) and remained unchanged between 2006 and 2015. Literacy proficiency among adults (16-65 year-olds) is below the average of countries participating in the 2013 OECD Survey of Adult Skills.

Figure 1. Performance of 15-year-olds in science, relationship between student performance and economic, social and cultural status (ESCS) (PISA 2015) and performance of adults in literacy (PIAAC)

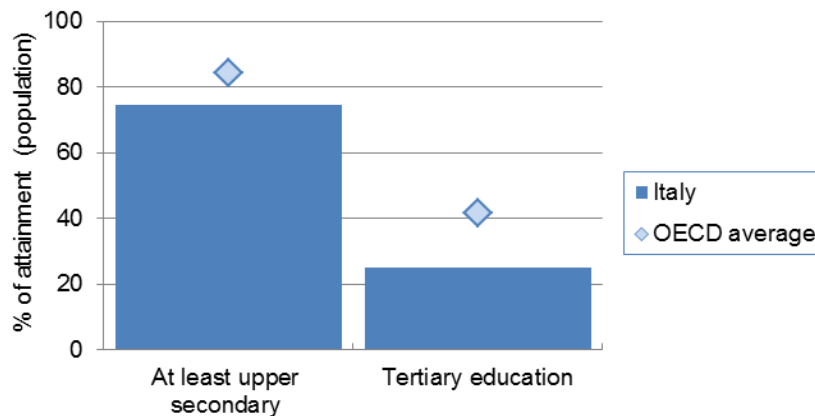


Note: "Min"/"Max" refer to OECD countries with the lowest/highest values.

Sources: OECD (2016), *PISA 2015 Results (Volume I): Excellence and Equity in Education*, PISA, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264266490-en>; OECD (2013), *OECD Skills Outlook 2013: First Results from the Survey of Adult Skills*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264204256-en>.

In Italy, the share of 25-34 year-olds with at least upper secondary education was 74.4% in 2015 (compared to the OECD average of 84.1%). Tertiary education attainment of 25-34 year-olds is the lowest among OECD countries; in 2015, 25.1% had attained tertiary education (compared to the OECD average of 41.8%) (Figure 2).

Figure 2. Upper secondary and tertiary attainment of 25-34 year-olds (2015)



Source: OECD (2016), *Education at a Glance 2016: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2016-en>.



Spotlight 1. The European Union perspective: Italy's education and training system and the Europe 2020 strategy

In the European Union's growth and employment strategy, [Europe 2020](#), education and training is recognised as a key policy area in contributing to Europe's economic growth and social inclusion. The European Union set a two-fold target in education by 2020: reducing the rates of early school leaving below 10%, and reaching at least 40% of 30-34 year-olds completing tertiary or equivalent education. Countries set their own related national targets. The Europe 2020 goals are monitored through the EU's yearly assessment of the main economic and growth issues.

The [European Semester Country Report 2016](#) identified a number of key challenges for Italy in education and training:

Education attainment rates in Italy are below the EU average. The tertiary education attainment rate for 30-34 year-olds is the lowest in the European Union (25.3% in 2014) and remains slightly below the Europe 2020 national target of 26%-27%. The early school-leaving rate (14.7% in 2015) remains well above the EU average (11%), although it is on a declining trend and below the Europe 2020 national target of 16%. Work-based learning has been on the rise in recent years, but it is not sufficiently well-developed, and entry into the labour market is difficult for young people, including the highly skilled.

Teachers have limited career prospects. The teaching career system offers only a single career pathway, with fixed salary increases based solely on seniority. Italian teachers' statutory salary levels are lower than the OECD average at every career stage and are also low relative to those of other workers with tertiary education. Limited career prospects, coupled with relatively low salaries compared to other high-skilled professions, may make it difficult to attract the best-qualified graduates into the teaching profession.

A major school reform approved in 2015 could improve school outcomes. The reform gives more autonomy to schools and introduces limited merit-based elements in teachers' salaries. The implementation of the National System for Evaluation of schools will support the reform by increasing schools' social accountability. The school reform also strengthens work-based learning in upper secondary schools and vocationally-oriented tertiary education. Traineeships have become compulsory for students in the last three years of upper secondary education. The European Union sees this measure as a step in the right direction, as it could help education and training to better meet labour market needs.

Underfunding hampers the higher education system, although the quality of higher education is receiving more attention. General government expenditure on tertiary education in Italy was among the lowest in the European Union, at only 0.3% of GDP and 0.7% of total general government expenditure in 2014. Major cuts to overall public funding for higher education took place between 2009 and 2013. This was in parallel with a freeze of public salaries and staff cuts. Funding cuts compounded the issue of ageing teaching staff. Financial support for tertiary students is also low. However, the framework for allocating public funding has significantly improved over the last few years. The share of performance-related funding to tertiary education institutions is on an increasing trend and reached 20% of total funding in 2015. Standard costs were established and are being rolled out gradually as a criterion for allocating the remaining share of public funding.



EQUITY AND QUALITY: A NEED TO FURTHER ENGAGE STUDENTS

In PISA 2015, Italy's performance in science and reading remained unchanged, at below the OECD average, but it improved in mathematics, to around the OECD average. Italy had a lower share of high performers in science (4.1% in Italy, compared to the OECD average of 7.7%) (Figure 1). Students' total weekly learning time is almost 50 hours (above the OECD average of 44 hours). PISA 2015 analysis suggests that the combination of below-average performance and long learning time in Italy may be indicative of the quality of a school system, the necessity of combining learning time with effective teaching, or of whether students can learn informally after school. In PISA 2015, socio-economic background had less impact on student science performance than the OECD average. However, the score difference between boys and girls in science has increased since 2006 and is now one of the highest among PISA 2015 participants (a difference of 17 score points, compared to the OECD average of 4 points). According to other [available evidence](#), in 2015, there were significant regional disparities in Italy at lower secondary level. The share of 25-64 year-olds who attained upper secondary, post-secondary non-tertiary or tertiary education was 48.4% in Puglia, 21.3 percentage points lower than in Provincia Autonoma di Trento, where the share was 69.7%.

Early childhood education and care (ECEC) policies can increase the equity of education systems. Although enrolment in ECEC is not compulsory in Italy, enrolment of 3-4 year-olds in ECEC programmes was almost universal in 2014, with 92% of 3-year-olds and 96% of 4-year-olds participating (compared to the OECD averages of 71% of 3-year-olds and 86% of 4-year-olds). Children between 0 and 3 years old currently attend individual nurseries, and children from age 3 to age 6 attend the *scuola dell'infanzia*. A recent reform (*La Buona Scuola*) provides a basis for further legislation aiming towards an integrated system of ECEC covering ages 0-6.

According to [OECD evidence](#), some **system-level** features can favour equity, such as a longer period of compulsory education, delayed tracking, limited school choice and low levels of ability grouping. Education in Italy is compulsory from age 6 to age 16. Students are also required to stay in education or training until they reach age 18 (called *diritto dovere di istruzione e formazione*) or until they have earned a training qualification. Students are first tracked into different educational pathways at the age of 14, on par with the OECD average. School competition is lower than average: 20.4% of parents reported in PISA 2015 that there were two or more other schools in their local area (compared to the OECD average of 36.8%). Ability grouping is also less common in Italy. In PISA 2015, 34.2% of 15-year-olds in Italy were grouped by ability for at least some science classes, (below the OECD average of 55%). However, other features, such as high levels of grade repetition and school truancy can hinder student performance and lead to increased disengagement and early school leaving. Some 15.1% of 15-year-olds in Italy reported in PISA 2015 that they had repeated at least one year of education (above the OECD average of 12%). Furthermore, school truancy levels reported by 15-year-olds in Italy were substantially higher than the average across the OECD (55% of students reported skipping school in the two weeks preceding the PISA 2015 test, compared to the OECD average of 20%). Although early school-leaving rates have been steadily decreasing in Italy, they remain a challenge for the Italian education system. In 2015, 14.7% of Italians aged 18-24 were classed as early leavers (with at most lower secondary education and not in further education or training), one of the highest rates in the European Union (EU average: 11%). Substantial differences in early school-leaving rates exist across regions in Italy, with 2015 rates ranging from as low as 6.9% to as high as 24.3%.

Although the proportion of immigrant students has increased in Italy, achievement gaps in PISA have decreased. The share of students with **immigrant background** (first or second generation immigrants) has more than doubled since 2006, from 3.8% of 15-year-olds in 2006 (compared to the OECD average of 9.4%) to 8% in 2015 (compared to the OECD average of 12.5%). After adjusting for socio-economic status and language spoken at home, the score difference between immigrant and non-immigrant students in science has significantly decreased, from 43 points in 2006 to 11 points in 2015, and is now below the OECD average (19 points). Foreign-born students still face significant challenges to complete upper secondary education (see below).

The challenge: Increasing educational engagement for those most at risk of dropout.

Recent policies and practices

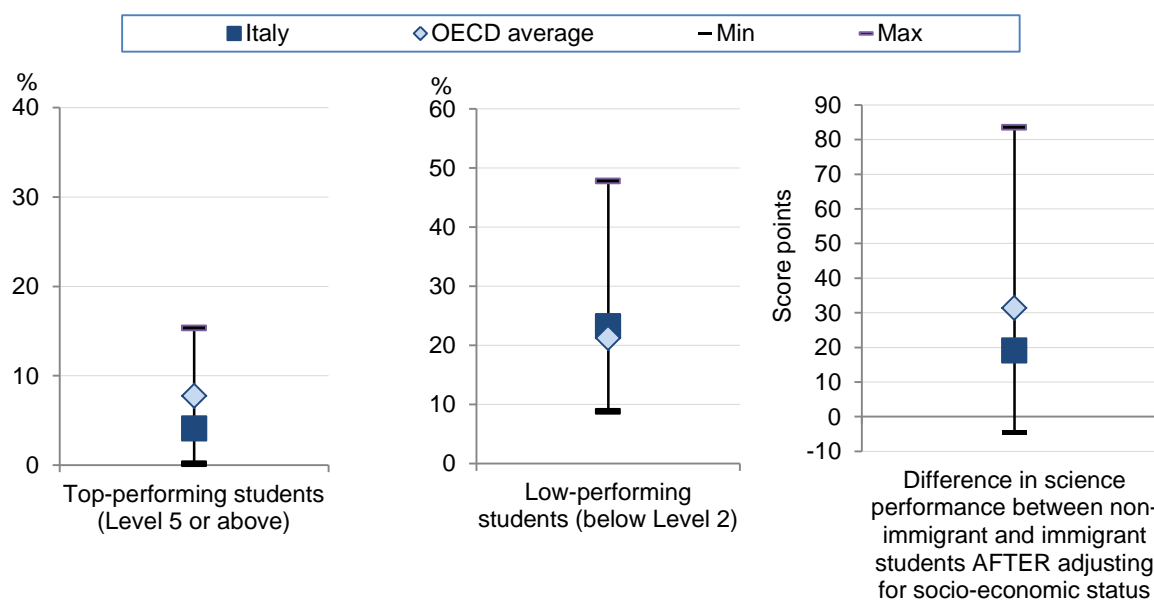
The [Linee guida per l'accoglienza e l'integrazione degli alunni stranieri](#) (2014) include guidelines to use the teaching of Italian as a second language to support migrant students. In 2016, new regulations made provision for fully-qualified teachers of Italian as a second language in the education system.

To reduce high early school-leaving rates among foreign-born students (32.6% in 2014 and 31.3% in 2015), among other initiatives Italy allocated EUR 500 000 in 2015/16 for a national action plan to promote teaching projects, enhance teaching of the Italian language to recently arrived foreign students in secondary schools, and provide educational guidance involving families, associations and local authorities.

Italy has also developed the Youth Guarantee (2014) (see Spotlight 2).



Figure 3. Percentage of low and top performers and performance difference between non-immigrant and immigrant students in science, PISA 2015



Note: "Min"/"Max" refer to OECD countries with the lowest/highest values.

Source: OECD (2016), *PISA 2015 Results (Volume I): Excellence and Equity in Education*, PISA, OECD Publishing, Paris. <http://dx.doi.org/10.1787/9789264266490-en>.



PREPARING STUDENTS FOR THE FUTURE: A MORE SKILLED WORKFORCE FOR BETTER LABOUR MARKET PERSPECTIVES

The capacity of a country's education system to effectively develop **skills and labour market perspectives** can play an important role in the educational decisions of its population. In Italy, 16-65 year-olds achieved lower-than-average scores in literacy and numeracy in the OECD Survey of Adult Skills (PIAAC) (Figure 1). They also had higher rates of skills' mismatch than on average among participating countries and the highest share of underqualified workers (22.4%, compared to the average of 12.9%). Unemployment rates in Italy are also comparatively high: 10.7% of the labour force aged 25-64 were unemployed in 2015, compared to the OECD average of 7%. Regional differences for the share of 15-24 year-olds who were neither in education nor employed (NEET) reached up to 25.2 percentage points in 2015 (e.g. Provincia Autonoma di Bolzano at 8.8% and Calabria at 34%). At the national level, the proportion of NEETs age 20-24 was 33.9%, almost double the OECD average of 17%. According to [EC evidence](#), Italy's tertiary-educated population has increasingly been going abroad for better job opportunities and pay, while fewer highly-qualified foreign graduates are choosing to migrate to Italy. Underutilisation of available skills, together with this brain drain, are challenges for Italy's competitiveness.

Efforts have taken place in Italy to improve the links between education and the labour market in **upper secondary education**. Upper secondary education starts at age 14 and generally lasts five years. Students can enrol either in general education in a state-run *liceo* (offering programmes in arts, classical studies, sciences, languages, music and dance, and social sciences) or in a state-run vocational or technical pathway offered by technical and vocational institutes, both of which provide access to higher education. Current estimates (2014) indicate that 93% of people in Italy will complete upper secondary education over their lifetime (compared to the OECD average of 85%). Work-based learning at upper secondary level was not common practice in all upper-secondary educational tracks in Italy, although recent reforms are addressing this issue (see below).

Students can also enrol in regional vocational education and training (*istruzione e formazione professionale, leFP*), which lasts three or four years and is offered by accredited vocational training agencies and upper secondary vocational institutes (on a subsidiary basis). For regions the annual cost per educational study course of *leFP* varies greatly, ranging from EUR 75 000 in Abruzzo to EUR 156 000 in Provincia Autonoma di Trento in 2013. Mainstream upper secondary education can also offer *leFP* courses in some cases. Direct access to higher education is not possible with a *leFP* qualification, although those with the four-year qualification can progress to universities or higher technical institutes on completion of an additional one-year integration course.

Higher education is offered by three types of institutions in Italy: universities (including polytechnics), high-level arts music and design institutions (*Alta formazione artistica e musicale, AFAM*) and higher technical institutions (*Istituti Tecnici Superiori, ITS*). Entry rates to tertiary education (44%) are the fourth-lowest among all OECD countries, and tertiary first-time graduation rates are also lower than average (34%, compared to the OECD average of 49%). Despite their low numbers, graduates of tertiary education in Italy have relatively low earnings in the labour market. The earnings premium for tertiary-educated graduates over adults with upper secondary education is 42%, compared to the OECD average of 55%. Accessing the labour market also remains difficult, including for tertiary graduates (except for ITS graduates), according to a [national report](#). In 2015, 62% of 25-34 year-old graduates with tertiary education were employed. This was lower than the average OECD rate of 83% and represented a decrease of 7 percentage points from the rate in 2005.

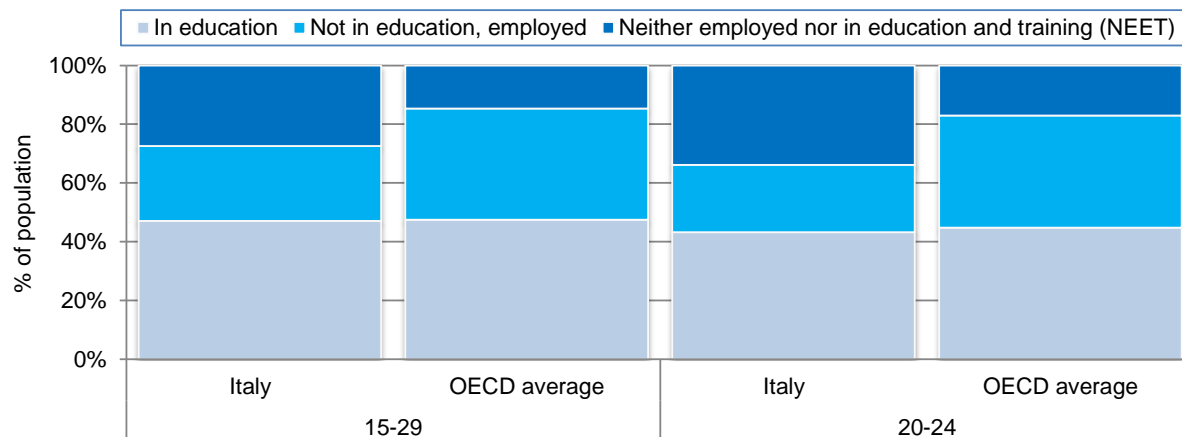
The challenge: Improving the relevance of formal qualifications to the labour market.

Recent policies and practices

Italy enhanced participation in work-based learning and registered 10.4% of upper secondary students participating in a pilot program for combined school-based and work-based traineeships ([alternanza scuola-lavoro](#)) during 2014/15. These traineeships became compulsory for all pathways at upper secondary level in 2015. In the 2015/16 school year 652 641 students in upper secondary schools participated in *alternanza scuola-lavoro* compared to 273 000 in 2014/15. Once the traineeship programme has reached full roll-out, approximately all 1.5 million students in the last three years of upper secondary education are expected to engage in *alternanza scuola-lavoro* experiences.

The [Jobs Act](#) (2015) modified the apprenticeship system. As part of these changes, apprenticeships leading to a professional certificate or a diploma will be integrated in regional vocational education and training systems of three and four years duration, as a dual system involving both schools and companies. With an additional year of apprenticeship, they will give access to vocationally-oriented tertiary education.

The government is also taking actions to reduce early school leaving across regions (see Governance).

**Figure 4. Population in education and not in education by age group (2015)**

Source: OECD (2016), *Education at a Glance 2016: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2016-en>.

Spotlight 2. Recent policies to promote easier access to the labour market

As part of the Youth Guarantee initiative (*Garanzia giovani*, 2014), which aims to provide a good quality offer of employment, education or training to young people who are not in employment or education, Italy is aiming to re-engage 15-18 year-olds who have left school without qualifications into education and training, by consolidating their basic knowledge and fostering their subsequent integration into the labour market. Approximately EUR 150 million has been allocated for this objective. *Recent evidence* suggests that the Youth Guarantee has triggered positive developments, such as standardisation and more individualised tailoring of many services, and has lowered barriers to companies employing young people. Registration and take-up of available training has increased, with 900 000 young people registered by the end of 2015. Challenges remain in regard to both the number and the quality of offers being made to young people. Fewer than one-third of those registered in the programme have received an offer and, despite recent improvements to the apprenticeship system, no specific criteria exist to evaluate the quality of apprenticeship training offered by companies. These issues could be addressed through stronger engagement and collaboration with employers. Also, while better co-ordination has improved implementation at the regional level, regional differences persist, and information is not always available on the number and quality of the measures delivered at the local level.

Italy has also taken steps to create tertiary education programmes that prepare students for rapid entry into the labour market, mainly by creating new institutions (*Istituti Tecnici Superiori*, ITS) for short-cycle tertiary programmes, in close collaboration with employers and existing tertiary institutions. The short-cycle tertiary programmes are less theoretical than bachelor's programmes and cover techniques, ideas and concepts not generally taught in upper secondary education. In 2015, the school reform introduced some measures to boost the ITS. These included increasing the share of performance-related funding to 30% in 2016; enabling students with only four-year upper secondary vocational qualification to access ITS after completing a foundation year; increasing permeability between ITS and academic higher education; and simplifying administrative procedures. Although the data on employability of ITS graduates is encouraging (with 81% employability within 12 months of graduation according to national evidence), only 8 000 students followed an ITS programme in 2014, which suggests an education pathway that could be capitalised on further.



SCHOOL IMPROVEMENT: TEACHERS NEED MORE TRAINING AND PROFESSIONAL DEVELOPMENT

Creating **learning environments** that support the success of school leaders and teachers is essential to boost the achievement of schools. Teachers and students in Italy had somewhat different views on their learning environments in different OECD surveys. In PISA 2015, students reported less positive views of classroom discipline than the OECD average (Figure 5), while in the 2013 OECD Teaching and Learning International Study (TALIS), Italian teachers reported more positive views on classroom discipline than their peers. For example, only 13.2% of teachers reported that there is much disruptive noise in the classroom, compared to the TALIS average of 25.6%. Students in Italy also reported lower levels of adaptive instruction in science than the OECD average (Figure 5).

School leaders in Italy, also known as school managers (*dirigenti scolastici*), set guiding principles for the activities of schools and are their legal representatives. They are responsible for overall school management, the use of financial resources and the quality of education provided by their institutions. School managers complete a one-year probationary period, and their salaries are based on a fixed input and a variable input that depends on their responsibilities (85% based on the size, type and socio-economic environment of the school and 15% based on their school's outcomes). School managers are assisted in their duties by directors of general and administrative services (*direttore dei servizi generali e amministrativi*).

Teachers in Italy are older than the OECD average, although the hiring of new teachers in 2015-16 has begun to reduce the average age. In 2014, 69% of upper secondary teachers were over the age of 50 (compared to the OECD average of 38%). Initial teacher education for pre-primary and primary teachers consists of a five-year university programme, including a mandatory teaching practicum. After a first-cycle qualification in any subject, prospective teachers of lower and upper secondary levels must complete a two-year programme leading to a second-cycle qualification. After obtaining the relevant qualification, prospective teachers must follow a one-year traineeship period called active formative traineeship (*Tirocinio Formativo Attivo*, TFA), with planned available posts and an admission exam. Teachers also pass a competitive examination to enter the profession. Once hired, they go through an induction and probation period of 12 months, with an evaluation at the end of this period. The Good School reform (2015) makes provision for further legislative changes in initial teacher education in the near future. According to TALIS 2013 findings, Italian teachers had low participation in professional development activities, despite reporting a comparatively greater need for them (75.4% of Italian teachers reported having taken professional development during the 12 months prior to the survey, compared to the TALIS average of 88.4%).

Teaching conditions in Italy include lower student/teacher ratios, lower salaries and limited career pathways, although the recent Good School reform aims to promote some improvements in this area (see below). In primary education in 2014, educational institutions in Italy had 12 students per member of the teaching staff, compared to the OECD average ratio of 15 students. At the same time, teachers' salaries were below the OECD average and had decreased slightly since 2005. In 2014, primary school teachers earned 65% of the average salary of tertiary-educated 25-64 year-old workers (compared to the OECD average of 81%), while upper secondary teachers earned 72% of the average salary (compared to the OECD average of 89%). Unlike salaries for school managers, salaries for teachers are based on seniority, and the maximum salary is not reached until 35 years of service (compared to the OECD average of 24 years). Without continuous government efforts to improve opportunities for additional pay and professional development, limited career progression perspectives could hinder the attractiveness of the teaching profession for high-quality candidates. According to TALIS, 12.5% of teachers consider that their profession is valued in society (compared to the TALIS average of 30.9%), although a higher share of teachers in Italy (94.4%) reported being satisfied with their job than the TALIS average (91.2%).

The challenge: Ensuring that teachers have adequate development opportunities and perspectives for professional growth throughout their careers.

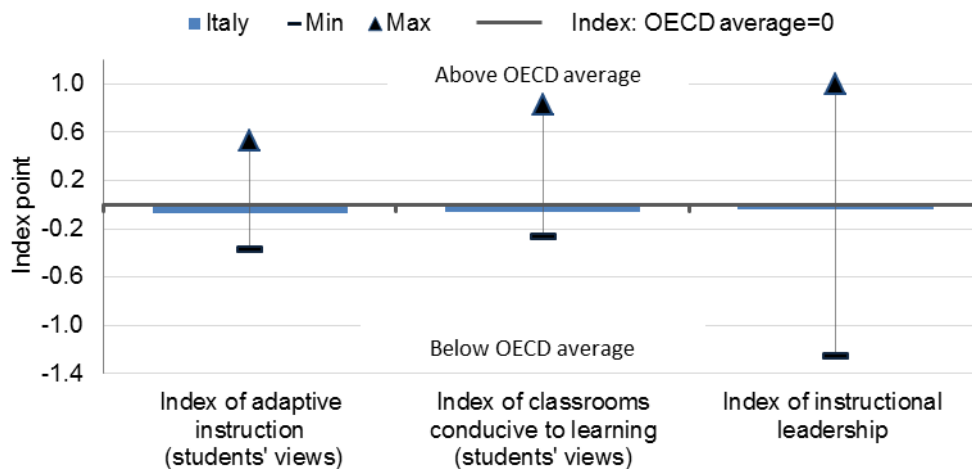
Recent policies and practices

The Good School reform (2015) has made in-service training mandatory, permanent and structural, which means that teachers are required to take part in professional development initiatives planned at school level and included in the triennial School Development Plan. Such initiatives need to be coherent with national priorities, school improvement targets and the specific training needs of every teacher (see Spotlight 3).

As part of the Good School reform, teachers are issued an electronic card with EUR 500 per year to be used for continuous professional development activities. Support is available for full-time and part-time teachers working in state schools. The money is to be used for purchasing books, magazines, software and hardware, and for attending courses and cultural events, as well as carrying out activities that are in line with the school's three-year education plan and the national professional development plan.



Figure 5. The learning environment, PISA 2015



Note: "Min"/"Max" refer to OECD countries with the lowest/highest values

Source: OECD (2016), *PISA 2015 Results (Volume II): Policies and Practices for Successful Schools*, PISA, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264267510-en>.

Spotlight 3. The Good School reform

In 2015 the Italian parliament approved Law 107/2015, commonly known as the Good School reform (*La Buona Scuola*). The main points of the reform include the following:

Teacher recruitment: Italy is making efforts to *recruit new teachers*, which could give schools greater flexibility in the organisation of learning time. In 2015/16, 86 076 teachers with short-term contracts were recruited as permanent teachers, while 38 611 teachers filled existing posts (including 14 241 teachers in special education needs [SEN]), and 47 465 teachers entered new posts (including 2 788 SEN teachers). A new open competition to recruit around 64 000 teachers on a permanent basis took place in spring/summer 2016.

Merit-based component of teacher salaries: Part of teachers' salaries will be based on performance criteria to be established by school-level teacher evaluation committees. MIUR will issue guidelines for the assessment of teacher merit at the end of the 2016-18 period (based on reports of the regional branches of MIUR on the criteria adopted in schools to reward teachers).

Teachers' professional development: A national plan with a financial resource package of well over EUR 1.5 billion was launched for 2016-19, with the following national priorities: development of system skills (in school autonomy, evaluation and innovative teaching); 21st century skills (such as foreign languages, digital skills and school-work schemes); and skills for inclusive schooling.

School autonomy: School leaders will have greater freedom to manage their financial, technological and human resources. They will be evaluated *every year* during their three-year contract. School heads will identify the persons to be added to their staff, according to the needs of the school as expressed in the triennial School Development Plan.

Curriculum: Emphasis will be put on introducing or enhancing the teaching of certain subjects, such as economics, music, arts, law, sports, sustainable development, Italian, English and mathematical reasoning. Since 2010, upper secondary schools have had greater flexibility in introducing optional courses.

Digital and language skills: The three-year National Plan for Digital Education (*Piano Nazionale Scuola Digitale*, PNSD), aims to improve digital competencies of both teachers and students, through a complex set of actions ranging from upgrading Internet connections in schools to setting up learning environments in which creativity and laboratory activities are possible.

Work-based learning: Traineeships now become mandatory for all upper secondary students. General education students will have to complete at least 200 hours and technical/vocational education students at least 400 hours in their final three years. The government has allocated EUR 100 million per year for this purpose, starting in 2015.



EVALUATION AND ASSESSMENT TO IMPROVE STUDENT OUTCOMES: AIMING FOR GREATER TRANSPARENCY IN THE SYSTEM

The quality and effectiveness of the education **system** is evaluated by the autonomous National Institute for the Educational Evaluation of Instruction and Training (*Istituto nazionale per la valutazione del sistema educativo di istruzione e di formazione*, INVALSI). Every three years, MIUR provides INVALSI with strategic priorities and the Italian Parliament is informed by MIUR of the results of the evaluation and monitoring activities.

Data collection for system evaluation is split between MIUR (which gathers data from schools on enrolment numbers, progression, absenteeism, dropout, and budgets or training of school staff) and INVALSI (which gathers data on learning outcomes in Italian and mathematics at all territorial levels). The quality of regional education and training courses (*leFP*) is monitored by the former national Institute for the Development of Vocational Training for Workers (*Istituto per lo sviluppo della formazione professionale dei lavoratori*, ISFOL) now the National Institute for Public Policy Analysis (*Istituto Nazionale per l'Analisi delle Politiche Pubbliche*, INAPP).

School evaluation in Italy, done through the National Evaluation System (*Sistema Nazionale di Valutazione*, SNV), comprises a three-year process carried out since 2014/15 which includes: 1) self-assessments by schools, combining internal and external information on school performance; 2) external evaluations of a maximum sample of 10% of schools each year; 3) improvement actions carried out by schools; and 4) publication of the evaluation results in terms of reporting and social accountability. In addition, control of the administrative and financial processes is carried out by the schools' Board of Auditors. At the school level, quality assurance is overseen by school managers and teachers' assemblies.

Italy does not currently have central guidance for **teacher appraisal**, although this is being addressed through a new system introduced in 2015 (see below). In fact, Italy had the highest share of teachers who had never been formally appraised among TALIS countries in 2013 (70.1%, compared to the TALIS average of 7.4 %). The teacher appraisal system could benefit from a common understanding on what constitutes teacher quality, and greater benefits could also be obtained by underpinning teacher appraisal with a reformed career progression system (See Spotlight 3).

Schools establish strategies, criteria and procedures for **assessing student knowledge and competences**. Italy also has centralised mandatory student assessments, from primary to upper secondary education, in mathematics and Italian language, mainly used to track student attainment levels and school self-evaluations. Central mandatory examinations in various curriculum subjects also exist at the end of lower and upper secondary education. Their purpose includes certifying students' completion of a stage of education or providing access to higher stages.

Quality assurance in **higher education** is carried out through internal institutional evaluation and external evaluation by the National Agency for the Evaluation of the University and Research System (see below). Teachers in higher education do not have to participate in initial training or professional development activities. Once they pass a competitive exam and are hired, they are evaluated after three years to secure their position. This process is carried out through an internal evaluation system by the University Internal Evaluation Group. Italy also has a National Student Registry (*Anagrafe Nazionale Studenti*, ANS), which provides data in real time on the academic career of every student enrolled in the Italian university system. The ANS gathers information monthly on registrations, enrolment rates and graduation rates of all universities authorised to award a university degree (both public and private).

The challenge: Strengthening the use of evaluation practices to promote improvement across the system.

Recent policies and practices

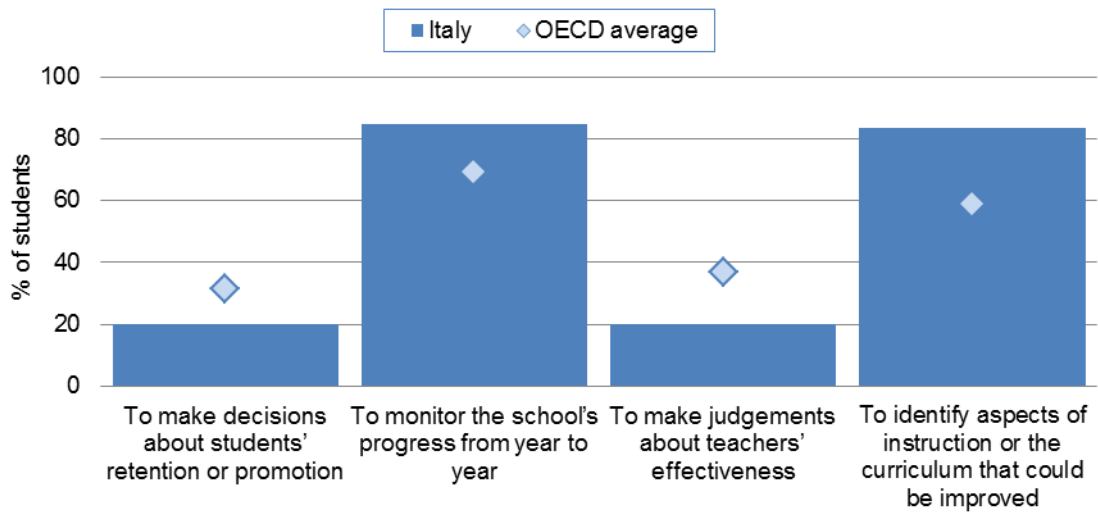
The National Evaluation System (*Sistema nazionale di valutazione*, SNV), managed by INVALSI, was implemented starting in 2014/15 as a strategic tool to guide educational and training policies and to evaluate the efficiency and effectiveness of the national education system. This system aims to foster a culture of evaluation throughout the entire Italian territory to improve the quality of education, with particular attention to educational outcomes and training for students.

From 2015, as part of the *Good School reform*, annual teacher appraisal is to be carried out by school-based committees composed of the school head, an external evaluator and three teachers, as well as student, teacher or parent representatives and a student at upper secondary level. The best-performing teachers in each school will receive a one-off bonus. After three years, outcomes of this exercise will be analysed and used by MIUR to draft national appraisal guidelines.

The National Agency for the Evaluation of the University and Research System (*Agenzia Nazionale di Valutazione del Sistema Universitario e della Ricerca*, ANVUR) (2011) aims to increase meritocracy in Italian research, define clear performance measures for universities and design a matching assessment and reward system. In ANVUR's 2013 report, 133 research institutions were evaluated, including 95 universities. Italy is among the first European countries to have piloted assessments of student learning outcomes at university level.



Figure 6. Percentage of students in schools where the principal reported the following uses for student assessment, PISA 2015



Source: OECD (2016), *PISA 2015 Results (Volume II): Policies and Practices for Successful Schools*, PISA, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264267510-en>.



GOVERNANCE: A CENTRALISED SYSTEM WITH FLEXIBILITY AT THE LOCAL LEVEL

The Ministry of Education, University and Research (MIUR) is responsible for the general organisation of the education system at the national level and shares some responsibilities with the regions. MIUR is solely responsible for setting general guidelines, minimum standards of education and fundamental principles, ensuring the quality of the school system, allocating state financial resources, and ensuring co-operation between education and cultural institutions. Regional authorities have exclusive legislative competence for vocational training. Other bodies that contribute to education policy:

- The Higher Council for Education (*Consiglio superiore della Pubblica Istruzione*, CSPI) develops opinions and proposals on guidelines defining the personnel of schools, the assessment of the education system, and the general organisation of education and its objectives.
- The National Institute for the Educational Evaluation of Instruction and Training (*Istituto Nazionale per la Valutazione del Sistema educativo di Istruzione e di formazione*, INVALSI) manages the overall evaluation of the school system in Italy.
- The National Institute for Documentation, Innovation and Educational Research (*Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa*, INDIRE) is MIUR's main institute for education research and innovation.
- The new public research body, the National Institute for Public Policy Analysis (*Istituto Nazionale per l'Analisi delle Politiche Pubbliche*, INAPP, formerly ISFOL) is supervised by the Ministry of Labour and Social Policy. It is responsible for analysing, monitoring and evaluating labour market policies and employment services, education and training policies, social policies and more generally all economic policies that have effects on the labour market.
- The National University Council (*Consiglio Universitario Nazionale*, CUN) and the National Council for Higher Education in Art and Music (*Consiglio nazionale per l'Alta formazione artistica e musicale*, CNAM) are involved in planning and approving university regulations, as well as appointing professors and researchers.
- The National Agency for the Evaluation of the University and Research System (*Agenzia nazionale per la valutazione del sistema universitario e della ricerca*, ANVUR) evaluates higher education institutions.
- The Conference of Rectors of Italian Universities (*Conferenza dei Rettori delle Università italiane*, CRUI) counsels MIUR on setting university objectives and allocating financial resources.

Italy is organised into 20 **regions**, which work with the central state on most issues related to education through the State-Regions Conference (*Conferenza Stato-Regioni*). Regions are in charge of providing certain services for secondary education, such as school premises, organisation of the school network and assuring the right to study (for example, by providing textbooks or transportation). Municipalities are responsible for providing similar services to pre-primary and primary schools.

Schools from pre-primary to secondary level have some autonomy within the general objectives and standards set by MIUR (See Evaluation and Assessment). They have more autonomy than the OECD average over resource allocation and autonomy and over curriculum and assessment (such as in establishing student assessment policies and choosing textbooks). In 2011, the major decision makers in Italian public lower secondary schools were the state (38%) and the schools (38%) (Figure 7). Schools have a school manager (*dirigente scolastico*), a director of general and administrative services (*direttore dei servizi generali e amministrativi*) and several committees and boards. Students and parents are also represented in the school system in Italy.

Higher education institutions in Italy are autonomous. They establish their own mission and governing bodies (rector, board of management and senate) and their teaching and research structures. Italy has 95 university institutions (61 state universities, 17 non-state universities, 6 higher schools and 11 online universities) and 127 higher education institutions for fine arts, music, dance and design.

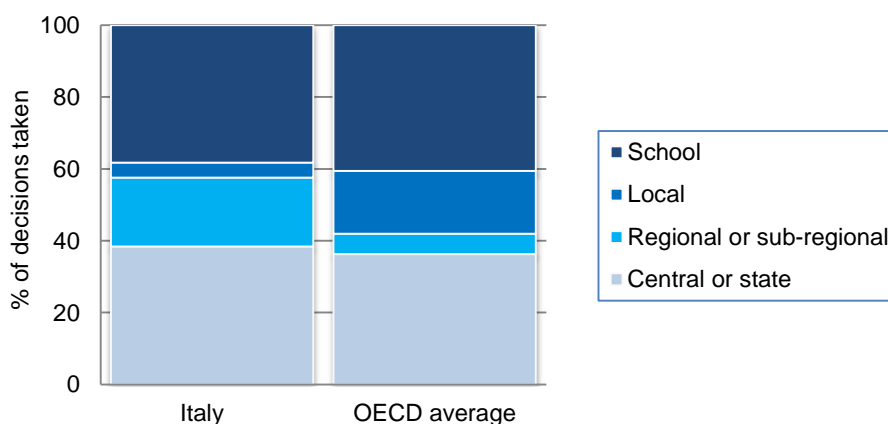
The challenge: Bridging regional differences in the performance of the education system.

Recent policies and practices

In co-operation with the European Strategy for Education and Training (*ET2020*), MIUR is implementing the *National Operational Programme* 2014-20. One objective of the programme is to reduce regional performance differences by decreasing the early school-leaving rate of 18-24 year-olds to below 16% by 2020 (from 17% in 2013). Italy achieved this target nationally in 2015, but many regions are still far from it (see Equity and Quality). Programme funding is EUR 3 billion, with EUR 2.1 billion allocated to the least-developed regions (Basilicata, Calabria, Campania, Apulia and Sicily) (See Spotlight 4). Funding is provided by the European Regional Development Fund (27%) and the European Social Fund (73%).



Figure 7. Percentage of decisions taken in public lower secondary schools at each level of government (2011)



Source: OECD (2012), *Education at a Glance 2012: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2012-en>.

Spotlight 4. Objectives of the National Operational Programme 2014-20

The National Operational Programme 2014-20 (*Programma Operativo Nazionale, Per la Scuola: competenze e ambienti per l'apprendimento*) is a national strategy outlining the objectives of the Italian education system between 2014 and 2020. The programme has four major objectives:

Instruction: It aims to ensure fair access to education and training programmes and to prevent and reduce school dropout. In particular, the quality of education systems at every ISCED level will be enhanced to target early school leavers, increasing the interaction between school and work settings. Professional development of teachers will also receive more funds and attention.

Infrastructure for education: It aims to promote and sustain education, professional qualification and training. School opening hours will be extended, establishing best practices for innovative, eco-friendly school buildings (smart schools), and also enhancing connectivity and ICT. School infrastructure will be improved, with pilot projects to create modular and flexible teaching spaces. Schools will also be framed as civic centres for the community, not only for students, and the number of learning laboratories for different vocational tracks will be increased.

Administrative and institutional capacity-building: It aims to improve efficiency in the supply of public services and also to build capacities of teachers and staff. In particular, the emphasis will be on transparency, inter-operability and access to public data (e-government and digital administration). The National Evaluation System will also be enhanced.

Technical assistance: It aims to strengthen the management of financial resources by MIUR and the other public entities involved, in accordance with national and European legislation. At the same time, it aims to increase the diffusion of information on implementation of the programme.



FUNDING: ADDRESSING UNDER-INVESTMENT AT ALL LEVELS

Italy's investment in educational institutions in 2013 at primary to tertiary education levels as a proportion of national wealth was among the lowest in the OECD: 4.0% of GDP (below the OECD average of 5.2%) (Figure 8). Education represented just 7.3% of total public expenditure in 2013 (compared to the OECD average of 11.2%). A slightly higher-than-average proportion of expenditure from primary to tertiary education comes from public sources in Italy (89% in 2013, compared to the OECD average of 84%). Between 2008 and 2013, public expenditure decreased at all levels of education in Italy, including at tertiary level, where public expenditure dropped by 10% (over the same period, average public expenditure on education increased by 22% across the OECD). However, since 2013, new reforms implemented in Italy have led to substantial additional investment.

Annual expenditure per student in 2013 from primary to tertiary education (including R&D activities) was USD 9 238, below the OECD average of USD 10 493. Italy also spends less than average on pre-primary education (USD 6 233 per student in 2013, compared to the OECD average of USD 8 070). From 2008 to 2013, expenditure per student decreased by 14% in primary, secondary and post-secondary non-tertiary education, while the number of students remained constant (compared to an average increase across the OECD of 8%). At tertiary level, expenditure per student in 2013 increased by 4% compared to 2008, while the number of students decreased by 7% (the average OECD increase was 5% over the same time period).

The state is the main source of **school funding** in Italy, with some participation from subnational governments. Enrolment and attendance is free for pre-primary, primary and lower secondary education, with very low fees for post-compulsory upper secondary level (which are expected to be cancelled as of 2018/19). Public schools are directly funded by MIUR, based on criteria such as the student body, human resources available or the type of school. Unless funds are earmarked for specific purposes, schools have autonomy to decide how to use them. In addition, regions, and municipalities provide funding for services and assistance for students, such as school transportation, textbooks, social and health assistance, canteens, financial aid and building maintenance.

The state also funds **higher education institutions**, but universities receive other funding from compulsory contributions of students and autonomous sources (voluntary contributions, surpluses and earnings from activities). All state and legally-recognised universities have financial autonomy, which has increased further since 1994, when MIUR first introduced lump-sum contributions to higher education institutions. Student fees, determined by the board of directors of each university, vary for each study course and institution. Although a minimum enrolment fee has been set by law, data shows that in the last ten years student fees have actually doubled in Italy. Also, the amount students pay for management and services costs cannot exceed 20% of the state funds given to universities. Since 2015, there has been an increase in the funds allocated to universities (see below).

The challenge: Increasing investment levels and expenditure efficiency, particularly in higher education.

Recent policies and practices

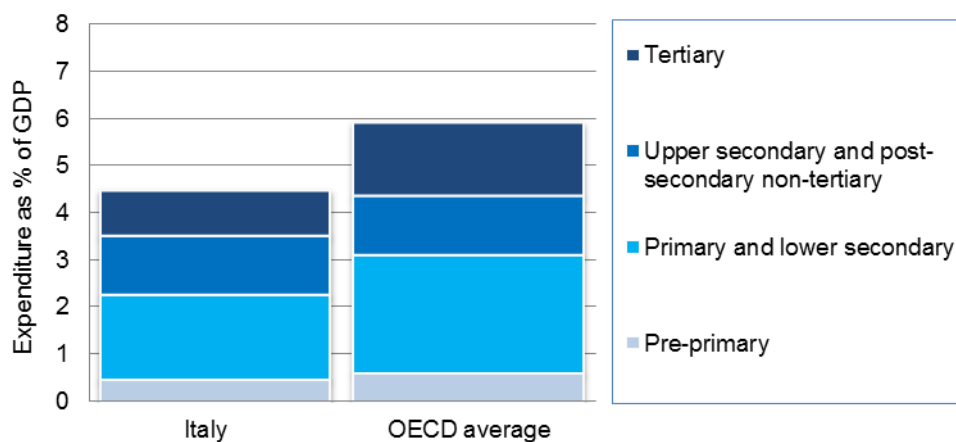
To increase quality in higher education institutions, in 2010, Italy introduced the Operating Fund (*Fondo di finanziamento ordinario*, FFO). The Operating Fund is a state fund that grants a proportion of university funding based on key performance indicators, such as regular on-time student enrolment, teaching activities, efficiency of institutional organisation research results and internationalisation. The proportion of performance-related funding for universities increased from 13.5% in 2013 to 23% in 2016, and Italy is now also gradually implementing a criterion of standard costs for allocating the remaining portion of the public funding. In 2015, the government also introduced a similar financial model for Italy's Higher Technical Institutes (*Istituti Tecnici Superiori*, ITS).

Through a [2016 decree](#) concerning the FFO, Italy increased the total funds to universities by EUR 47 million for the recruitment of new researchers, and an additional increase of EUR 50.5 million is planned for 2017. Moreover, overall funds to universities have increased by EUR 6 million for the recruitment of full-time professors, with an additional EUR 10 million planned for 2017.

The Multiannual Planning Fund (*Fondo per la Programmazione*) is another performance-driven fund that supports initiatives that contribute to the MIUR's multiannual strategic plan (Law 240/2010).



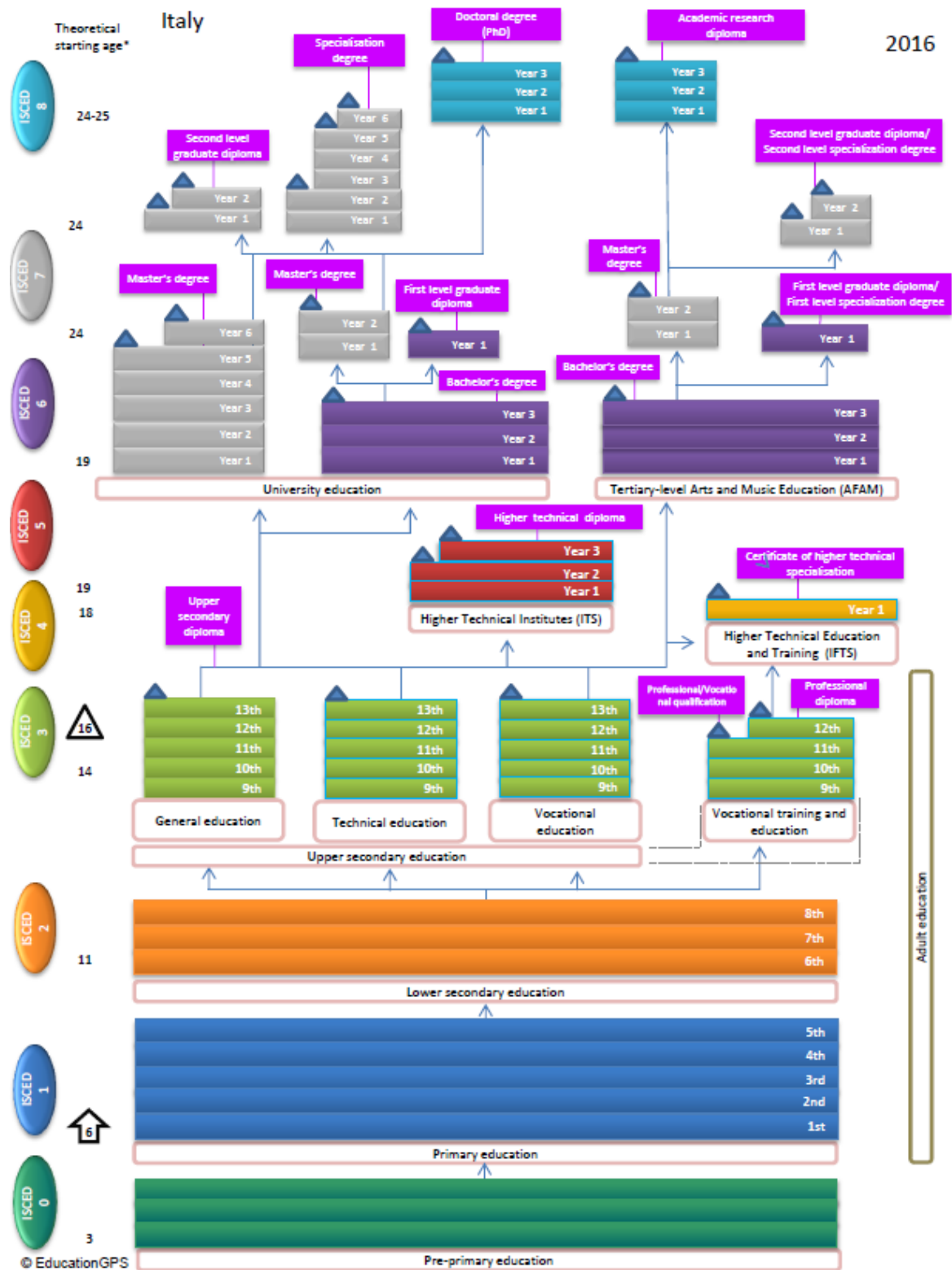
Figure 8. Expenditure on educational institutions as a percentage of GDP, by level of education (2013)



Source: OECD (2016), *Education at a Glance 2016: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2016-en>.



ANNEX A: STRUCTURE OF ITALY'S EDUCATION SYSTEM



Source: OECD (2012-13), "Italy: Overview of the education system", *OECD Education GPS*, http://gpseducation.oecd.org/Content/MapOfEducationSystem/ITA/ITA_2011_EN.pdf.



ANNEX B: STATISTICS

#	List of key indicators	Italy	Average or total	Min OECD	Max OECD
Background information					
<i>Political context</i>					
1	Public expenditure on education as a percentage of GDP, 2013 (EAG 2016)	3.7%	4.8%	3.3%	7.3%
<i>Economy</i>					
2	GDP per capita, 2014, in equivalent USD converted using PPPs (OECD Factbook 2015/2016)	35 015	38 865	17 831	97 273
3	GDP growth 2014 (OECD Factbook 2015/2016)	-0.4%	1.8%	-0.4%	5.2%
<i>Society</i>					
4	Population density, inhab/km ² , 2014 (OECD Statistics)	206	142	3	507
5	Population aged less than 15 as a percentage of total population, 2010 (OECD Factbook 2014)	14.0%	18.6%	13.1%	29.6%
6	Foreign-born population as a percentage of total population, 2013 or latest available year (OECD Factbook 2015)	9.4%	n/a	0.3%	43.7%
Education outcomes					
7	Mean performance in science (PISA 2015)	481	493	416	538
8	Average three-year trend in reading performance across PISA assessments (PISA 2015) ^{4,5}	1.4	0.7	-5.2	9.2
9	Average three-year trend in mathematics performance across PISA assessments (PISA 2015) ^{4,5}	7.1	-1.0	-9.7	10.1
10	Average three-year trend in science performance across PISA assessments (PISA 2015) ^{4,5}	2.0	-1.4	-10.6	7.6
11	Enrolment rates of 3-year-olds in early childhood education and primary education as a percentage of the population of the same age group, 2014 (EAG 2016)	92%	71%	3%	100%
12	% of 25-64 year-olds whose highest level of attainment is lower secondary education, 2014 (EAG 2016)	33%	15%	1%	33%
13	% of 25-34 year-olds whose highest level of attainment is at least upper secondary education, 2014 (EAG 2016)	74%	84%	45%	98%
14	% of 25-34 year-olds whose highest level of attainment is tertiary education, 2014 (EAG 2016)	25%	42%	21%	69%
15	% of 25-34 year-olds whose highest level of attainment is vocational upper-secondary or post-secondary non-tertiary education, 2014 (EAG 2016)	36.6%	26.5%	4.5%	57.7%
Unemployment rates of 25-34 year-olds by educational attainment, 2015 (EAG 2016)					
16	Below upper secondary	23.3%	17.4%	4.2%	38.0%
	Upper secondary and post-secondary non-tertiary	16.0%	9.2%	4.1%	31.7%
	Tertiary education	16.3%	6.9%	2.5%	30.2%
Students: Raising outcomes					
<i>Policy lever 1: Equity and quality</i>					
17	First age of selection in the education system (PISA 2015)	14	14	10	16
Students performing at the highest or lowest levels in science (%) (PISA 2015)					
18	Students performing below Level 2	23.2%	21.2%	8.8%	47.8%
	Students performing at Level 5 or above	4.1%	7.7%	0.1%	15.3%
Variance in science performance between schools and within schools as a percentage of the OECD average variance in science performance (PISA 2015)					
19	Between-schools percentage of variance	40%	30%	4%	65%
	Within-schools percentage of variance	53%	69%	33%	99%
20	% of students reporting that they have repeated at least a grade in primary, lower secondary or upper secondary schools (PISA 2015)	15.1%	12.0%	1.1%	34.0%



#	List of key indicators	Italy	Average or total	Min OECD	Max OECD
21	Percentage of variance in science performance in PISA test explained by ESCS (PISA 2015) ⁴	9.6%	12.9%	4.9%	21.4%
22	Score difference in science performance in PISA between non-immigrant and immigrant students AFTER adjusting for socio-economic status (PISA 2015) ⁴	19	31	-5	83
23	Score differences between boys and girls in science (PISA 2015) ⁴	17	4	-19	19
<i>Policy lever 2: Preparing students for the future</i>					
Adjusted mean proficiency in literacy among adults on a scale of 500 (Survey of Adult Skills, 2012)					
24	Among 16-65 year-olds (adjusted)	249.4	270.7	249.4	293.6
	Among 16-24 year-olds (adjusted)	260.2	277.9	260.2	296.7
Upper secondary graduation rates in % by programme of orientation, 2013 (EAG 2016)					
25	General programmes	38%	54%	20%	111%
	Pre-vocational/ vocational programmes	55%	46%	4%	96%
First-time graduation rates, by tertiary ISCED level, 2013 (EAG 2016)					
26	Short tertiary (2-3 years), ISCED 5	0.2%	10.6%	0.2%	26.4%
	Bachelor's or equivalent, ISCED 6	28.0%	37.8%	8.4%	60.7%
	Master's or equivalent, ISCED 7	19.6%	17.6%	3.7%	37.6%
	Doctorate or equivalent, ISCED 8	1.4%	1.7%	0.2%	3.4%
27	% of 15-29 year-olds not in education, employment or training, 2014 (EAG 2016)	27.4%	14.6%	6.2%	28.8%
Institutions: Improving schools					
<i>Policy lever 3: School improvement</i>					
28	Mean index of adaptive instruction in science lessons (PISA 2015)	-0.07	0.01	-0.38	0.53
29	Mean index of disciplinary climate based on students' reports (PISA 2012)	-0.07	0.00	-0.27	0.83
% of teachers above the age of 50 by education level, 2014 (EAG 2016)					
30	Primary education	58%	49%	13%	58%
	Lower secondary education	59%	34%	7%	59%
	Upper secondary education	69%	38%	11%	69%
Number of teaching hours per year in public institutions by education level, 2013 (EAG 2016)					
31	Primary education	752	776	569	1 146
	Lower secondary education, general programmes	616	694	459	1 146
	Upper secondary education, general programmes	616	644	386	1 146
Ratio of actual teachers' salaries to earnings for full-time, full-year adult workers with tertiary education, 2014 (EAG 2016)					
32	Primary education	0.65	0.81	0.56	1.08
	Lower secondary education, general programmes	0.69	0.85	0.56	1.23
	Upper secondary education, general programmes	0.72	0.89	0.58	1.23
33	Growth rate of teachers' salaries between 2005 and 2014 in lower secondary education, 2014 (EAG 2016)	-7%	3%	-30%	37%
34	% of lower secondary education teachers who report a "moderate" or "large" positive change on their knowledge and understanding of their main subject field(s) after they received feedback on their work at their school (TALIS 2013)	61.8%	53.5%	26.7%	86.2%



#	List of key indicators	Italy	Average or total	Min OECD	Max OECD
Policy lever 4: Evaluation and assessment to improve student outcomes					
35	Percentage of lower secondary education principals who report that they use student performance and student evaluation results (including national/international assessments) to develop the school's educational goals and programmes (TALIS 2013)	90.8%	88.8%	58.5%	99.5%
% of students whose school principals reported that assessments are used for the following purposes (PISA 2015)					
36	To make decisions about students' retention or promotion	20%	31%	3%	61%
	To monitor the school's progress from year to year	85%	69%	26%	98%
	To make judgements about teachers' effectiveness	20%	37%	4%	88%
	To identify aspects of instruction or the curriculum that could be improved	84%	59%	14%	92%
% of lower secondary education teachers reporting appraisal/feedback from the school principal on their work with this frequency (TALIS 2013)					
37	Once every two years or less	82.9%	33.9%	3.2%	88.8%
	Once per year	11.4%	41.5%	9.5%	82.1%
	Twice or more per year	5.7%	24.7%	1.0%	49.6%
Systems: Organising the system					
Policy lever 5: Governance					
% of decisions taken at each level of government in public lower secondary education, 2011 (EAG 2012)					
38	Central or state government	38%	36%	0%	87%
	Regional or sub-regional government	19%	6%	0%	36%
	Local government	4%	17%	0%	100%
	School government	38%	41%	5%	86%
Policy lever 6: Funding					
Annual expenditure per student by educational institutions, for all services, in equivalent USD converted using PPPs for GDP, 2013 (EAG 2016)					
39	Pre-primary education	6 233	8 070	3 172	19 233
	Primary education	8 392	8 477	2 717	17 959
	Secondary education	9 023	9 811	3 065	19 762
	Tertiary education	11 172	15 772	7 568	40 933
Relative proportions of public and private expenditure on educational institutions, 2013 (EAG 2016)					
40	Public sources	89.0%	84.2%	61.2%	99.0%
	All private sources	11.0%	15.8%	1.0%	38.8%
	Index of change in expenditure on educational institutions, public sources, (constant prices, 2008=100)	85	106	76	163
	Index of change in expenditure on educational institutions, all private sources, (constant prices, 2008=100)	121	116	75	212
Notes					
1. The average, total, minimums and maximums refer to OECD countries except in TALIS and the Survey of Adult Skills, where they refer to participating countries.					
2. "m": included when data is not available.					
3. "NP": included if the country is not participating in the study.					
4. Statistically significant values of the indicator are shown in bold (PISA 2015 only)					
5. The average three year trend is the average change in PISA score points from a country's/economy's earliest participation in PISA to PISA 2015.					
6. "n/a": included when the category is not applicable.					



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