

ITALY

with the contribution of Luigi Cajani

I. The education system

A. General information about the education system and its legal framework

Principles and general objectives of education

For the principles and general objectives of education, the diagram of the education system and current reforms in secondary and tertiary education see the full version of the country report at the ITT website (<http://www.itt-history.eu>) and the Eurydice database: Eurybase - The information database on education systems in Europe (<http://www.eurydice.org>).

Laws and regulations for initial teacher training

The present system is regulated by D.M. 26 maggio 1998: Criteri generali per la disciplina da parte delle università degli ordinamenti dei Corsi di laurea in scienze della formazione primaria e delle Scuole di specializzazione all'insegnamento secondario, pubblicato sulla Gazzetta Ufficiale n. 153 del 3 luglio 1998.

This system will soon be changed according to §5 of the Decreto legislativo 19 febbraio 2004, n. 59: Definizione delle norme generali relative alla scuola dell'infanzia e al primo ciclo dell'istruzione, a norma dell'articolo 1 della legge 28 marzo 2003, n. 53, pubblicato sulla Gazzetta Ufficiale della Repubblica Italiana, 2 marzo 2004.

Structure of the education system

The education system is:

comprehensive until student age of 14 years

selective from student age of 15 years

compulsory full time education up to student age of 16 years¹

Population by educational standard

Population aged between 25 and 54 years by highest educational standard (school leaving or graduation) in percentage:

	Male	female	Total
below secondary II [ISCED 2]			
secondary II [ISCED 3]	76%	83%	79%
post-secondary, non-tertiary [ISCED 4]			
tertiary I [SCED 5A/6]	10%	13%	12%
tertiary II [ISCED 5B]			

¹ Until recently, full-time education was compulsory (*obbligo scolastico*) until 14 years of age (year 8 inclusive). The length of the *obbligo scolastico* has been extended by two more years by the law Legge 20 gennaio 1999, n.9. The present reform replaces the *obbligo scolastico* with the *diritto-dovere* (right obligation), the terms of which are still being discussed.

B. Statistical data

Teachers, students, history students, trainee teachers, trainee history teachers, teacher trainers

Pupils²

Pupils in	Male	Female	total
Lower secondary general education			1 794 858
Upper secondary general education			2 583 390

• Ratio of upper secondary graduates to total population at typical age of graduation³

	Male	Female	total
Ratio of upper secondary graduates to total population at typical age of graduation			44.3

Students⁴

	Male	Female	Total
Post-secondary education and above (only ISCED 5)	780 257	991 296	1 771 553

• Students per institution

Institution/ ISCED	Male	Female	Total
Universities	780 257	991 296	1 771 553

• New students in 2002/03

Institution/ ISCED	Male	Female	Total
Universities	150 085	181 483	331 568

• Students graduated in 2002/03 per institution

Institution/ ISCED	Male	Female	Total
Universities	88 045	113 073	201 118

Number of trainee teachers

	Male	Female	Total
Post-secondary education and above (=ISCED 4, 5 and 6)			50 285

In Italy, initial teacher training is divided in two institutional branches:

² Data for school year 2001/2002. Lower secondary general and vocational education are counted together. Source: Sistema statistico nazionale – istituto nazionale di statistica (2004) Rapporto Annuale: La situazione del Paese nel 2003, Roma, 454-455.

³ Data for the year 2002, which refer to the population between 25 and 64 years old and also include people who graduate later. Source: Sistema statistico nazionale – istituto nazionale di statistica (2004) Rapporto Annuale: La situazione del Paese nel 2003, Roma, 77-78.

⁴ For the following statistics (students at universities), figures for both public and private universities are combined. Source: MIUR Ufficio di Statistica, Indagine sull'Istruzione Universitaria 2003.

⁶ Source: MINISTERO DELL'UNIVERSITÀ E DELLA RICERCA SCIENTIFICA E TECNOLOGICA: D.M. 26 maggio 1998, Criteri generali per la disciplina da parte delle università degli ordinamenti dei Corsi di laurea in scienze della formazione primaria e delle Scuole di specializzazione all'insegnamento secondario" pubblicato in G.U. n. 153 del 3 luglio 1998; D.M. 27 luglio 1999, Numero dei posti disponibili a livello nazionale per le immatricolazioni ai corsi di laurea in Scienze della formazione primaria per l'a.a. 1999/2000; DECRETO 27 giugno 2000, Numero dei posti disponibili a livello nazionale per le immatricolazioni al corso di laurea in scienze della formazione primaria; Decreto Ministeriale 2 luglio 2001, Numero dei posti a livello nazionale per l'immatricolazione al corso di laurea in scienze della formazione primaria;

Preschool and primary school teachers are trained in the *Corsi di laurea in scienze della formazione primaria*, generally hosted by the *Facoltà di scienze della formazione* (Faculty of Education Sciences). Prerequisite for admission is a certificate obtained after a five-year upper secondary school programme. The ITT course has a duration of four years. The first and second year are common to all students, who then choose one of two curricula, one providing certification to teach in preschool, and the other to teach in primary school. Admissions are limited, and the number of places available is fixed every year by ministerial decree. The total places available for the years 1999-2000, 2000-2001, 2001-2002 and 2002-2003 was 27 709 (EU students and non-EU students with Italian residence) + 376 (non-EU students with residence outside Italy).

Lower and upper secondary school teachers are trained in the *Scuole di specializzazione all'insegnamento secondario*, in a two-year programme. Prerequisite for admission is a *laurea*, the certificate obtained after a full university course, which, before the university reform, lasted four years. The total places available for the years 2001-2002 and 2002-2003 was 22 200.

In both institutions, it is possible that not all places have been taken, but this data is not available. However, the amount of vacant places is generally low, and doesn't substantially affect the figures. Data sorted by gender is not available.⁶

- Trainee teachers per institution

Data not available.

- New trainee teachers in 2002/03

Institution/ ISCED	Male	Female	Total
Universities			6 263
Other: SSIS			11 201

- Trainee teachers graduating in 2002/03 per institution

Data is not available, but should not differ greatly from the number of available places for trainee teachers in 2000/2001.

*History students*⁷

- History students per institution

Data not available.

*Trainee history teachers*⁸

Data not available.

⁷ Data only for ISCED 6 (*dottorato di ricerca*): 615 (estimated). Data for ISCED 4 and 5 is not available, because history students are registered in humanities faculties (for instance, the *Lettere and Scienze umanistiche*), specifically *corsi di studio*, for which no data has been collected. The most recent data available for ISCED 6 (*dottorato di ricerca*) is for students who were admitted in 2001/2002. As the duration of the *dottorato di ricerca* is three years (extensions are granted only in exceptional cases), and as the number of places hasn't changed significantly since 1999/2000, it is possible to guess with some accuracy the number of *dottorandi* (PhD students) every year. *Dottorati di ricerca* in history belong to the general sector *Scienze storiche e filosofiche*. For these statistics, only history specific *dottorati* are included.

⁸ No data available for the *Corsi di laurea in scienze della formazione primaria*. Data only for ISCED 6 (SSIS): 8 068 (estimated). There is no data available for the past years; estimates for this questionnaire were calculated using data for the year 2004/2005, collected by consulting the *Bandi di ammissione* of all Italian SSIS, which give the repartition of the places by branches (*indirizzi*). In order to get these figures the author multiplied by 2 the number of the available places in these branches for the year 2004/2005. In the previous years the number of available places didn't vary considerably. No data available by gender.

- Trainee history teachers in state, non-state (private) and church institutions⁹
Data not available.

- New trainee history teachers in 2002/03 per institution

Institution/ ISCED	Male	Female	Total
Other: SSIS			4 034

- Trainee history teachers graduating in 2002/03 per institution

Data not available, but figures for available places (about 8 068, see above) are not substantially different from those for graduating students, because most of the trainees admitted get a final grade.

Teacher trainers in general, and history teacher trainers

Data not available. The number of teacher trainers varies from SSIS to SSIS and from year to year.

Teachers in general, and history teachers¹⁰

School level	Number of teachers	Number of history teachers
Primary	281 510	–
Lower secondary	206 544	na
Upper secondary general	313 559	na
Upper secondary vocational		

- Number of teachers in school

See previous item. No data sorted by gender available.

- Number of history teachers in school¹¹

School level	Male	Female
Lower secondary	60 839	
Upper secondary general	64 283	
Upper secondary vocational		

⁹ There is only an estimation of 8 068. Compare footnote above.

¹⁰ State and non-state schools, permanent and part-time teachers. Upper secondary general and vocational schools are counted together. Source: MIUR, Servizio per l'automazione informatica e l'innovazione tecnologica – Servizio per la comunicazione, *Il Chi è della scuola italiana. "Gli insegnanti"*. Tutti i numeri del personale docente, a. s. 2001-2002, Roma 2001.

¹¹ Data only refers to permanent teachers in state schools, year 2001/2002. Estimates of part-time teachers would add approximately 15% to this figure.

Criteria for calculating figures for primary school: In this type of school there were 246 611 permanent teachers - in years 1 and 2 there was only one teacher for all subjects, thus everyone taught the first elements of history; in years 3, 4 and 5, one third of educators taught a module including history, geography and social sciences. A similar method was used to calculate the number of part-time teachers.

Upper secondary vocational and general schools are counted together. No data sorted by gender is available. Source: MIUR, Servizio per l'automazione informatica e l'innovazione tecnologica – Servizio per la comunicazione, *Il Chi è della scuola italiana. "Gli insegnanti"*. Tutti i numeri del personale docente, a. s. 2001-2002, Roma 2001.

• Number of teachers in state and non-state schools¹²

School level	State (public) schools	Non-state (private) schools
Primary	268 895	12 615
Lower secondary	197 794	8 750
Upper secondary general	279 418	34 141
Upper secondary vocational		

• Number of history teachers in state and non-state schools

School level	State (public) schools	Non-state (private) schools
Lower secondary	60 839	dna
Upper secondary general	64 283	dna
Upper secondary vocational		

Financing

The annual cost of a trainee history teacher at universities is \$44 278. Further statistics on the annual expenditure per history student by institution are not available.

Feminisation

During the last five years, there has been an increase in female students of 2.5%.¹³

Specific data for female history students, female trainee teachers and female trainee history teachers is not available.

II. Initial training

Training institutions

Institutions involved in ITT

Institution	For which school level
Universities	ISCED 1
Other: SSIS	ISCED 2 and 3

Main purposes of institutions

Institution	Purpose
Universities	Pedagogical and didactical formation, training in school
Other: SSIS	

Faculties in charge of ITT at universities

Institution	Faculties
Universities	<i>Facoltà di Scienze della Formazione</i>

¹² State schools: data refers to permanent and part-time teachers, year 2001/2002. In detail: primary – 246 611 permanent and 22 284 part-time teachers; lower secondary – 173 746 permanent and 24 048 part-time teachers; upper secondary general and vocational together – 241 742 permanent and 37 676 part-time teachers. Non-state schools: there are no teachers with permanent status; the data refers to year 2001/2002.

Source: Ministero dell'Istruzione, dell'Università e della Ricerca, Servizio per l'automazione informatica e l'innovazione tecnologica – Servizio per la comunicazione, Il Chi è della scuola italiana. "Gli insegnanti". Tutti i numeri del personale docente, a. s. 2001-2002, Roma 2001; Ministero dell'Istruzione, dell'Università e della Ricerca, Servizio per l'Automazione Informatica e l'Innovazione Tecnologica - Dipartimento per i Servizi nel Territorio, Scuola non statale: indagine conoscitiva: a.s. 2001/02, Roma 2003.

¹³ Total students 1996/1997 = 1 672 330, female = 53.1%, total students 2001/2002 = 1 702 575, female = 55.6%. Only data for ISCED 5 available. Source: Sistema statistico nazionale – istituto nazionale di statistica (2004) Rapporto Annuale: La situazione del Paese nel 2003, Roma, 456-457.

*TT institutions are required to meet legal standards set by SSIS: the state (including government)*¹⁴

Number of training institutions

providing a training programme for initial teacher training (general)¹⁵

Institution/ ISCED	State (of which: church)	Non-state (of which: church)	Total number (of which: church)
Universities	28	3 (2)	31 (2)
Other: SSIS	21	–	21

providing a training programme for initial training of history teachers¹⁶

Institution/ ISCED	State (of which: church)	Non-state (of which: church)	Total number (of which: church)
Other: SISS	21		

B. The structure of ITT: model/qualification/institution/graduation

Initial training of history teachers as a subject of secondary or tertiary education

History teaching is studied (and taught):

- at the SSIS as a single subject¹⁷

The structure of ITT at:

SSIS: is concurrent

Facoltà di Scienze della Formazione: is consecutive

¹⁴ The SSIS (*Scuola di Specializzazione per l'Insegnamento Secondario*) are consortiums of a number of universities at the regional level; they sometimes include private universities. In Lazio, for instance, a consortium includes three state universities in Rome (Università La Sapienza, Università Tor Vergata, Università Roma Tre), one Catholic university in Rome (LUMSA), the state University Institute for Sport Activity (IUSM) and the state universities of Tuscia (in Viterbo) and in Cassino. Where there is only one university per region (as in Umbria) there is no consortium and the SSIS is part of the university. Some consortiums are strongly centralised, as in Lazio. Others are made up of more or less independent units, with separate curricula and administrative coordination. This is the case for the SSIS Lombardia, which is made up of three state universities (Milano statale, Pavia, Bergamo-Brescia) and one non state – Catholic – university (Università Cattolica del Sacro Cuore, Milano).

Source: Ministero della Pubblica Istruzione, D.M. 26 maggio 1998, “Criteri generali per la disciplina da parte delle università degli ordinamenti dei Corsi di laurea in scienze della formazione primaria e delle Scuole di specializzazione all'insegnamento secondario”, pubblicato sulla Gazzetta Ufficiale n. 153 del 3 luglio 1998.

¹⁵ For the *Facoltà di Scienze della formazione* there are 26 in state universities, 2 in church universities (Università Cattolica del Sacro Cuore in Milano and LUMSA in Roma) and 1 in a non-state university (Suor Orsola Benincasa, Napoli). The number of SISS also includes the SSIS of the Università Cattolica del Sacro Cuore (Milano). This is the only non-state (Catholic) SSIS which is not independent but part of the SSIS Lombardia consortium. Source: Universities websites for the *Facoltà di Scienze della formazione*, For the SSIS: MIUR, D. M. 10 giugno 2004, Numero dei posti a livello nazionale per l'ammissione alla Scuola di Specializzazione per l'insegnamento nella scuola secondaria (SSIS) - a.a. 2004/2005.

¹⁶ All SSIS have branches for history trainees. The status of the Università Cattolica del Sacro Cuore and the *Facoltà di Scienze della formazione* are described in the footnote above.

¹⁷ There are specific courses in *didattica della storia* (history didactics).

Length of studies/training

• Form of graduation and allocation of years for ITT of history teachers¹⁸

School level	Entry requirements	Final exam	Length of study in years	Degree	Diploma thesis	PG training
Primary school	restrictions like “ <i>numerus clausus</i> ”, fees (possibility of getting a scholarship)	oral	4		Yes: compulsory, but there is no specific diploma thesis in history	
Lower secondary schools (SSIS)	restrictions like “ <i>numerus clausus</i> ”, examination, fees (possibility of getting a scholarship)	written, oral	2		Yes: compulsory, but students can choose whether they write it for subject history or for other subjects of their studies	none, admission at the end of study
Upper secondary general schools (SSIS)						
Upper secondary vocational schools (SSIS)						

Standards for ITT

• Professional profile

There is a general professional profile for all ITT institutions in Italy.

The professional profile is important for the implementation and planning of: educational programs, practical work.

• Certification system (qualified teacher status)

There is a process of certification after finishing studies of history teaching (e.g. qualified teacher status).

History is always combined with other subjects (including philosophy, Italian, geography, Latin and Greek). After passing the final SSIS examination, trainees get an *abilitazione*, which is the qualification to teach history and other related subjects, according to the curriculum they have followed. They don't need any further training at school because training is part of the SSIS curriculum. This qualification does not mean that the trainee will immediately get a full-time position: they can only get part-time jobs until a full-time position is available.

• Low-qualified history teachers

In Italy there are low-qualified history teachers actively working in schools. The approximate percentage of such low-qualified teachers is between 20-30%, but there is no exact data. The rest have acquired qualified teacher status.

• Core curriculum

There is no common/core curriculum for all institutions of initial training for history teachers in Italy. There is a general framework for the curricula, which chiefly concerns the number of credits, but the curricula are ultimately created at the local level.

– General guidelines for the conception of ITT

General guidelines for the conception of ITT come from the Ministry of Education.

¹⁸ At present, admission to SSIS is granted after graduation from a four-year university programme (*vecchio ordinamento*) or from a 3+2 years university curriculum (*nuovo ordinamento*).

– Coordination of curricula

Curricula of different institutions are coordinated on a regional level. Curricula of the same institutions are also coordinated on a regional level.

At the regional level the coordination is very strong in regional centralised SSIS, like that of Lazio; coordination can be weak in the case of an SSIS made up by autonomous units, like that of Lombardia. However, in each unit coordination is strong.

Training at universities

• Curriculum

The contents of the curricula show a great variety from SSIS to SSIS, and may also vary in the same SSIS in a certain grade from year to year: the council of each branch can change the curricula. Only the structure of the courses remains the same (lessons, workshops, training), because this is dictated by law.

• Structure of history teacher training

In the *Corso di laurea in scienze della formazione primaria*, out of 240 credits over four years the curriculum for *linguistico-storico geografico* includes 7 credits in history and 3.5 credits in history didactics. The credit structure of an SSIS is: area 1 (= pedagogy, sociology, psychology): at least 24 credits; area 2 (= subject didactics, including history): at least 24 credits; area 3 (= workshop) at least 24 credits; area 4 (= school training): at least 30 credits; final report: 10 credits; elective: 8 credits.

• Educational sciences, general didactics, pedagogy

Theories of education, theories of teaching, theories of didactics, learning psychology, etc., are the main features of “area 1” classes, but there is no common curriculum. Every SSIS creates its own curriculum.

• Practical training during universities studies

Practical training is compulsory in the SSIS (= area 4).

– Institutional links between universities and other institutions to carry out practical training during university studies

There are institutional links between SSIS and schools, where trainees have to teach some hours in classrooms under the control of the trainers and of the classroom teacher.

Forms of institutional cooperation: cooperation between SSIS and schools.

– Forms of practical training

Training in schools: micro-teaching and training in schools for 30 credits over two years.

– Relation between theory and practice

There are established links between theoretical study in (history) subject didactics and the practical work of history teaching in the classroom. The trainees must provide a written report of their training experience, which becomes part of the thesis for the final exam.

Postgraduate initial training (PG-ITT) for history teachers

There is a postgraduate initial training programme for history teachers in Italy (SSIS). It is obligatory for history teachers in secondary schools.

- Structure of PG-ITT

SSIS: 2 years (4 semesters)

- Institutions involved in PG-ITT for history teachers

Place of PG-ITT for admission to which school level:

Secondary schools¹⁹: ISCED 2 and 3

SSIS: ISCED 2 and 3

- Number of institutions for PG-ITT

There are 21 institutions (all SSIS) for PG-ITT in Italy. The Università Cattolica del Sacro Cuore is Catholic and has an autonomous SSIS, but is affiliated to the other consortium in Lombardia.

- Core curriculum for PG-ITT

There is no common/core curriculum for PG-ITT for all institutions involved.

- General guidelines for PG-ITT

General guidelines for the conception of PG-ITT come from:

- Ministry of Education

- Coordination of PG-ITT curricula of different institutions

Curricula of different institutions are coordinated on a regional level.

- Coordination of PG-ITT curricula of the same institution

Curricula of the same institution are coordinated on a regional level.

- The Curriculum of PG-ITT for history teachers

The current PG-ITT curriculum dates from 1999 (year of implementation).

The current curriculum differs from SSIS to SSIS. In principle, the SSIS only deal with general educational themes (pedagogy, psychology, sociology) and with subject didactics (for instance history didactics or historical epistemology), and not subject content (like ancient, medieval, modern, Italian or social history). But there is not always a major emphasis on history didactics in the current SSIS teaching practice; on the contrary, courses sometimes focus on historical content, with a traditional approach, as in any university course. The reason for this is that, in Italy, there is no strong tradition of disciplinary didactics. Also workshops can be very different, and more or less practice-oriented. Sometimes there is coordination with other disciplines, for instance between history and geography; sometimes, there is no coordination at all. The examination at the end of each history module is usually written. In the fourth semester, trainees must prepare a teaching unit in one of the disciplines of their branch or sub-branch, and then use it for their lessons in a classroom while being supervised by advisory teachers and the regular teacher of that class. This experience is the core of the thesis which is discussed in the final examination.

- Coordination of courses in PG-ITT

Academic courses, general pedagogy, subject didactics and practical training in PG-ITT for history teachers are partly coordinated. There is a basic coordination of all courses.

¹⁹ There is strong collaboration between SSIS and secondary schools. Advisory teachers also take part in decision committees.

– Extent of practical training

There are two kinds of training: observation training (the trainee observes how the school works and how teachers teach), and active training (the trainee teaches a class for a few hours). 30 credits out of 120 are devoted to these two training activities.

• Induction

There is no obligatory form of induction for newly employed teachers.

Minority and gender issues, multicultural aspects

• Minority and gender issues

It is impossible to make estimates regarding the time given to minority issues during the whole period of studies in history. Much depends on the choices made by lecturers.

• Multicultural aspects

It is impossible to make estimates regarding the time given to multicultural aspects during the whole period of studies, but some specific courses are devoted to this question.

It is also not possible to give an overview of the form of courses dealing with multicultural aspects. However, the SSIS Lazio gave courses and workshops on multiculturalism and globalisation in 2003-2004 (*Educazione interculturale* for the branch *Scienze Umane* and *Scuola e società* for the branch *Linguistico-letterario*).²⁰

Professional competencies

The following professional competencies are explicitly emphasised in training²¹

	history courses	general didactics	subject didactics	practical training
Capacity to think in historical categories and to relate information	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Capacity to relate current events or information to historical processes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Capacity for critical analysis and synthesis of historical information	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ability to comment, annotate or edit historical sources and documents correctly according to the critical canons of history	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to organise complex historical information in coherent form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research skill in history	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Capacity for applying historical knowledge in practice	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Critical and self-critical abilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Interpersonal skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Planning and organising lessons	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Teaching through directive structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Reflection and self-evaluation of the training course/ the lesson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Monitoring/social dynamics	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Interactive teaching (e.g. pupil-centred,	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

²⁰ Source: Università del Lazio, Scuola di Specializzazione all’Insegnamento Secondario, Bando, 29 luglio 2003.

²¹ The author refers here only to SSIS studies (which includes postgraduate training). But this is misleading: in principle: the SSIS does not give subject courses, which are only meant to be given in previous university programmes. In reality, this is not always the case.

process-oriented forms)				
Use of media	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Use of information technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training of teamwork	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Training of key qualifications (social and communicative skills)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Interdisciplinary cooperation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

- Scale of professional training

Impossible to answer because there is no common curriculum.

- Information technology and e-learning

During ITT studies, the percentage of ITT students who have access to computers is	100%
During ITT studies, the percentage of ITT students who have access to the Internet is	100%
Percentage of ITT training laboratories equipped with computers	100%
Institutions/faculties/departments of history are equipped with a content management system	yes
Institutions/faculties/departments of history are equipped with a learning management system	yes
There is technical support for the use of information technology at the teacher training institutions	yes
There is didactical support for the use of information technology at the teacher training institutions	yes

Some SSIS are well-equipped with computer labs, others are not.

It is impossible to determine the amount of time given to training for use of new media or information technology during the whole period of ITT studies. Courses on the specific use of information technology are sometimes given by the SSIS, but not regularly.

Evaluation of ITT courses

- Official evaluation of training courses by the training institutions

There is no official evaluation of training courses by the training institution.

- National evaluation of training courses

There is no form of national evaluation of training courses.

- Informal evaluation of their courses by the trainers

There is an informal evaluation of their courses by the trainers for:

History courses, general didactics courses, subject didactics courses, practical training

Feedback is verbal. ²²

C. The students

Training of key competencies²³

- History teacher training emphasises these key competencies:

Institution/ ISCED	academic qualification	didactic qualification	psychological qualification	juridical / institutional qualification	other qualification
ISCED 5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

²² There is regular but informal monitoring of the teaching activities and of the students' achievements during the official meetings of the lecturers, advisory teachers (*supervisor*) and trainees' representatives.

²³ The following data refers to university courses before the SSIS.

- Kind of learning environment in which training of these key competencies takes place:

Academic qualification: individual studies, group work, project work

International mobility

In Italy there are no ITT programmes explicitly designed to foster the international dimension of teacher education.

D. Trainers

The trainers

- Professional groups involved in ITT for history teachers:
Historians, advisory teachers²⁴, psychologists, pedagogues, didacticians.

– Coordination of these groups

These groups are coordinated by the SSIS.

Every SSIS has a general council, with a representative membership of all its branches, and every branch of an SSIS has its own council with a total membership of its professors, advisory school teachers and a representative number of trainees.

– Interdisciplinary cooperation between these groups

There is interdisciplinary cooperation between these groups.

Form of cooperation:

In the SSIS: coordinated by the curriculum, in academic training, in practical training, in didactic/pedagogic training

The cooperation takes place every year in specific meetings of the SSIS and branch councils discussing the activity plan.

- Average percentage of working time devoted by teacher trainers to the training of trainee teachers

This is impossible to calculate: university lecturers teach in the SSIS while also teaching their official courses in the faculty, and the number of hours in the SSIS varies considerably from course to course. Advisory school teachers, on the other hand, have a clear relation to the SSIS and their own school: They teach 50% of their contract time at school, and then spend the other 50% of their time in the SSIS as *supervisor* (this means, they don't have official courses or workshops of their own, but assist the university professors in their teaching activities and follow the trainees in the *tirocinio*).

Structure of personnel in training courses

The training courses are run entirely by teams of university lecturers and advisory teachers. The official courses are taught mostly by university lecturers, though some contractors from outside the university also teach. Then every SSIS has a staff of *supervisor*: these are advisory school teachers who are responsible for actual training in schools.

E. Training of teacher trainers

²⁴These teachers are involved part time in SSIS work and part time at school.

In-service training

There is no possibility of in-service training for teacher trainers at universities.

Specific training

There is no specific training for teacher trainers of history teachers.

- International mobility of history teacher trainers

History teacher trainers are not encouraged to participate in international research or exchange programmes.

III. History teaching in primary and secondary schools

A. The subject

Basic information about history as a subject in secondary school education (student ages 10-18/19):

- History as a school subject

School level	Full name of the subject
ISCED 1 – primary school	History
ISCED 2 – lower secondary general school	History
ISCED 3 – upper secondary general	History
ISCED 3 – upper secondary vocational school	History

- Separate subject

Is history a separate subject?

School level	Separate subject	Name of the comprehensive subject	Percentage of history in the comprehensive subject
ISCED 1 – primary school	yes	–	–
ISCED 2 – lower secondary general school	yes	–	–
ISCED 3 – upper secondary general	yes	–	–
ISCED 3 – upper secondary vocational school	yes	–	–

- Number of history lessons

Number of lessons per grade each week and school type:

Grade (age)	Primary	Lower secondary	Lower secondary vocational	Upper secondary general	Upper secondary vocational	
1 (6-7)	No fixed number, depends on the teacher	no fixed number ²⁵				
2 (7-8)						
3 (8-9)						
4 (9-10)						
5 (10-11)						
6 (11-12)						
7 (12-13)						
8 (13-14)						
9 (14-15)						2-3 hours per

²⁶ 2 per week

²⁵ There is no fixed amount of hours devoted to the teaching of history. History is generally taught by the same teacher who teaches Italian and geography. The average number of hours suggested by the official curriculum is: 203 hours for Italian, 60 for history and 50 for geography. Source: Decreto legislativo 19 febbraio 2004, n. 59, pubblicato sulla Gazzetta Ufficiale della Repubblica Italiana, 2 marzo 2004: Definizione delle norme generali relative alla scuola dell'infanzia e al primo ciclo dell'istruzione, a norma dell'articolo 1 della legge 28 marzo 2003, n. 53.

10 (15-16)					week ²⁷
11 (16-17)					
12 (17-18)					
13 (18-19)					

• History curriculum in school

Only the new curricula for the primary and lower secondary school have been published and will be used from the school year 2004/2005 on. The history curricula focus on local, Italian and European history.²⁸

– Aims and content of the subject in upper secondary general school

At present, the old curricula for different branches of upper secondary schools are still in force. They were written at different times, from the 1950s to the 1990s. The oldest curricula are those for the *Liceo classico*, and these are chronologically organised, with a focus on national and European history. The curricula for the *Istituti tecnici industriali* (1994) focus not only on content (always chronologically structured) but also on historical competencies.²⁹

– Aims and content of the subject in upper secondary vocational school

The present curricula were published in 1997. The first year of classes covers history from prehistory until the mid-eighteenth century, following four main themes demography, economics and society, political and juridical systems, culture and religion. The next two years' classes are chronologically organised. The last two years have different curricula according to the specific vocational branch. Great attention is paid both to content and to historical competencies.³⁰

– The ratio of local/regional, national, European and world history in the school curriculum for the whole period of compulsory lessons/ history courses

This ratio is impossible to calculate. Until now the history curricula for all school levels and branches have basically been national and European history-oriented; study of local history was determined by the teachers. The new history curricula for primary and lower secondary school, published in 2004, focus on local and regional history as well as national and European history, while leaving out study of world history.

– The teaching of history as a subject

History is taught as a single subject in:

	Primary school	Lower secondary	Lower secondary vocational	Upper secondary general	Upper secondary vocational

²⁶ Source: D.M. 24 aprile 1992, pubblicato nel Supplemento ordinario alla Gazzetta Ufficiale n. 36 del 13 febbraio 1997.

²⁷ 2 or 3 hours per week, according to the different branches (for instance: *Liceo classico* 3 hours; *Istituti tecnici* 2 hours). Source: Liceo classico: D.P.R. 6 novembre 1960, n. 1457, pubblicato nella Gazzetta Ufficiale n. 302 del 10 dicembre 1960; Istituto tecnico industriale: D.M. 9 marzo 1994, pubblicato nel Supplemento ordinario alla Gazzetta Ufficiale n. 100 del 2 maggio 1994.

²⁸ Source: MIUR, Decreto legislativo 19 febbraio 2004, n. 59, Definizione delle norme generali relative alla scuola dell'infanzia e al primo ciclo dell'istruzione, a norma dell'articolo 1 della legge 28 marzo 2003, n. 53, pubblicato sulla Gazzetta Ufficiale della Repubblica Italiana, 2 marzo 2004.

²⁹ Source: Gianni Di Pietro, *Da strumento ideologico a disciplina formativa. I programmi di storia nell'Italia contemporanea*, Milano, Edizioni scolastiche Bruno Mondadori, 1991.

³⁰ Source: ...“non è più la stessa storia!”...., Ministero della Pubblica Istruzione, Direzione Generale Istruzione Professionale, Modena, 1999.

History is taught as a single subject	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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Subjects taught at school

	Primary school	Lower secondary	Lower secondary vocational	Upper secondary general	Upper secondary vocational
Geography	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Social studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cultural studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Civic education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Human rights education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psychology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

• Comparison: school curriculum vs ITT

The SSIS basically follow the contents of the curricula, but in many different ways.

There have been changes during the last ten years within the field of history teaching in Italy. At the methodological level, there is an increased focus on history workshops (mostly at the lower secondary level), but it is difficult to evaluate to what extent they are actually used in the classroom. In the author's opinion, workshops are utilised only by a small minority of motivated and skilled teachers. At the content level, in 2001 there was an attempt at a general school reform which was shut down by the Berlusconi centre-right government before it could be applied. This reform suggested a new history curriculum which was basically centred on world history. This project sparked a fierce debate among Italian historians and opinion makers, many of whom expressed strong criticisms of it. The history curriculum of the current school reform of the Berlusconi government has dropped this world history dimension. A few groups of Italian teachers, at both the lower and upper secondary levels, are experimentally working with this curriculum.³¹

These changes in history teaching have sometimes affected ITT, mostly due to the initiative of some scholars.

Future developments

Changes in history are expected. This is a time of change in the Italian school system. The cultural orientation of the history curricula for the primary and lower secondary school has been described. The author expects that the upper secondary schools will begin to use the same orientation.

B. History teachers in schools

Socioeconomic situation of history teachers

• Job opportunities

In 2002, graduates had to wait for several years before getting a job as a teacher.

In Italy there are two kinds of teachers: full-time (*di ruolo*), and those who are part-time, and get jobs for a maximum of one year, but then are dismissed and must wait for a new job. For many years, most of the job vacancies have been filled by part-time teachers (in the year 2001/2002, regular teachers employed during the last five years numbered 8 157 in the

³¹ Cajani, L. (Ed.). (2000). Il Novecento e la Storia: un progetto di rinnovamento didattico, in *Il Novecento e la Storia. Cronache di un seminario di fine secolo*. Roma: Ministero della Pubblica Istruzione, 9 – 28; Cajani, L. (2002). A World History curriculum for the Italian school. *World History Bulletin*, 23/2, 26-32.

primary school, 471 in the lower secondary and 1 103 in the upper secondary). Therefore, many teachers wait for many years before getting regular full-time employment.

- Salaries

In 2002, a full-time secondary school teacher belonged to the middle class of wage-earners.

- Number of history teachers newly employed in 2002

No specific data available.

- Number of unemployed history teachers

No specific data available.

- Future developments

The number of available jobs will not change, or will only change slightly. An estimation is difficult: it depends on the education programme of the government. However, there will be great turnover in the next few years, because many teachers will retire.

- Age distribution

– The average age of history teachers in primary and secondary schools³²

School/ ISCED	<30	31-40	41-50	50>
Permanent teachers altogether	2.97%	21.52%	43.17%	33.34%

- Age of employment/retirement

– Age at which history teachers normally get hired in primary and secondary schools
No data available.

– Age at which history teachers normally retire from teaching in primary and secondary schools:

School/ ISCED	Female	male
Primary /ISCED 1	60	65
ISCED 2 & 3	60	65

- Salaries/age

There is no difference between teachers of history and teachers of other subjects, but there are differences between branches.

(For detailed information see the full version of the country report on the ITT website (<http://www.itt-history.eu>))

- Status of history and history teaching in society

This is difficult to answer following these categories, which put together for instance arts, humanities and theology, whilst theology is only a matter of churchmen and out of rank in Italy. The same is true for engineering and architecture. Generally speaking engineering, medical sciences and natural sciences rank higher and humanities and social sciences rank

³² Data for all permanent teachers in primary and secondary schools. No data available for history teachers with permanent employment, but their average age is more or less the same as that of permanent teachers in all branches of the school system (data for 2001/2002). Source: MIUR, Servizio per l'automazione informatica e l'innovazione tecnologica – Servizio per la comunicazione, Il Chi è della scuola italiana. "Gli insegnanti". Tutti i numeri del personale docente, a. s. 2001-2002, Roma 2001.

lower: the former are considered more difficult and give access to better paid jobs than humanities. Juridical and economic sciences rank in the middle.

Reputation of history on a scale from 0 (worst) to 10 (best): 10

The reputation of history is not easy to compare with other subjects. Italian contemporary history is often at stake in political, cultural and educational debates.

Factors affecting the status of history: Contemporary history as well as historical topics, such as modern, medieval and ancient history, are often present in newspapers and TV (although less so on radio.) Particular attention is paid to Italian contemporary history, especially questions related to Fascism, World War II and *Resistenza*, all of which are sometimes the object of fierce political debate.

There have been no changes regarding the reputation of history in the last few years.