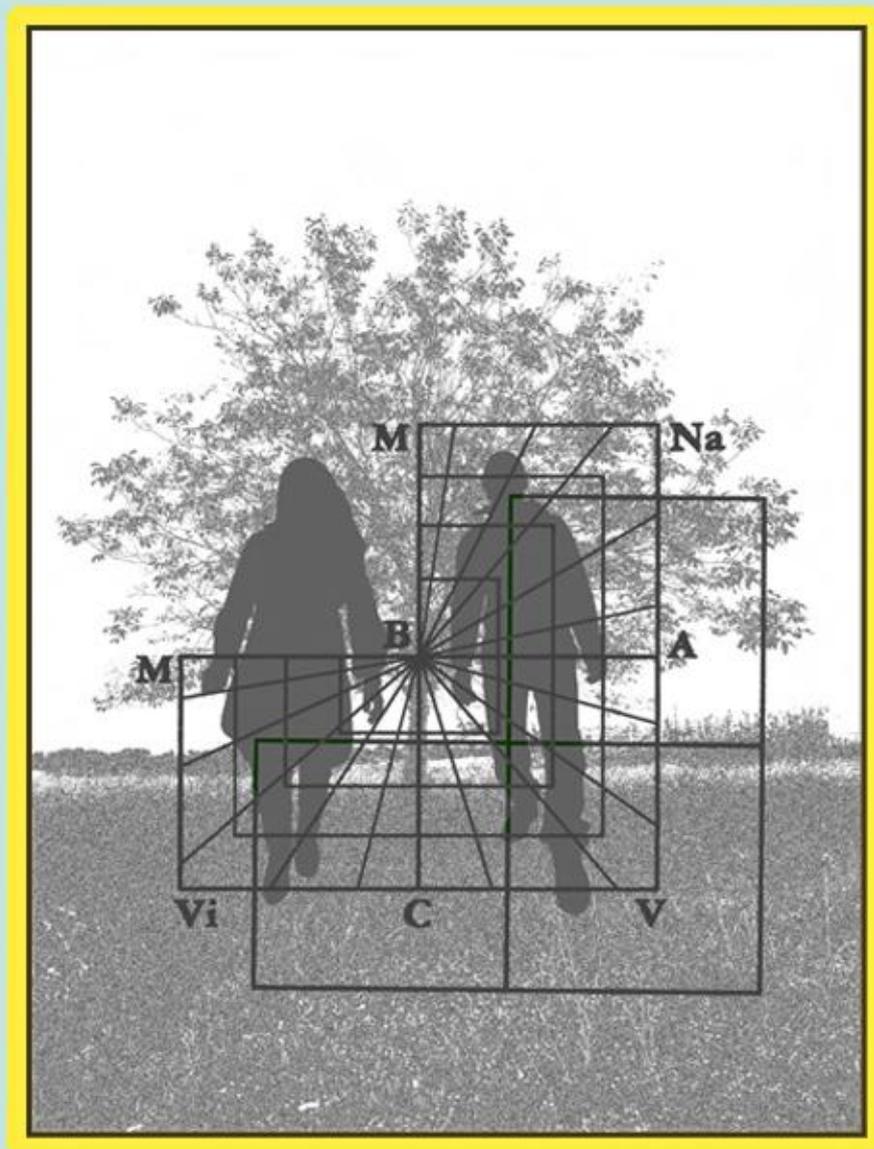


Mapping the Italian Landscape Tertiary Lifelong Learning

Discussion paper 2012/4.5.

Michele Mariani & Matteo Sgarzi





**Mapping the Italian Landscape
of Tertiary Lifelong learning**

Michele Mariani

Matteo Sgarzi

University of Modena and Reggio Emilia

Partners in the THEMP are coming from 7 European countries



Fundación Conocimiento y Desarrollo

Martínez, Sonia

Parellada, Marti

Krüger, Karsten

Duch, Nestor

Alvarez, Montserrat



Escola Tècnica Superior d'Enginyeria Química

Jiménez, Laureano

Molas, Alba



PLATO

van Lakerveld; Jaap

Kats, Erik



Facoltà di Scienze della Comunicazione e dell'Economia

Mariani, Michele

Sgarzi, Matteo



Navreme boheme

Štogr, Jakub



Institute of Sociology - Centre for Social Sciences Hungarian

Academy of Sciences

Mako; Csaba

Csizmadia, Peter

Illéssy, Miklós



CRADALL

Osborne, Mike

Houston. Muir



Institut für Arbeit und Technik

Öz, Fikret

Mapping the Italian Landscape of Tertiary Lifelong learning. THEMP – Discussion Paper 2012/4.8.

Michele Mariani & Matteo Sgarzi. Barcelona/Oldenburg. 2012.

www.themp.eu and www.dia-e-logos.com

Cover Illustration: José Manuel Taboada Lopez (2012)

This publication has been co-financed by the Lifelong learning programme of the European Commission (THEMP-project n° 511690-LLP-1-2010-1-ES-KA1-KA1SCR



	This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Spain License .
You are free:	
<ul style="list-style-type: none">- to copy, distribute, display,- perform the work, and- to make derivative works	
Under the following conditions:	
	Attribution. You must give the original author credit.
	Non-Commercial. You may not use this work for commercial purposes.
	Share Alike. If you alter, transform, or build upon this work, you may distribute the work only under a license identical to this one. For any reuse or distribution, you must make clear to others the licence terms of this work. Any of these conditions can be waived if you get permission from the copyright holder. Your fair use and other rights are in no way affected by the above.

CONTENT

1. Brief History of Adult Education in Italy	1
1.1 1945 - 1973: fighting illiteracy	1
1.2 1973 - 1990: from fighting illiteracy to ensuring workers' educational rights.....	1
1.3 1990 - on: from workers' educational rights to citizens' life long learning	2
2. Legal Regulation of Adult Education.....	2
2.1 Legal regulation of the Adult Instruction and Training System	3
2.2 Legal regulation of the Continuing Vocational Training system (FPC).....	6
2.3 Higher Technical Training.....	7
3. Institutional Environment of Adult Education	8
3.1 Quality control and accreditation.....	11
3.2 Competences recognition.....	12
4. Current Policy and Priorities	14
4.1 Policy on the role of HE in LLL.....	18
5. Recent Initiatives with Special Attention for Those in Mid-life	22
6. Financial Aspects of Adult Education and TLL.....	26
7. Statistical Data.....	29
8. References	34
Annex I - The Italian Higher Education System	35

List of abbreviations

Abbreviation	Meaning
CAP	Permanent Learning Centres
CPIA	Provincial Centres for Adult Education
CPT	Permanent Territorial Centres
EQF	European Qualification Framework
EUCEN	European Association for Lifelong Learning
FSE	European Social Fund
FPC	Continuing Vocational Training
HE	Higher Education
IFTTS	Higher Technical Education and Instruction
ILA	Individual Learning Account
INDIRE	National Agency for School Autonomy Development
LLL	Lifelong Learning
MAP	Permanent Learning Modules
MIUR	Instruction, Research, and University Ministry
MURST	Ministry of Education, University and Research
NQF	National Qualifications Framework
TLL	Tertiary Lifelong Learning

1. Brief History of Adult Education in Italy

The history of adult education in Italy can be articulated in three main periods:

- 1945 - 1973: fighting illiteracy;
- 1973 - 1990: from fighting illiteracy to ensuring workers' educational rights;
- 1990 - on: from workers' educational rights to citizens' life long learning.

1.1 1945 - 1973: fighting illiteracy

In Italy, adult education started around the fifties¹, with the main aim to fight illiteracy. The first institutions in this direction were the 'Popular Schools', the first being founded in 1947 (Decree 1599, 17 December) and the last being abolished in 1982. The effort to recover schools dropouts and fight illiteracy² was also supported by the Popular Universities, by Catholic organizations (ACLI - Associazioni Cristiane Lavoratori Italiani), and by the 'Convitti della Rinascita' ('Rebirth Boarding Schools'). These last organisations were settled as part of the activities of the National Association of Italian Partisans (Associazione Nazionale dei Partigiani Italiani - ANPI). Their approach was particularly innovative and visionary for the times, proposing a new way of making adult education by self-government, self-management, and an equal relation among teachers and students. In 1951 the 'Scuola Radio Elettra', which is the first Italian school formally acknowledged as a distance (postal) course, was established with the main aim of educating professionals of the electric and electronic sectors. In the sixties, the first evening classes for student workers were settled in Technical Institutes, and the first TV series for illiterate students ('Non è mai troppo tardi') was broadcasted. Also, in the same period, the first companies (e.g. Fiat, Montedison, Olivetti) training centres are founded, along with the first educators' association (AIF - Associazione Italiana Formatori).

1.2 1973 - 1990: from fighting illiteracy to ensuring workers' educational rights

It is in year 1973 that the collective contract of metalworkers acknowledges for the first time workers' right to dedicate 150 paid hours for personal education and training. The rationale for this initiative was not only to provide workers a mean to achieve an intermediate school certificate at evening schools (Licenza Media), but also to promote social development. In year 1974 the Public Education Ministry issued the circular 71/2-A, which defined the 'Regulation of the national experimental

¹ Before the post-war period, adult education was managed by the 'Società di Mutuo Soccorso' and the 'Camere del Lavoro'.

² Since the beginning of the sixties, a high percentage of the population in Italy was illiterate end/or without primary education.

courses of middle school for workers². The purpose of this regulation was primarily to change the nature of adult learning initiatives from being places to fight illiteracy and fulfil mandatory education duties to permanent education places, possibly (although rarely in practice) integrated with local and regional training services.

1.3 1990 - on: from workers' educational rights to citizens' life long learning

It is in the nineties that, with the advent of the so called post-industrial society, the 1996 Ministerial ordinances 307-400 (Labour Agreement) affirm the idea that adult education services should not only be restricted to the attainment of an education certificate. The ordinances also acknowledge the fact that globalization and precarization ask for more flexible educational pathways and that more attention should be given to continuous education as a basic right of every citizen. The document represents a point of reference of historical value for the development of policies and for the very idea of lifelong learning. From year 1997, a number of centers for non-formal education have taken ground. Examples of such structures are associations like ARCI (Associazione Ricreativa e Culturale Italiana), the Popular University³, the Free Time University, and the University for the third age⁴. Finally, the existing institutional infrastructure for formal adult education and training currently includes around 500 Permanent Territorial Centres (CTPs) situated in state secondary level schools and around 900 evening classes at upper secondary schools. Under the new framework, the provision at lower and upper secondary levels will be merged and local networks – Provincial Centres for Adult Education (CPIAs) – are to be created. The centres will have their own staff as well as teaching and administrative autonomy.

2. Legal Regulation of Adult Education

Adult education in Italy is regulated by two main institutional systems (Eurydice, 2010). The first system (adult education - mainly managed by the scholastic system) falls under the responsibility of the Ministry of Education, University and Research (MURST), offering courses up to ISCED 3 levels through Permanent Territorial Centres (Centri Territoriali Permanenti – CTP) and evening classes (Corsi serali). The second system, which provides continuous professional (vocational) training

³ At present, more than 1.000 Popular Universities are active in Italy. The biggest Popular University is the Upter, in Rome, with more than 30.000 students. Popular Universities also organise Degree and Master courses, often in cooperation with State Universities.

⁴ The first University for the third age was founded in Turin in year 1973. The representative associations of the Italian Universities for the third age are the following: Unitre; Federuni; Cnupi; Auser; Fipec.

(Formazione Professionale Continua – FPC) for adult workers⁵, falls under the responsibility of regional and local authorities, of social partners and of the Ministry of Labour, Health and Social Policies⁶.

2.1 Legal regulation of the Adult Instruction and Training System

Adult Education and Training encompasses a number of both formal⁷ (certified) and informal (arts and humanities courses, sport, health/medical subjects, social or associative activities, etc.) training opportunities. Such training is addressed both to Italian and foreign citizens in adult age. Adult Education primarily aims at facilitating the access of adults in the formal vocational education system, and to promote the acquisition of specific competences related to work and social inclusion. Under the terms of Ministerial Orders n°455 (Adult education – instruction and training) and 456 (Adult education – instruction and training in primary and lower secondary school) of July 1997, the Ministry of Education carried out a radical renewal of the structure of services offered by creating Permanent Territorial Centres for adult education which are normally set up in provincial capitals. CTPs were set up to: i) guarantee a wider educational and training offer and ii) better meet the different social requirements at national level. In the year 2007-8 Italy counted 532 CTPs that supplied over 20,000 courses for 482,000 participants⁸. The CTP's advantages are both the absence of charges for the participants and the accessibility. CTPs offer both informal (e.g. literacy; information technology; etc.) and formal courses. The Permanent Territorial Centres issue the following: first cycle of education

⁵ Pursuant to art. 5 of Law n° 53 of 8 March 2000, employees who work for public or private employers and who have worked for at least five years in the same company can request a suspension of the employment contract for training leave. This period cannot exceed eleven months throughout the worker's entire working life. Training leave is defined as training which is undertaken to complete compulsory education, to obtain an upper secondary school leaving certificate, to obtain a laurea degree or to participate in training activities other than those offered by or financed by the employer. During the period of training leave, the employee keeps his post but is not entitled to receive a salary. The employer can refuse the training leave if he can demonstrate that there are administrative constraints. Art. 6 of the same law stipulates that workers (employed or otherwise) are entitled to follow training courses throughout their life to upgrade their knowledge and vocational skills (Eurydice, 2010).

⁶ A third system in place is the Higher Technical Education and Training (Istruzione e Formazione Tecnica Superiore – IFTS), that we'll briefly describe at the end of the chapter. Other form of Adult education are the so-called non-formal education, mainly carried out by Associations, Cultural Centres, Popular Universities, which will only marginally be discussed in this report.

⁷ In line to the EU general trend, in Italy the proportion of adults who participate in formal education and training (i.e. education provided in the school system, universities or other formal education and training institutes - sometimes called 'second chance education') is significantly lower than the proportion of those who participate in non-formal learning activities (i.e. organised and sustained educational activities that do not correspond exactly to the above definition of formal education). In addition, it has to be noted that formal programmes are, on average, significantly longer than non-formal learning activities: in the EU the average number of instruction hours per participant in formal education is 383 hours, while it is only 71 hours for non-formal education and training (Eurydice, 2010).

⁸ Source: ANSAS-MIUR, Monitoring report 2007-2008

(http://www.indire.it/ida/content/index.php?action=lettura&id_m=8254&id_cnt=8444)

leaving certificate (at the end of lower secondary school courses); certifications of participation in short and modular courses for functional literacy aimed at foreign citizens; certifications for the recognition of credits valid for attending evening courses for the obtainment of the upper secondary school leaving certificate and/or vocational qualification diploma. Access is allowed from those aged 15. Subscriptions are opened all year long. Courses tend to be modular, being offered in the afternoon or in the evening and requiring an effort of one or two classes per week. The 64,4% of the CPTs is located inside Technical Institutes, the 30% inside Professional Institutes, and the 6% within the ‘Licei’. The main role of CTPs in adult education and training has been reaffirmed within the State/Regions unified Conference of 2 March 2000, which recognized the necessity of ensuring an “integrated formative offers among universities, schools and vocational training agencies”, with Territorial Centres for adult education as reference points. The Agreement further empowered CTPs with respect to the following issues:

- their function has been widened towards the implementation of an integrated education offer through networks agreements between different Schools (Educational System Service Centres);
- planning is seen as integral part of the scheduling action; CPTs have the responsibility to reach an agreement with local committees and define the Educational Offer Plan, aiming at an optimal demand-offer balance;
- CTP staff became permanent, being selected as a function of the professional skills in project management, personnel selection, professional profiling, self-activation and capability to manage the relations with schools networks and other educational institutions.

Tab. 1: Courses leading to the final qualification offered by CPTs.	
Courses leading to the final qualification offered by Permanent Territorial Centres – 2007/08	
Cultural literacy courses – primary school with final evaluation	
Number of courses	2 102
Number of students enrolled	43 531
Lower secondary school courses with state exam – 150 hours	
Number of courses	2 111
Number of students enrolled	42 310

Source: Eurydice, 2010.

In addition to adult education provided by CPTs, two Ministerial circulars (n° 7809/1990 and 305/1997) establish the possibility for upper secondary schools to organise evening classes. The Agreement of 2 March 2000 between the Government, the Regions, the Province, the Municipalities

and the mountain communities to reorganise and upgrade ongoing education for adults and the subsequent directive 22 of February 2001 for the implementation of this agreement outlined the priority objectives and defined the forms of intervention. The evening classes set up at the upper secondary schools foresee the following: flexible pathways which exploit the students' experiences; modular subdivisions concerning teaching time, school time and grouping of pupils per level. Admission to evening classes is restricted to: holders of a lower secondary school leaving certificate; those who have obtained a study title obtained in state institutes or legally recognised institutes (formal credits); those who have work experience or have carried out personal studies consistent with their study branch (non formal credits). In the first case, the recognition of the study title is automatic; otherwise assessment is required on the basis of specific verifications. The evening courses (upper secondary schools organising evening classes) issue the following: upper secondary school leaving certificate and vocational qualification diploma.

Tab. 2	
Evening courses' offer.	
Evening courses' offer	
Evening courses	Students enrolled
Courses offered by Permanent Territorial Centres	6.642
Courses offered by upper secondary schools, divided into:	77.509
Technical institutes	47.011
Vocational institutes	27.033
<i>Licei</i>	1.710
Other	1.755

Source: Eurydice, 2010.

Reform law 53/2003 introduced 'lifelong learning' among the principles and directive criteria of the education and training system. For its implementation, the reform law provided a programmatic plan to fund interventions for adult education. The State-Regions unified Conference of 28 October 2004 has ratified an agreement for the certification of competences and the recognition of formative credits.

The National Adult Education System is currently under reform. The reform process started with the Ministerial Decree of 25th October 2007 that has established the Provincial Centres for Adult Education (Centri Provinciali per l'Istruzione degli Adulti – CPIAs). These centres will rejoin under a single structure all the activities previously assumed by CPTs and evening classes. CPIAs will have teaching autonomy and their own staff. Courses are aimed at: obtaining the first cycle of education leaving certificate (primary and lower secondary education); obtaining the certifications required for the fulfilment of compulsory education; obtaining the upper secondary school leaving certificate; functional literacy and literacy for immigrants. A recent note from the Ministry of 22 April 2009

confirms that the structure and the teaching as well as the management of the Provincial Centres for Adult Education is an integral part of the whole structure of the upper secondary education level. The revision and reorganisation of the system was supposed to start from the school year 2010/11.

2.2 Legal regulation of the Continuing Vocational Training system (FPC)

The notion of continuing vocational training in Italy includes all the training activities aimed to improve and update knowledge and competences which follow initial training. In recent years efforts have been intensified to consider continuing training as a fundamental component of lifelong learning policies, connected with learning as a strategy for developing a knowledge-based competitive economy, focusing on people as citizens and workers. However, the actual legislative framework is still not complete and coherent.

Continuing vocational training has been regulated through specific legislation starting from the early 90s. In the last decades, legislation has further developed and this has led to new policies (e.g. Joint Professional Funds for continuing vocational training) managed by social partners. Different initiatives aimed at reforming the system and promoting the right to lifelong learning have been discussed in the Parliament for years, without being transformed into law. The current legislation is based on three Agreements, signed in the 90s between the government and social partners:

- the tripartite agreement of 23 July 1993 on the cost of work which has among other things defined the institutional aspect of the continuing vocational training system and which has laid the basis for the launch of the national law 236/93;
- the tripartite agreement 25 September 1996, culminating in the Law 196/97 (so called ‘Treu package’), which indicated the general objectives of the reform of the continuing vocational training system;
- the agreement of 22 December 1998, specifying the characteristics of the system.

Thanks to the ESF (European Social Fund) it has been possible to realise the first intervention for the development of continuing training, in particular through Objective 4 (1994-1999 programming period). Twenty-four (three national programs plus twenty-one regional programs) ESF co-funded operative programs related to regional competition and employment represent the main instrument for the implementation of continuing workers education at regional level. Both national and local administration act in partnership with training organizations for the implementation of specific training programs⁹. Based on ESF’s first results of, in 1996 the Ministry of Labour, together with the Regions

⁹ To have an idea of the dimension of adult training produced by the use of the ESF instrument is particularly remarkable the study undertaken by ISFOL (Institute for the development of professional training of workers) on the employability impact of

and social partners, started the experimentation of the national policy on continuing training by using financial resources according to art. 9 of law 236/1993. Afterwards, law 144/1999 and law 53/2000 (the latter recognises the right to paid leave for training purposes) were introduced together with the Joint Interprofessional Funds for continuing training (set by law 388/2000, as modified through art. 48 of law 289/2002). At present, different policies coexist: policies at national level for supporting continuing training, policies developed by social partners and policies acknowledging European trends.

2.3 Higher Technical Training

The range of Adult Education initiatives is completed with the Higher Technical Training (Istruzione e Formazione Tecnica Superiore - IFTS)¹⁰, established with Law 144/99 and Interministerial Decree 31 October 2000, n 436. IFTS is a post-secondary training pathway focusing on specific disciplines and parallel to University Education. It is articulated in programs aimed to the training of high level technical and professional profiles of the public or private sector. The courses are targeted to a quick insertion of students into the labour market. IFTS courses are targeted to young people and adults who, after having obtained a diploma, want to obtain a specialization corresponding to high level qualifications and specific professional skills. IFTS courses last from two to four semesters and release a specialisation certificate. IFTS are completely funded by regions, which assign - through public selection - the task to projects and offer training courses to previously accredited private or public educational centres. Educational centres selected by regions have to reach employment goals for enrolled students and must have signed a partnership agreement with a State University. The University partner has to corroborate the educational plan, to evaluate the quality of the teaching staff and to grant educational activities in university undergraduate courses. Even if in the last three years (2008-2010) IFTS have had large diffusion in order to curb spreading unemployment, their offering largely depend on regional educational plans and funding availabilities. Because of these reasons IFTS can't be really considered as systematic training and educational offering both in timing and content. Services, local authorities or productive districts involved in technical innovation processes and markets internationalization are among the primary targets. Access to higher technical training is granted to young and adult subjects, employed or unemployed, holding a secondary level diploma. Training is delivered in modular and flexible ways (but in general organized in two semesters and 800/1000 training hours), planned by Regions in agreement with local social and economic partners. It

adult training financed by the regional operative programs. Taking into account only training/re-training/job insertion actions held between January 2008 and December 2009: 18,614 programs have been tracked corresponding to 122.697 attending students.

¹⁰ To date, 3501 IFTS courses have been implemented (source INDIRE). See also www.indire.it/ifts/nuovo/index.php

foresees credits recognition and certification of acquired competences in the labour market. In year 2008, new reorganization guidelines regulated by the Decree of the President of Council of Ministers of 25 January established the implementation of Higher Technical Institutes (under direct competence of the regions), the establishment of longer professional courses (four semesters; 1800/2000 hours), and new measures supporting the establishment of regional technical-professionals poles¹¹.

3. Institutional Environment of Adult Education

The State, the Regions and the local authorities provide training tailored to the territory under the terms of art. 17 of Law no. 196 of 24 June 1997. The training offered must include personalised courses which are certified and recognised as giving training credits at national and European level. The type of training can be selected independently by the worker or provided by the company in the form of company-based or territorial training plans agreed with the social partners. The national and decentralised collective sector agreement defines the number of hours to be devoted to leave, the criteria for the selection of workers and the arrangements for working hours and salaries connected with participation in the training courses. Adult Education in Italy is a three-layers (national, regional, and local) institutional environment (Eurydice, 2010).

At a national level, the integration of the systems is entrusted to a joint committee on which there are representatives of the Ministry of Education, University and Research, of the Ministry of Labour and Social Policy, the Regional Representation Bodies, the local authorities and the social partners. This committee also have established links with the National Committee for Higher Technical Education and Training (the IFTS) to ensure the necessary coherence and systems integration. Committee functions are primarily aimed at setting strategic priorities, defining general guidelines and available resources, setting criteria for the allocation of resources, defining guidelines for monitoring and assessment and defining the arrangements for the certification and recognition of the awarded credits.

The curricular planning of the integrated training offered to adults is the responsibility of the Regions under the terms of art. 138 of the Legislative Decree of 1998. The Regions set up regional committees made up of regional council members, representatives of the local authorities, the representative of the regional education department and the social partners, according to arrangements similar to those required at national level. These committees decide on the actions to be taken to promote adult education, defines the criteria for the implementation of the actions in its own territory (based on knowledge of the local vocational and training needs), defines the overall framework and available resources, sets the criteria and arrangements for monitoring and assessment. In addition, the Regions

¹¹ Source INDIRE (<http://www.bdp.it/ifts/2003/home.php>).

promote the matching of adult education plans with development and employment policies. In consultation with the local authorities, the Regions also define the criteria for the identification of the territorial scope of the local committees and the deployment of the territorial centres.

Finally, at a local level, the Provinces assist the Regions in defining the selection of adult education programmes and territorial planning, arranging the information and advertising services. The Municipalities and the mountain communities provide support to the Regions and the Provinces in selecting adult education programmes, monitor training and vocational needs that emerge within the territory, arrange (in consultation with the local committees) the shared use of the available resources, promote initiatives within the framework of adult education, assist in defining pilot projects (based on the territorial priorities), promote the implementation and coordination of all the opportunities present at territorial level (to ensure integrated functioning of the system), provide information and guidance to users on the different opportunities and, finally, set up the local committees. The local committees organise the integrated training courses offered to adults. To do this, they take into account the criteria defined at regional level, the activities to be implemented on their own territory (based on an analysis of the local vocational and training needs) and frame proposals for the overall calendar of training courses and proposals concerning the setting-up of territorial centres and the deployment of the centres. The local committees are chaired by representatives of the Municipalities and of the mountain communities and are made up of representatives of the regional education offices, the Province, the Municipalities, the mountain communities and the social partners and representatives of the training agencies operating in the field of non-formal education.

After national and local authorities policy orientations, continuing training activities are therefore implemented by a variety of agencies and institutions. These can generally be subsumed into three main categories:

- companies and organisations (public and private) which lay on training activities for their own staff, consortia of companies, etc;
- training agencies and bodies (accredited or otherwise as stipulated by Decree 166/2001), consultancy firms, bilateral bodies and other agencies, i.e. the social partners, industrial trade associations operating in categories or sectors, consultancy firms linked to the industrial districts or to the local productive systems or to the territorial agreements, professional associations, professional bodies, technology supply companies, etc;
- institutional-type bodies (universities, job centres, permanent territorial centres, schools, etc.). The role of public universities has recently been implemented; they have indeed instituted a national network (promoted by ISFOL) composed of centres set-up for continuing education.

Generally, the intended recipients of continuing training interventions financed through support policies are employed workers. Specific criteria oriented to other categories are identified from time

to time (freelancers, semi subordinates in integration semi-subordinates, in layoff fund, over fifty year olds, small business employees, low-skilled employees etc.) are stipulated in ad hoc regulations and/or regional bids of the ESF, of the Law 236/93 and 53/00 as well as Interprofessional Funds (for an update reading see www.eformazionecontinua.it). In consequence of the present economic crises, some non structural interventions have been issued (for instance, law no. 2/2009), with the aim of strengthening the social protection of persons employed by enterprises in financial crisis, also through mixed interventions (training and integration to the income). A reform of the whole system has not yet been issued; for this reason it is necessary at present to use different available instruments to obtain different objectives and target groups which can be summarised as follows:

- The European Social Fund in the course of programming 2000-2006 intended to sustain the adaptability of workers and processes for anticipating and managing change, mainly through providing training and organisational development interventions of companies, but with particular attention to creating equity type benefits directly for workers, prioritising SMEs. This objective was taken up and subsequently broadened with the 2007-2013 programming;
- In the first ten years of activity the national Law 236/93 financed company training interventions and could try individual training interventions and the training plans agreed by the social partners on a company, sector and territorial level. Since 2003, the Law 236/93 has undergone a revision of the standards for using financial resources. With the new implementing decrees special attentions is given to the support of workers occupying 'weak' professional positions, generally not favoured by continuing training initiatives;
- The national Law 53/00 recognises the general right to training throughout life and to this end finances training leave connected with remodelling working timetables;
- The Interprofessional Equal Funds for continuing training acts directly in favour of the member companies promoting the updating of employees' competences and the organisational development in order to increase companies' competitiveness¹².

Finally, among the main responsible public bodies for adult education in Italy, the following can be listed:

- National Agency for School Autonomy Development (INDIRE), which aims to support school autonomy and innovation at educational institutions (www.indire.it);
- the ANSAS, which is a research institute of the Ministry of Education;

¹² The art. 118 L.188/2000 (modified by art. 48 L.289/2002) introduced sector-specific training funds (Fondi Paritetici Interprofessionali), created with the agreement of trade unions and entrepreneurial association with the purpose of fostering the development of the professional continuing education

- Institute for Workers' Professional Training Development (ISFOL - research Institute of the Ministry of Labour), which carries out and promotes study activity, research, assessment, information, consultancy and technical assistance for developing professional training, social policies and work (www.isfol.it);
- National Institute for Assessing the Educational System of Instruction and Training (INVALSI), which carries out research and assessment of the overall quality of training offered by educational institutions and professional training courses, even in the context of continuing education. In particular, it manages the National Assessment System (www.invalsi.it). The INVALSI is a research institute of the Ministry of Education;
- Italian Adult Education Union (UNIEDA), which is the sector's promotional body made up of associations, foundations, Public and Third Age Universities, and other bodies involved in lifelong learning (www.unieda.it);
- National Anti-Illiteracy Union (UNLA) was founded by Francesco Saverio Nitti, who was its President from 1947 to 1952. Via its Culture Centres spread mainly across the regions of southern Italy (Campania, Calabria, Basilicata, Puglia, Sicily and Sardinia) and thanks to an agreement with the Ministry of Education, it is in charge of continuing education and functional literacy (www.unla.it);
- Italian Training Professionals Association (AIF), an association of adult education experts (www.aifonline.it).

3.1 Quality control and accreditation

For the time being, there is no formal quality control on continuing education and training programmes: the standards used for the assessment of the quality of the training system and the related quality assurance mechanisms are implemented through a special regulation for the accreditation of training centres (Decree 166/2001). The accreditation of vocational training activities is granted according to the following three broad types:

- Compulsory training: this includes courses provided in the vocational training system and in the context of apprenticeships;
- Advanced training: this includes post-compulsory training, advanced technical instruction, high-level training for courses during and after university;
- Continuing training intended for persons who work in CIG schemes (Cassa Integrazione Guadagni) and mobility schemes, unemployed persons who require training in preparation for employment, and apprentices who have completed compulsory training.

To be accredited, the training centres of public or private bodies must provide certain guarantees based on the following criteria: managerial and logistics capacities; economic situation; vocational skills; levels of effectiveness and efficiency in previous activities; long-standing relations with the social and productive system in the area. The accredited training centres must offer services to users of all kinds and must provide the following:

- information on training and job opportunities;
- guidance in the techniques and strategies involved in looking for work, the new forms of work available and the labour market;
- individualised guidance aimed at helping trainees discover their attitudes, interests and motivations with a view to defining their own career plan.

The Regions and the Autonomous Provinces are responsible for accreditation. They must carry out a preliminary investigation to assess the documentation produced. This investigation, which is carried out on site, involves assessing conformity and operability according to the set requirements. This procedure also involves an annual assessment to verify that the relevant requirements have been maintained. In the event of any unsatisfactory findings, the accreditation can be suspended or withdrawn.

3.2 Competences recognition

The Copenhagen process promotes enhanced European cooperation in VET. To establish synergies between Copenhagen and Bologna, the Commission has brought forward its proposal for the EQF (European Qualification Framework) for lifelong learning. This is linked to and supported by other initiatives in the fields of transparency of qualifications (EUROPASS), credit transfer (ECTS-ECVET) and quality assurance (ENQA; ENQAVET). The EQF¹³ is a meta framework that forms a translation device between different qualification systems. Each national qualification system needs to articulate with the EQF levels if the translation is to be facilitated across all countries. One way to do this is through a National Qualifications Framework (NQF) where each NQF level corresponds to a level in the EQF. It is entirely the responsibility of individual countries whether or not to proceed towards a national qualification framework and in what way and within what timescale. However, the EQF initiative foresees that Member States relate their National Qualifications Framework by 2010 and that their qualifications contain a reference to the EQF by 2012. On overall, the EQF system is primarily targeted to foster cross border mobility acting as a ‘common currency’ of qualifications and

¹³ The EQF initiative is quite recent, having been formally adopted by the European Council on 14 February 2008, following its adoption in October 2007 by the European Parliament.

competences. As an instrument for the promotion of lifelong learning, the EQF encompasses general and adult education, vocational education and training, as well as higher education. It applies to all types of qualifications from those achieved at the end of compulsory education to those awarded at the highest level of academic and professional or vocational education and training. The core of the EQF is its eight reference levels describing what a learner knows, understands and is able to do (learning outcomes) regardless of where a particular qualification was acquired. The EQF reference levels therefore shift the focus away from the traditional approach, which emphasises learning inputs (length of a learning experience, type of institution). The learning outcomes (competence-based) approach – fundamental to the EQF and NQF – is widely accepted and is a policy goal in many countries¹⁴ and in Italy as well.

It was in year 2005 that Italy¹⁵ expressed a clear intention to develop a country-level NQF. To reach such goal, different committees are working to provide the necessary ‘supporting and indicative information’ on: i) the different kind of educational paths through which it is possible to reach typical competences of one level; ii) the characteristics/requirements of each educational path (offer portfolio, contexts, modalities, times); iii) the opportunity in following learning through other levels, related with the certificate obtained and employability characteristics of people that reach a specific level (application field, task typology, autonomy degree, etc.). Beside that, the NQF should match (through the definition of a common set of competencies) the already existing national professional framework. The need to recognise the competences acquired in the work place is a theme that has been debated for years, but companies have paid it little attention. This, for example, is valid for the introduction of the ‘citizen’s training booklet’, issued by the Regions and Autonomous Provinces that responds to the need to codify and acknowledge the formal, non formal and informal learning of each citizen¹⁶. (Legislative Decree n° 276 of 10 September 2003 implementing the Law n° 30 of 2003). This instrument is intended to be the worker’s personal record of the competences acquired during apprenticeship training, placement contract specialist training and the continuing training performed during working life and carried out by Region accredited agencies as well as the competences acquired formally and informally according to the guidelines of the European Union regarding permanent apprenticeship. These include those signed by the Regions and Social Partners on the 1st of August 2002 on national standards of skills and certification. The objective at the base of this process is to realise a national skills certification system based on identifying homogenous standards to ‘read’ the various training courses. While respecting the subsidiarity principle this will provide transparency and transferability of skills in a national and European context. Still, statistical surveys (e.g. Continuing

¹⁴ Four Countries have already implemented NQFs: Ireland, France, Malta and the UK.

¹⁵ See the Italian response to 2005 European Consultation Document “Towards a European Qualification Framework for Lifelong Learning”.

¹⁶ Legislative Decree September 10th, 2003, n. 276

Vocational Training Survey – CVTS3 or Isfol INDACO-Businesses) reveal that two out of three companies that offer their employees training do not use any evaluation system. The most frequently used evaluation system is to verify that acquired competences are used at the work place, then to verify the improvement in operational services, and tests to verify the acquired competences. Only in a few cases the acquired competences are certified. The recognition of prior learning in the context of higher education can have two different purposes: firstly, to allow students to gain admission to a higher education institution and, secondly, to allow students to demonstrate that they have met, partially or completely, the requirements of a higher education programme. In the majority of countries where the accreditation of prior learning in the context of higher education exists, the accreditation procedure may be used for both purposes. In Italy it is only used for progression within higher education studies.

On overall, although in Italy legislation explicitly allows Higher Education Institutions to implement procedures for the recognition of prior non-formal and/or informal learning and institutions can decide independently whether they will implement such procedures to the extent that they are allowed, this option is currently rarely used in practice¹⁷. Recognition of competences which are not only acquired in formal education, but also at work, in voluntary activities and in life experiences in general to re-enter school and university is currently a work-in-progress and the process of defining an EQF-related national system (and the method to certify informal and experiential learning) is still in its infancy. A recently concluded research¹⁸ has proposed a process for the validation of experiences as a response to the “definition of the general rules for identifying and validating non-formal and informal learning, in order to re-enter school and university and to determine the necessary level of achievement for being (re)integrated at school or in vocational training” (guidelines of the Ministry of Education on “Norms on lifelong learning”, August 3 2007).

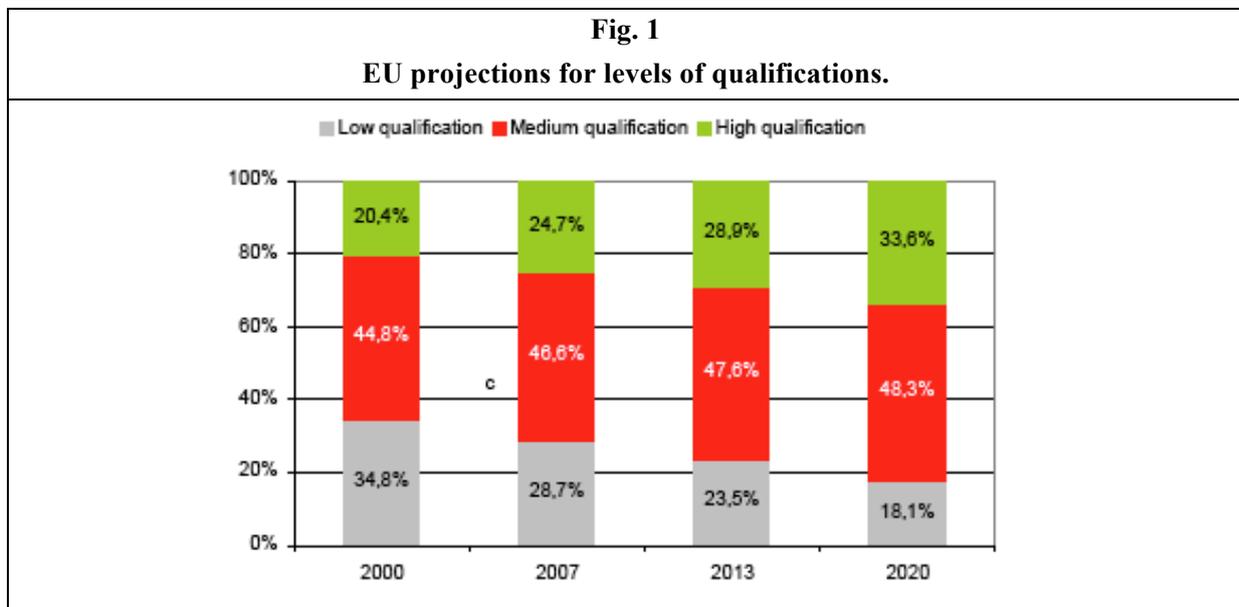
4. Current Policy and Priorities

The Reform law 53/2003 has introduced the term 'lifelong learning' among the principles and directive criteria of the education and training system. For its implementation, the reform law provided a

¹⁷This was in the recent past a very delicate issue since the issue of ministry decree DM 509/99 implementation of university autonomy in the framework of the Higher Education reform. We assisted in some Italian universities to a quick proliferation of loose procedures for recognition of professional experience leading to big “credits discounts” favoring for some workers categories (especially from the public service) the enrollment in specific degree courses. In 2007 MIUR’s guidelines imposed a new limitations of 60 ECTS for bachelor degrees (confirming what stated in the Ministry Decree n. 270/04, art. 5) and 40 ECTS for master degrees as maximum recognition of previous professional experience.

¹⁸ PRIN 2008/10, “The validation of professional and experiential competences in adults willing to be (re)integrated in university, in a lifelong learning perspective”. The results of the research have been recently presented in the seminar “I saperi dell’esperienza. Riconoscimento e convalida degli apprendimenti progressi” Roma, 8-9 June 2011.

programmatic plan to fund “interventions for the development of higher level technical education and training and adult education”. The actual policy promoting adult education in Italy is based on the general principle “to protect and guarantee to citizens of every age, social or professional status, the right to learn and grow, both humanly and professionally, for the entire life span”. This right doesn’t only address the employability principle, but is also intended to embrace personal, civic and social purposes, making connections with key objectives, such as adaptability and active citizenship¹⁹. However, the above political declarations have left room to a slow integration of the available training instruments, and the achievement of a unique lifelong learning strategy directed to adults seems still far to be reached, with LLL continuing to lay behind the desired targets. In Europe, qualification levels have been growing and are expected to continue to grow in the near future. In year 2020 it is expected that in EU the 33,6% of the population will have tertiary level education, the 48,3% intermediate levels, and the 18,1% low educational levels.

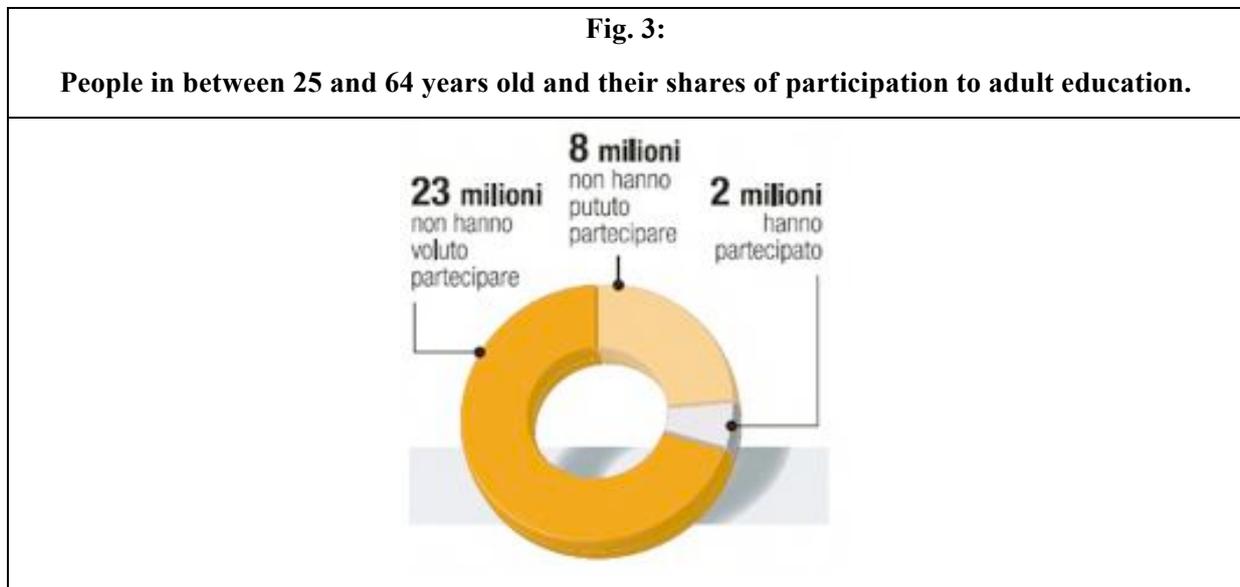
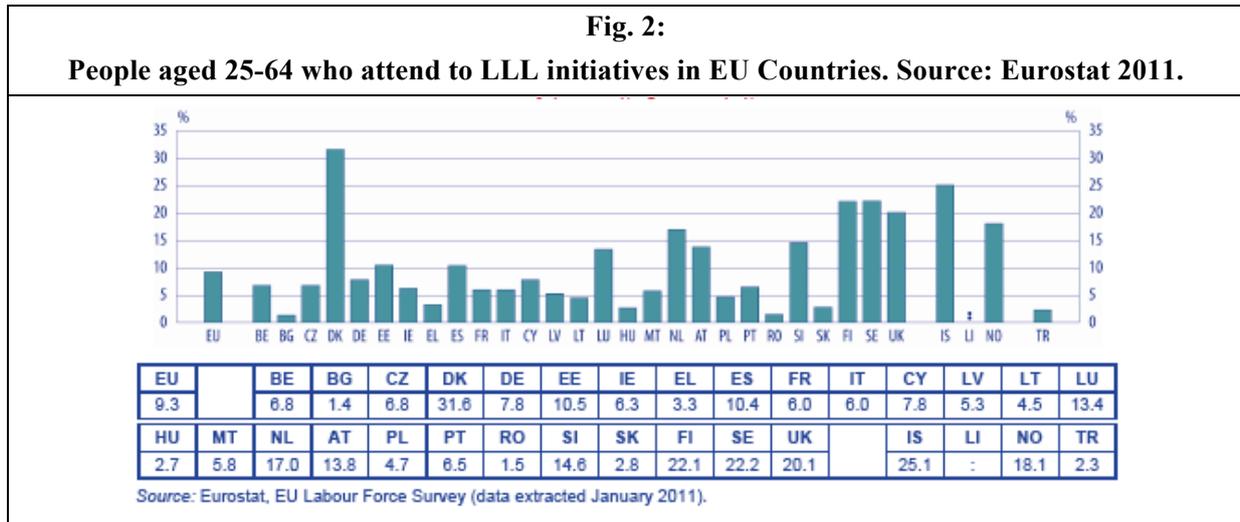


However, the actual 2020 national projections forecast that Italy:

- will be the Country (with Portugal) with the highest share of low-qualified workers (37,1% against a 18,1 EU average);
- will be almost in line with the EU average with respect to intermediate levels (45,4 against the 48,3% EU average);
- will have a huge scarcity of high qualified workers (17,5% against the 33,6% EU average).

¹⁹ Ministry of Labor and Social Policies web site: <http://www.lavoro.gov.it/Lavoro/Europalavoro/SezioneOperatori/Formazione/FormazionePermanente/>

At the moment, only the 6% of people aged 25-64 (that is those people who should theoretically be active on the labour marketplace) attend to LLL initiatives, a share that is well below the EU 15% benchmark to be reached by 2020, and below the EU average (9,3%)²⁰.



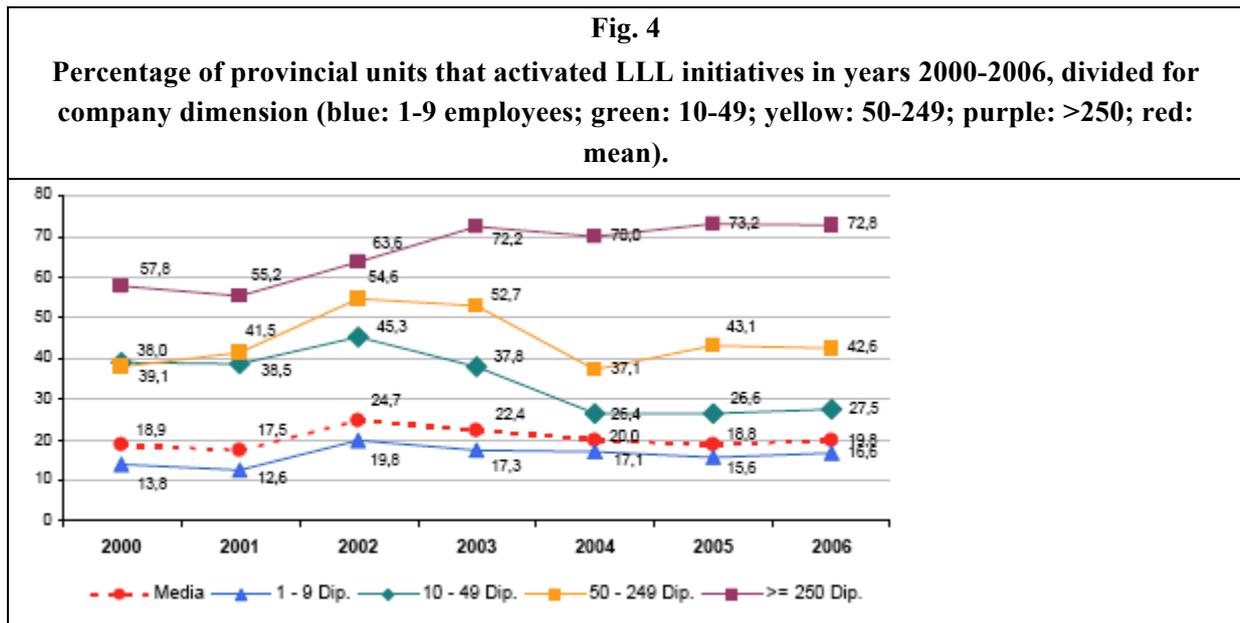
²⁰ On overall, the potential beneficiaries of the national adult education systems are about 36 million people. If we consider the EU 15% benchmark, it is thus expected that adult education is supposed to serve the needs of about 5,5 million adults by 2020.

Equally discouraging are the most recent comparative data collected at international level about the investment in education. Italy invests in shares of GDP much lower than the major competitors worldwide. Among the 28 OECD countries considered, the Italian funding, public and private sectors in higher education is higher only than that of the Slovak Republic and Hungary (about 0.88% of GDP, compared with 1,07% in Germany, 1,27 of the United Kingdom, 1,39 for France and 3.11 in USA)²¹.

The typical individual who attend continuous training and educational courses in Italy is a male between 26 and 40 years old, with a job and a diploma²². The attendance to LLL initiatives is strongly correlated to workers' educational level, and to workers' position in the organizational hierarchy, with the higher positioned (managers) showing the highest attendance (54,7%) and distancing shop-floor workers of a striking 38%. In practice, such a situation means that training and education in Italy work just for those who already have had some, enforcing the social exclusion loop. Women and elderly are severely penalized. Those who do not have any school degree and the less favoured have almost no chances to enter (or re-enter) any educational path. The access to LLL in Italy thus seems more and more restricted to the 'strong' portion of the population, with the progressive marginalization of the weak segments (young workers, temporary employed; low qualified; over 45; etc.). At a company level, the gap between larger firms and smaller ones (SMEs and micro-firms) is increasing (see fig. below).

²¹ OECD, Education at a Glance 2010: OECD Indicators, Paris, 2010.

²² Lifelong learning for those over 45 years old does increase only for people in high managerial positions, while for the others it remains a 10% lower than those under 45. In the EU, the age structure of adult participation in formal education and training shows that young adults (25-34 years old) are more likely to participate in formal programmes than older sections of the population. On average, across the EU, 13 % of those who are aged between 25-34 years take part in formal education, while in the age groups 35-54 and 55-64 it is only 5 % and 2 % respectively. With regard to the data on adult participation in formal education according to the highest level of education attained, it can be observed that in all European countries, those with a lower educational attainment (i.e. those who have completed at most lower secondary education) have the lowest participation rates. On average, in the EU, only around 2 % of under-qualified adults participate in formal education and training, whereas the participation rate of those who have completed upper secondary education is 6%, and for those who have completed tertiary education, 12 %.



4.1 Policy on the role of HE in LLL

The Italian university system has shifted from a centralized, Ministry-managed system to an autonomous, locally-managed one. Each University has been recognized as having full didactical and organizing autonomy, while the Ministry's role has been limited to defining the parameters for the allocation of financial resources and to guaranteeing minimum quality standards and some educational content. Each University decides, according to market evaluations and resource availability, which courses are to be run and who will teach them, and how to organize its teaching activities. One of the consequences of the autonomy granted to universities is that they are expected to become competitive enterprises. Whilst once they were closed systems, now they have to compete to gain access to public funds or market resources, and to attract students. In particular, this implies a widening of the teaching programmes able to attract a new, wider sector of customers. As a result of the Bologna process, the university reform, which took place in 1999, has affected the role and the institutional relations of the University. The regional governments, which do not have specific competencies on tertiary level education but have full competencies on vocational training and labour market management, started playing an active role: 1) participating with the universities located within the regional territory in planning new developments in tertiary education and continuing education; 2) supporting some university activities (e.g. courses for adults who want to get a degree, to better their working position or simply improve their knowledge); 3) financing post-laurea courses with their own resources or through the European Social Fund.

In the Italian Higher Education debate, the importance of lifelong learning issues has been recently underlined in several circumstances, focusing on the need for a law for HE lifelong education. For Instance, the 2007 guidelines on new curricular design²³ issued by the Ministry of Education, University and Research (MIUR) call the university to a 'serious commitment' for lifelong education recognizing the fact that adult LLL has to become the new 'mission' of Italian Universities. This will also help, e.g. to contrast the negative effects of the Italian demographic trends. As a recent European Communication rightly observes: "at a time when student numbers may well start to turn down for demographic reasons, continuing education would seem to represent a hugely important potential opportunity for universities"²⁴. This is particularly true in Italy where in the 1984-2010 timeframe the number of 19 years old people decreased of 360 thousands units (minus 37%). Such scenario will not ameliorate in the next ten years when, notwithstanding the positive contribution of second generation immigrant population, a further minus 3% is foreseen. It is natural that such progressive reduction will have a direct influence on expected tertiary level enrolments²⁵. Among the recalled objectives for curricular design, the need to provide tools for the full professionalization of graduates and opportunities for lifelong learning is underlined. Such tools should range from short post-degree professionalization courses or one/two year length courses (post-degree masters). Also in 2007, the MIUR gave a great impulse to the role the Universities should play in the field of Adult Education with a specific and very circumstantiated Guideline document²⁶. The Ministry indicated - in full coherence with the EU's Lifelong Learning Programme – the actions lines to be supported in the forthcoming years:

- adaptation of degrees, making them more adherent to the instances coming from the labour market, citizens and society;
- development of concrete strategies for lifelong education connecting academia with certification and offer of vocational education. This objective is supposed to be reached by the establishment of specific Continuing Education Centers (CAPs) inside the Universities with strong territorial and/or thematic links;
- development of new funding strategies in cooperation with external partners from the economic context existing around the university;

²³ MIUR, "Linee guida per la progettazione dei nuovi ordinamenti didattici dei corsi di laurea", Roma, July 26th, 2007.

²⁴ Commission Communication "A new partnership for the modernisation of universities: the EU Forum for University Business Dialogue", COM(2009) 158, 2 April 2009.

²⁵ A. Cammelli, "Consolidamento ed eterogeneità nelle esperienze di studio dei laureati italiani" in AlmaLaurea (2011) *Profilo dei Laureati 2010* (www.almalaurea.it)

²⁶ MIUR, "L'Università per l'apprendimento permanente", Roma, March 17th, 2007.

- fine tuning of Universities' governance and managerial structures to reinforce partnerships with external subjects (local governments, firms, entrepreneurial organizations, trade unions, etc.), for the set up of a shared local/regional strategy for adult continuing education.

The MIUR's document also identified five macro sectors of action for the design of innovative learning paths:

- continuing Education for Economy and Labour Market transformations;
- continuing Education for the professions;
- continuing Education for civil service and local administrations;
- continuing Education to increase the number of tertiary level adult graduates;
- continuing Education to switch “weak” degrees into more employable competences.

The main responsibilities for providing such third level adult education initiatives was given to the Permanent Learning Centres (CAP - Centri per l'Apprendimento Permanente). CAPs should be organized to become high level TLLL reference providers with respect to both Universities geographical district and distinctive subject matters. The guidelines identify three distinct CAP functions/services:

- the acknowledgement and certification of experiences and competencies that have been acquired in formal and informal contexts;
- the development of more flexible and competency-oriented University courses, which should be more easily adapted to the needs of the adult population, e.g. through the provision of e-learning courses and of shortened courses (Permanent Learning Modules - MAP);
- the strengthening of the links between Universities, public (e.g. CTP) and private bodies through joint initiatives, such as stages, partnerships, work-based learning actions, and mixed educational curricula (IFTS, Masters).

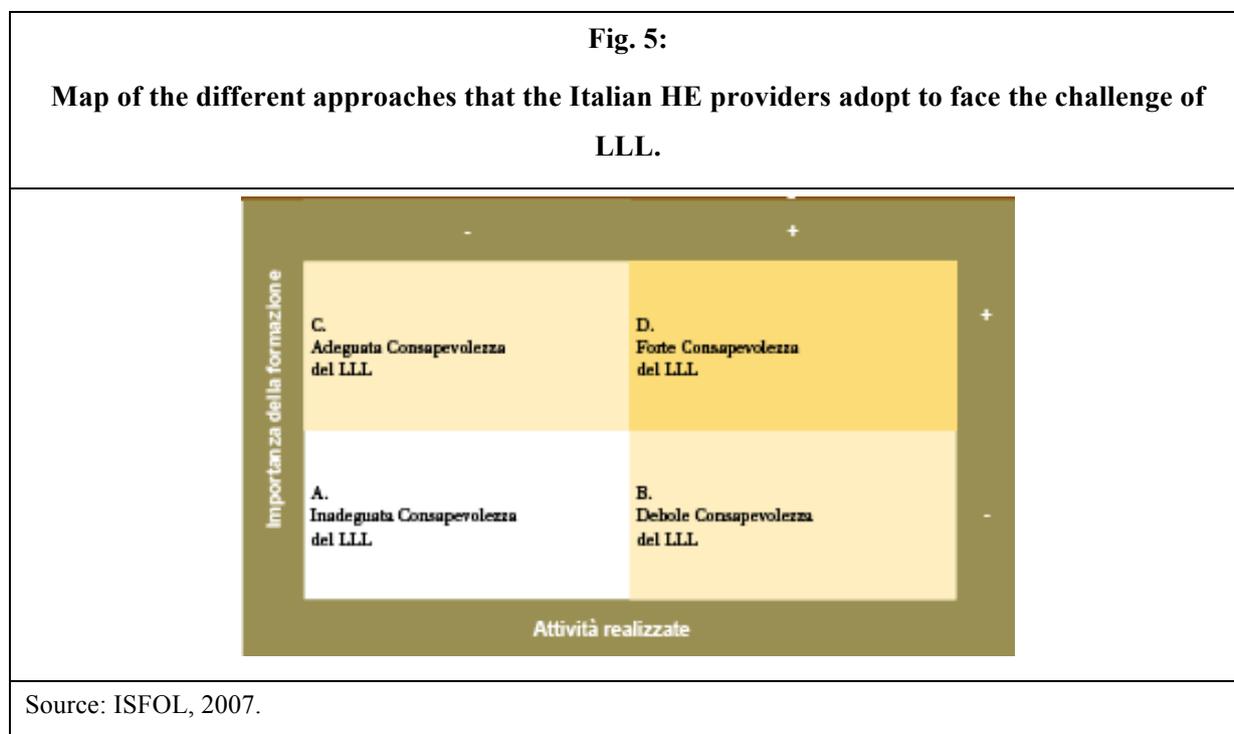
Finally, another intended goal for the CAPs will be to rescue those adult students who have interrupted their curriculum studiorum without getting a degree.

At present, after the abovementioned guidelines and CAPs, the government is supposed to issue a law and, immediately after the law, decrees for the definition of the general rules for adult learners (re)integration in school and university and to determine the necessary achievement levels to re-enter school or vocational training. The definition of this basic principles and guidelines didn't reached in the following years the necessary final formalization in a specific national regulatory framework. To date, the legal framework persist in a condition of uncertainty (not embracing only the specific field of

education but in general the whole political and institutional background). It is hoped that step forwards in this sense will be done by future political governments. At the moment, at a practical level, Italian Universities seem to be ‘diversely’ aware about their ‘new mission’ and the concept of continuing education is intended and interpreted in extremely different ways, reflecting universities’ different experiences and purposes.

A recent (ISFOL, 2007) research has elaborated a map of idealtypes that capture the different approaches that the Italian HE providers adopt to face the challenge of LLL. The four idealtypes are the following (see fig. 5):

- inadequate LLL awareness (A): scarce strategic value attributed to LLL and insufficient LLL practices (e.g. University of Palermo);
- weak LLL awareness (B): scarce strategic value attributed to LLL and sufficient LLL practices (e.g. University of Rome);
- adequate LLL awareness (C): positive strategic value attributed to LLL and good LLL practices (e.g. LUISS and Polytechnic of Milan);
- strong LLL awareness (D): high strategic value attributed to LLL and good LLL practices (e.g. University of Venice).



Distance Learning courses, which normally have a higher share of adult students, in Italy have acknowledged quite a substantial growth in the last period. At the moment, three main consortia

coordinate distance learning initiatives. These consortia are made up of official Italian Universities, therefore their degree courses come under the Italian university legislation. On course completion the degree is awarded by the university where the individual student is enrolled. The Nettuno Consortium is a non profit association for distance higher education promoted by the Ministry for Education, Universities and Research. It is made up of both universities and companies and offers programmes in continuing education as well as degree courses. It is currently developing degree courses together with other European universities. The FOR.COM Consortium is a recognised non-profit organisation which offers the opportunity to students who work full time or live far from the university to study on line. ICON (Italian Culture on the Net) is a consortium made up of Italian universities to promote the Italian language and culture worldwide via the Internet. It has elaborated a Laurea programme in Italian Language and Culture for Foreigners. A recent ministerial decree makes provisions for the accreditation of new universities wishing to set up distance degree courses.

In the end, at the moment, Italian universities open themselves only to a very low share of the market for continuing education, and an overarching legal formalization of the existing voluntary single initiatives would be needed.

5. Recent Initiatives with Special Attention for Those in Mid-life

As previously mentioned, at a practical level, the movement towards the development of Italian tertiary lifelong learning initiatives seems in this phase to be led more by single academic initiatives than by Government policies. Although it is not possible to find any initiative specifically targeted to mid-life people, some TLL-oriented initiatives are summarised in the following.

The first is the organization in Italy of the EUCEN's 42nd Conference held at the University of Genoa on 16-18 November 2011²⁷. Conference topics have been: 1) Learning contexts; 2) Universities acknowledgment of acquired competences; 3) The French VAE model²⁸ and experimentations in European countries; 4) Implementing Recognition of Prior Learning (RPL); 5) Recognizing virtual qualifications. The conference also encompassed a study visit on achievements of lifelong learning in Italy namely: three-years and IFTS courses, the University of Genoa's CAP, the "Alta Via" Master Degree for graduated apprenticeship and LLL experiences in Medicine, Engineering, and Maritime studies.

²⁷ EUCEN, the European Association for University Lifelong Learning, is the largest European multidisciplinary Association in University Lifelong Learning.

²⁸ Validation des acquis de l'expérience.

The second initiative (linked with the first one) is the creation of the Italian University Network for Continuing Education²⁹. The network have more than 33 Italian (out of a total of 55) Atenei as subscribers and exerts a strong pressure on the Government to further promote the settlement of CAPs and HE LLL. The main objectives of the network will be the promotion of the continuing education culture and the identification and sharing of methodologies and services aimed to support the reception by Universities of atypical students categories, the design of innovative education pathways for adults and workers also supported by Information technologies. As a consequence of this pressure, the Italian Government, under the Monti presidency and the Ministry of Labour, has recently issued a law proposal (see <http://www.ruiap.it/Novitaleggi.html>) that requires Universities to be the responsible for certifying prior learning and create new pathways for adult learners.

In the context of the EULLearn³⁰ (European University Lifelong Learning Network - funded by the EU Socrates - Erasmus programme) Project, which collected 70 case studies reflecting good practices in LLL across Europe, two TLL case studies were carried out in Italy. The first relates to the University of Udine, that carried out, through the 'Consorzio Friuli Formazione' (<http://www.friuliformazione.it/>), two projects: Training for the personnel of the Civil Defence structure of the region Friuli – Venezia Giulia, with e-learning platform and on-line courses for adult and senior learners; Training courses for the ARPA (Regional Agency for Environment Control) management. The second Italian case study was about the establishment at the 'G. d'Annunzio' University (Chieti - Pescara) of a Continuing Education Centre carrying on activities such as vocational training courses, generally for adults, addressed to companies, public and private organizations, health care professionals and university staff. Recently the centre has been accredited by the Italian Ministry of Health as a provider for the planning and organization of educational events on a national level, as well as a provider for the e-learning of doctors and medical staff. It is also the seat of the Università Leonardo da Vinci, an online institution delivering three e-learning degree courses for non-residential students.

The FormArea Campus For Employability³¹ is a training model proposed by some professionals and teachers of the Faculty of Education Studies of the University of Bologna - which focuses to initiatives that meet the theme of the training to other relevant economic and social issues like the conversion of local production systems and the development of skills for better human capital management - in response to the employment crisis that has affected local economic districts and with the aim of strive to maintain and enhance the competitiveness of individuals and businesses. Among its key initiatives we find actions for the conversion of human resources at risk of expulsion from the labour market, re-

²⁹ Rete Universitaria Italiana per l'Apprendimento Permanente (RUIAP - <http://www.ruiap.it>).

³⁰ <http://distance.ktu.lt/thenuce/ebook2006/INTRODUCTION/fcontent.html>

³¹ <http://formarea.it/>

qualification and certification of skills acquired at the workplace, training orientation for youngsters and adults.

PerForm is the Center for Continuing Education of the University of Genoa³². Its purpose is the development of high-profile training, structured so as to meet specific business needs. Its activity focuses on lifelong learning, post-graduate training aimed to develop specific high level competences and professional excellence. The Genoa experience put particular emphasis on a good balance between academic and external highly qualified professionals teaching, and works closely with companies, public and private institutions entities at local level (Liguria Region). To date PerForm has developed advanced training projects in science, medicine, economics, law, humanities, social sectors.

The University of Naples "L'Orientale", with the establishment of the Lifelong Learning Center³³, was the first Italian university, to gather inputs arising from the European Community and the Italian Ministry of Education. Its activity was reported as a best practice in the 2008 report to Parliament on Continuing Education, carried out by ISFOL and the Ministry of Labour, Health and Social Policy. The Lifelong Learning Studies Centre aims to provide university level courses and schemes to validate, facilitate and support continuous learning, offering adult graduates and high-school diploma holders the opportunity for further study and training that will enable them to update their skills and qualifications. The center also makes research in the field of flexibility and customization of training, certification of acquired skills, participation of the University to national and international networks and projects. Among the main duties of the center we find provision of learning pathways for adults, recognition of prior learning, guidance, training of trainers, quality assurance issues.

The 2004-2006 MURST co-funded PRIN (Programmi di Ricerca di rilevante Interesse Nazionale) Project 'Initial Guidance and Educational Offer Typologies for Adult Students Enrolled in New System Degree Courses'³⁴, basing on inquiries about the lifelong process of competence achievement and adult learning facilitation, did recently perform studies on adult students in Italy. The research project investigated the models, methods and tools available for working students entry (welcome), initial guidance phases and educational offers and, more generally, for adult students (older than 24) enrolled in the "Roma Tre", Foggia, Firenze, Lecce University, who typically attend part time courses (Alberici A. et al, 2007).

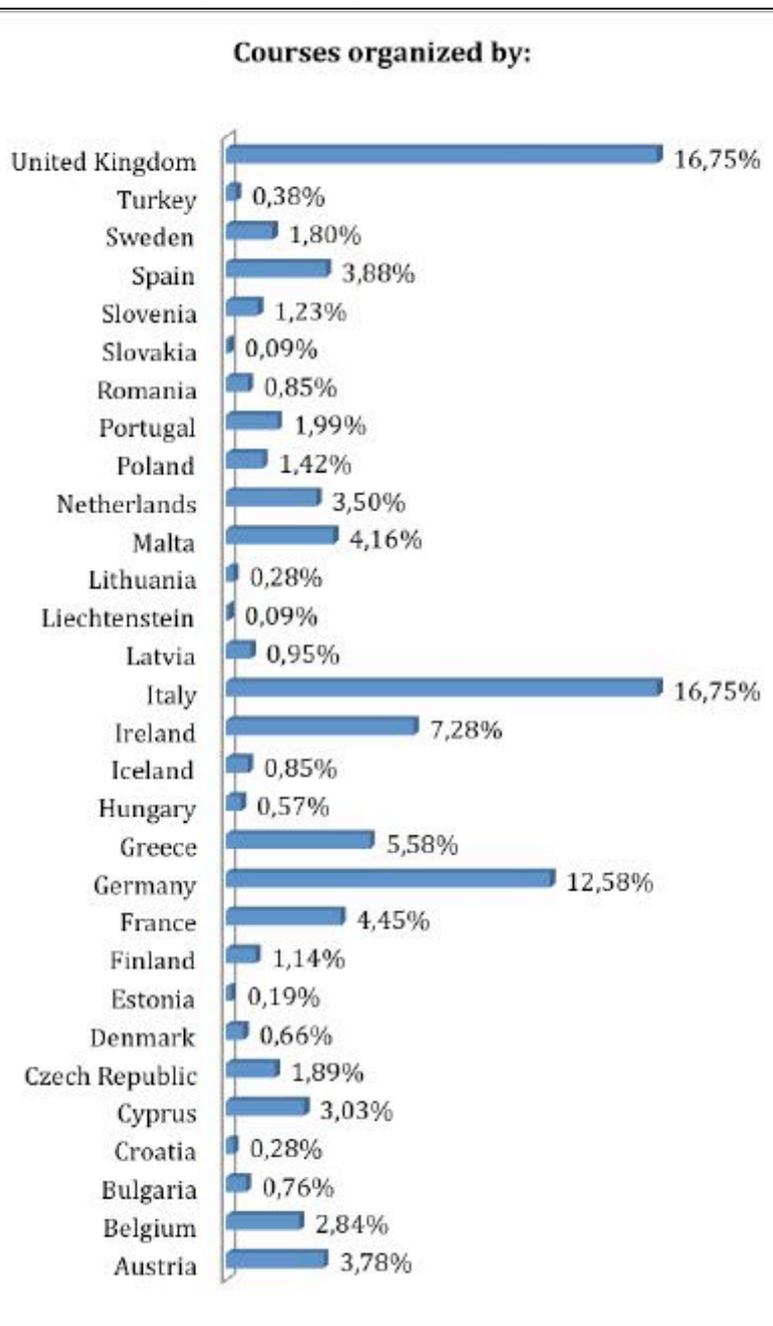
³² <http://www.perform.unige.it/index.html>

³³ http://www.iuo.it/index2.php?content_id=2070&content_id_start=1

³⁴ http://www.ricercaitaliana.it/prin/dettaglio_completo_prin_en-2004112871.htm#abstract

Finally, the rate of participation of Italian Universities to the Grundtvig Programme is quite high (16,75% of the total Grundtvig courses).

Tab. 3:
Total Grundtvig courses organised by individual Countries.



Source: Database Grundtvig courses, January 2011 - December 2012.

6. Financial Aspects of Adult Education and TLL

In Italy, in general, while formal adult education is mainly funded by public bodies³⁵, non-formal adult education is mainly self-funded.

The adult education system (CPTs and evening classes) is financially supported by resources allocated by the State, the Regions, the local authorities and a number of public and private agencies, sometimes with the addition of other resources allocated by the European Union³⁶. No payment of fees is required for enrolment and attendance in Permanent Territorial Centres³⁷. As far as evening classes are concerned, fees are generally equal to those foreseen for diurnal courses.

The continuing training system is financially substituted by resources made available to the State, the Regions, public and private parties, to be integrated if necessary with other resources made available by the European Union. This type of financing system is not widespread, because most of the continuing training initiatives are financed directly by the economical and social actors (mainly enterprises and workers) through private choices.

The main instruments supporting continuing training currently operating in Italy are the following:

- European Social Fund 2007-2013 (effective since 1994);
- national Law 236/93, which set up a fund for vocational training (effective since 1996);
- national Law 53/00 (effective since 2001);
- Interprofessional Equal Funds for continuing training, a kind of Sector Training Funds, managed directly by social partners, set up in 2001 and which became operative as of 2004. The Funds³⁸ are

³⁵ On overall, per year, fifty billions are allocated to schools, eight to Universities, and two-three to Adult Learning. A recent Decree has cut of the 60% the funding for evening schools.

³⁶ European Social Found (ESF) through the so-called National Strategic Framework (also regulating the European Fund for Regional Development and the Cohesion Fund).

³⁷ Generally, fees are not required for the attendance of formal courses, i.e. courses issuing a certification, while the attendance of short and modular courses foresees an enrolment fee. The possibility of self-financing is related to school autonomy.

³⁸ Partial list of actual Joint Interprofessional Funds:

- Fondo Artigianato Formazione – Fondo per la formazione continua nelle imprese artigiane
- Fon.Coop – Fondo per la formazione continua nelle imprese cooperative
- Fondimpresa – Fondo per la formazione continua
- Fondo Dirigenti PMI – Fondo per la formazione professionale continua dei dirigenti delle piccole e medie imprese industriali
- Fondo Formazione PMI – Fondo per la formazione continua per le piccole e medie imprese
- FONDIR. – Fondo per la formazione continua dei dirigenti del terziario
- FOR.TE. – Fondo per la formazione continua del terziario
- Fondirigenti – Fondirigenti Giuseppe Talierno (Fondazione per la formazione alla dirigenza nelle imprese industriali)
- FON.TER. – Fondo per la formazione continua dei lavoratori dipendenti nelle imprese del settore terziario: comparti turismo e distribuzione servizi
- Fondoprofessioni – Fondo per la formazione continua negli Studi Professionali

set up as associations according to the Interconfederal agreement signed between the social partners.

As for the two national instruments (Law 236/93 and Law 53/00), the Ministry of Labour and Social Policies allocates the resources among the Regions and the Autonomous Provinces and distributes the funds to them, and they in turn issue notices and invitations to tender. Regarding resources made available by the Joint Interprofessional Funds, they themselves are responsible for directly issuing the notices and invitations to tender. The funds finance company, sectorial, territorial and individual training plans to benefit the member companies. In Italy, the funds attributed to continuing training mainly derive from the obligatory contribution of enterprises to the INPS (national welfare institute). These financial resources are drawn from the annual yield of the contribution of 0.30 % of business's contributions to the INPS as contribution for obligatory insurance against involuntary unemployment.

At the individual level, the Italian system financially supports to a certain extent the right of defining and nurturing one's own competencies (which can be useful, for example, to empower one's own mobility and to anticipate and exploit labour market changes). Currently, two main programmes are running to provide LLL at an individual level: i) educational vouchers (voucher formativi) and ii) Individual Learning Account (ILA). The experimentation of educational vouchers was introduced in Italy in year 1998. Vouchers are educational tickets released to single workers on the basis of individual proposals/projects. Such tickets entitle each single worker to access education and training courses that are subjectively felt to have the potential to improve one's skills and competencies. Each individual proposal is evaluated by the regional/provincial authority and, if approved, provides a partially free access (a maximum of 20% of the overall cost must be paid by the proponent) to the course. The economic value of each voucher ranges from 500 to 5.000 Euro. The main weakness of the 'educational voucher' action lies in the scarce availability of services that can provide a professional support in the design of the individual learning path, for example through individual counselling and the analysis/balance of competencies. The newly settled Employment Services are actually under-equipped to provide personalized orientation, thus adults access LLL initiatives autonomously, with scarce guidance. The ILA is related to the European Learning Account Project (ELAP network) and has been recently introduced as an experimental action in Italy too. Actually three regions (Toscana, Umbria and Piemonte) have adopted this tool that can be subscribed by a

-
- Fon.Ar.Com. - Fondo per la formazione continua nei comparti del terziario, dell'artigianato e delle piccole e medie imprese
 - For.Agr. - Fondo di settore per la formazione professionale continua in agricoltura
 - Fondazienda - Fondo per la formazione continua dei quadri e dipendenti dei comparti commercio turismo-servizi, artigianato e piccola e media impresa.

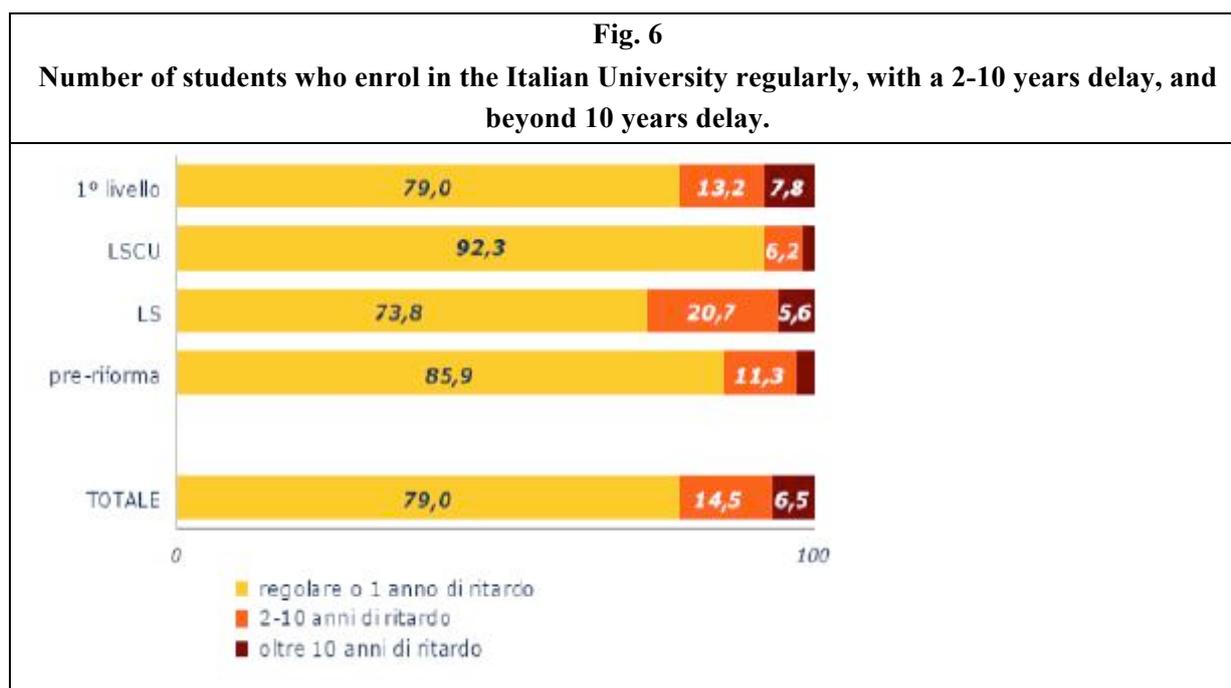
limited number of citizens who are actually unemployed or who do not hold a permanent position. The ILA is conceived to serve people who do not have a precise educational project, with scarce information, and low motivations. The ILA is a special credit card that beneficiaries can use to attend to LLL courses. Its value cannot exceed 3.000 Euros (to be spent in 24 months). The bigger advance of the ILA lies in the fact that it reduces to a great extent the administrative practices that are needed to subscribe to a LLL action. Another well acknowledged advantage is that the ILA is specifically targeted to (weak) population segments that are generally ignored by the 'standard' company-initiated education and training actions. On the other side, the ILA suffers from the same lack of supporting counselling services that negatively affects the effectiveness of vouchers.

Finally, there are different grants available for specific groups of people. One example is the INPDAP (Istituto Nazionale di Previdenza per I Dipendenti dell'Amministrazione Pubblica), which provides for the year 2011/12, 1327 grants (each one funded up to 10.000 Euros) for workers or sons of workers of the Italian Public Administration to allow them to subscribe to 'Inpdap certified' first and second level masters. Such masters are organised both by Italian and international Universities (see www.inpdap.gov.it).

7. Statistical Data

Tab. 4
Triennial courses, number of students for age cohorts. The two thirds of the over 30 students is made up of workers.

A.A.	Totale	Immatricolati/età 23-30 anni	Immatricolati/età 31-40 anni	Immatricolati/età maggiore di 40 anni
2005-06	320.974	8,96%	6,48%	4,81%
2006-07	311.215	7,39%	5,28%	4,07%
2007-08	308.165	6,37%	4,48%	3,22%
2008-09	293.048	5,42%	3,35%	2,13%



Tab. 5					
Population aged 15-64 years having attended continuing education training courses by occupational condition, % incidence on total population.					
age	gender	Employed (%)	Looking for Job (%)	Inactive (%)	Total (%)
15-24	male	3,3	4,0	4,8	4,3
	female	5,0	4,3	4,8	4,8
25-34	male	3,5	2,9	3,5	3,4
	female	5,0	5,2	2,1	4,0
35-44	male	4,0	2,0	1,1	3,7
	female	5,5	2,9	1,2	4,0
45-54	male	3,7	0,9	0,7	3,3
	female	5,9	2,4	1,1	3,9
55-64	male	3,4	0,6	0,9	2,1
	female	4,8	0,4	1,5	2,3
Total		4,4	3,2	2,4	3,6
Source: ISFOL analyses on ISTAT data (Labour Force Survey 2009).					

Tab. 6				
Population aged 15-64 years having attended continuing education, by type of training, 2008-2009 (absolute values and annual balance %).				
Type of training	2008	2009	balance	var %
Programme organized and/or recognized by regional councils (i.e. ESF funded programmes)	142.165,0	120.969,0	-21.196,0	-0,1
Programme funded by the employees	488.843,0	378.368,0	-110.475,0	-0,2
Other Professional training	279.493,0	252.152,0	-27.341,0	-0,1
Seminar, Conference attendance	217.361,0	153.965,0	-63.396,0	-0,3
Private lessons, individual course	44.573,0	55.504,0	10.931,0	0,2
Adult Continuing Education (i.e. EDA)	22.360,0	18.881,0	-3.479,0	-0,2
Other programme (i.e. foreign language course, IT, etc.)	140.294,0	182.216,0	41,9	0,3
Total trained	1.335.089,0	1.162.055,0	-173.034,0	-0,1
Any kind of training	37.807.814,0	37.998.796,0	190.982,0	0,0
Population	39.142.903,0	39.160.851,0	17.948,0	0,0
Source: ISFOL analyses on ISTAT data (Labour Force Survey 2008 and 2009).				

Tab. 7:
Enrolments of Adult students (+40 years) Bachelor and long cycle (Medical, Law, studies) programmes in the Italian Universities.

	Health/ Medical Sciences	Sciences	Social Sciences	Humanities and Arts	Total
2003/2004	4.191	3.740	12.881	6.691	27.503
2004/2005	4.813	4.542	18.895	8.295	36.545
2005/2006	5.510	5.589	26.700	9.513	47.312
2006/2007	5.206	6.426	27.083	10.326	49.041
2007/2008	5.631	6.240	25.287	11.178	48.336
2008/2009	4.101	6.362	23.257	11.516	45.236
2009/2010	4.801	6.747	23.426	11.748	46.722
2010/2011	4.036	6.976	24.868	11.687	47.567
total	38.289	46.622	182.397	80.954	348.262

Source: Elaboration on MIUR data (Anagrafe degli studenti).

Tab. 8:
Enrolments of Adult students (+40 years) Master programmes in the Italian Universities.

	Health/ Medical Sciences	Sciences	Social Sciences	Humanities and Arts	Total
2004/2005	1.264	619	2.274	609	4.766
2005/2006	2.238	709	3.538	851	7.336
2006/2007	2.103	830	4.595	1.141	8.669
2007/2008	1.913	986	5.153	1.404	9.456
2008/2009	1.774	1.332	5.892	1.633	10.631
2009/2010	1.522	1.634	6.330	2.047	11.533
2010/2011	1.279	1.683	6.306	2.178	11.446
total	12.093	7.793	34.088	9.863	63.837

Source: Elaboration on MIUR data (Anagrafe degli studenti).

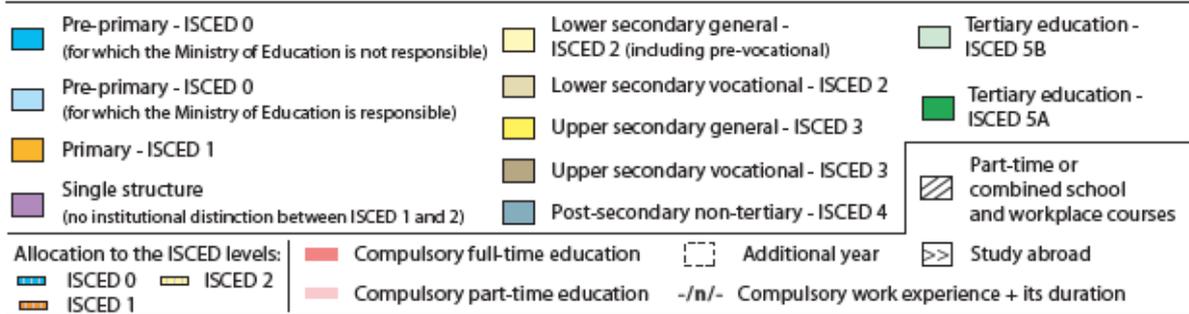
Tab. 9			
Number of enrolled students in University's Continuing Education Programmes by type and academic year. Source: Elaboration on MIUR data (Anagrafe degli studenti).			
	Non PhD Specialization Programmes*	Post Bachelor Programmes**	Post Master Programmes***
1999/00	22.086	none	none
2000/01	22.495	none	none
2001/02	20.703	3.369	2.324
2002/03	13.642	8.872	7.109
2003/04	14.232	13.009	10.378
2004/05	19.198	13.659	12.643
2005/06	17.238	22.701	14.699
2006/07	15.678	28.610	15.218
2007/08	13.442	31.101	12.771
2008/09	13.202	34.748	15.309

Note: * Corso di Specializzazione, ** Master di I Livello, ***Master di II Livello

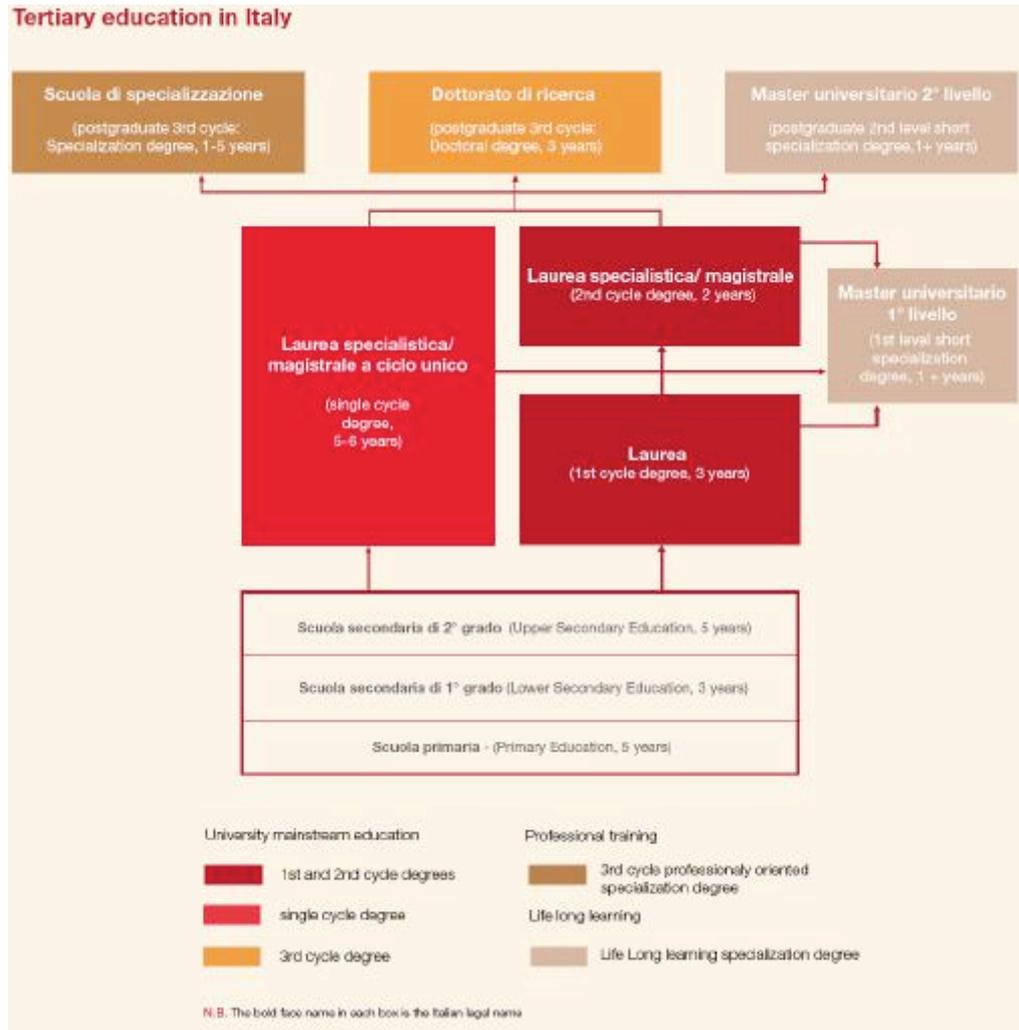
8. References

- Alberici A., Catarsi C., Colapietro V., Loiodice I. (2007). *Adulti e università. Sfide ed innovazioni nella formazione universitaria e continua*. Angeli, Milano.
- Cammelli, A. (2011), “Consolidamento ed eterogeneità nelle esperienze di studio dei laureati italiani” in *AlmaLaurea (2011) Profilo dei Laureati 2010*. www.almalaurea.it
- Commissione di studio e di indirizzo sul futuro della formazione in Italia (2009). *Rapporto sul futuro della formazione in Italia*. Rome.
- European Commission (2009), communication "A new partnership for the modernisation of universities: the EU Forum for University Business Dialogue", COM(2009) 158, 2 April 2009.
- Eurydice (2010). *Focus on Higher Education in Europe 2010: The impact of the Bologna Process*. Education, Audiovisual and Culture Agency, Bruxelles.
- Eurydice (2010). *Structures of Education and Training Systems in Europe*. Italian EURYDICE Unit, Firenze.
- Eurydice (2011). *Adults in Formal Education: Policies and Practice in Europe*. Education, Audiovisual and Culture Agency, Bruxelles.
- ISFOL (2003). *L’offerta di formazione permanente in Italia. Primo Rapporto Nazionale. Volume I - I risultati dell’indagine*. Rome.
- LAPIS Project (2007-2013). *Ricerca sul sistema dell’educazione per gli adulti in Italia e in Europa*.
- MIUR (2007), “guida per la progettazione dei nuovi ordinamenti didattici dei corsi di laurea”, Rome.
- MIUR (2007), “L’Università per l’apprendimento permanente”, Rome.
- OECD (1998). *Alternative approaches to financing LifeLong Learning. Country Report - Italy*. OECD, Paris.
- OECD (2010), *Education at a Glance 2010: OECD Indicators*, Paris.

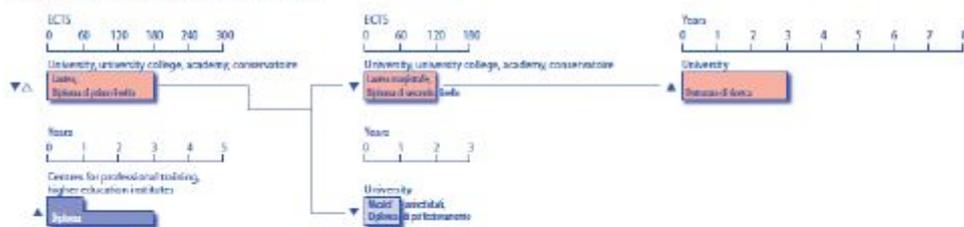
Annex I - The Italian Higher Education System



Since 1999, Italian university studies have been fully reformed so as to meet the objectives of the “Bologna process”. As a consequence, the Italian University system is now organised on three cycles: the 1st cycle academic degree (Laurea) grants access to the 2nd cycle, and the degree of the 2nd cycle, gives access to 3rd cycle doctorate programmes (Dottorato di Ricerca). In addition to the above mentioned degree sequence according to the Bologna pattern, the system offers diplomas both within the 2nd and 3rd cycles.



Higher education structure – 2010



 Most common length of a Bologna cycle	ECTS Credits according to the European Credit Transfer and Accumulation System	regulated at national level	decided at institutional level
 Other length of a Bologna cycle			
 Programme outside the typical Bologna model			
 Professional programme			
		ALL programmes have admission requirements	
			SOME

Number of students in higher education 2008/09	1 843 588
Most common starting age for 1st cycle students	19 years
Main categories of students monitored as part of social dimension policy	– Gender – Disability
Number of recognised higher education institutions	219
Quality Assurance Agency membership of the European Association for Quality Assurance in Higher Education (ENQA)	CNVSU – <i>Comitato Nazionale per la Valutazione del Sistema Universitario</i> www.cnvsu.it
Name of Quality Assurance Agency membership of the European Quality Assurance Register (EQAR)	No
Other National Quality Assurance Agency	<i>Agenzia Nazionale di Valutazione del sistema Universitario e della Ricerca (Anvur)</i> www.anvur.it
Lisbon Recognition Convention	N/A
Ratification	22 April 2008
Entry into force	01 June 2008

Regulation of the Recognition of Prior Learning	– D.M. 509/1999 (Art. 5) – D.M. 270/2004
Status of Recognition of Prior Learning	Permitted, but not a right
National Qualifications Framework	Under development
Credit system in place	ECTS
Diploma Supplement	Issued to all students, free of charge, in the language of instruction and/or English
National mobility benchmarks and/or targets	Numbers of foreign students enrolled in the 2nd and 3rd cycles are taken into consideration for the allocation of funding to universities. There are no benchmarks aimed at increasing the mobility of foreign students.
Priority regions for attracting students	All countries/regions are of equal priority.

First cycle studies consist exclusively in Corsi di Laurea (1st Degree Courses) aimed at guaranteeing undergraduate students an adequate knowledge of general scientific methods and contents as well as specific professional skills. General access requirement is the Italian Secondary School Leaving Qualification (Diploma di Superamento dell'Esame di Stato conclusivo dei corsi di istruzione Secondaria Superiore), awarded on passing the relevant state examinations, after completion of 13 years of compulsory schooling. Admission to individual Degree Courses may be subject to specific requirements. First Degree Courses last three years. The Laurea (1st degree - Bachelor-level of the Bologna process) is awarded to undergraduates who have earned 180 ECTS credits³⁹. The Laurea allows transition to the labour market, access to the civil service and/or regulated professions; it also grants access to all degree programmes of the 2nd cycle.

Postgraduate (second cycle) studies include:

- Corsi di Laurea Specialistica/Corsi di Laurea Magistrale (CLS/CLM⁴⁰);
- Corsi di Master Universitario di 1° livello (CMU1).

CLS/CLM (workload: 120 ECTS credits; length: two years) are aimed at providing graduates with an advanced level of education for accessing highly qualified activity in specific areas. The final degree, Laurea Specialistica/Magistrale (LS/LM - master level of the Bologna process), is awarded to graduates who, once satisfied all curricular requirements, have also defended an original dissertation. A limited number of 2nd cycle programmes, namely those leading to professions regulated by EU sectoral directives (e.g. Dentistry, Human Medicine, Pharmacy, Veterinary Medicine, Architecture), are defined 'Single cycle degree programmes' (Corsi di Laurea Specialistica/Magistrale a ciclo unico CLSU/CLMU); they differ from the majority of usual CLS/CLM in the following characteristic features:

- access is by the Italian secondary school leaving diploma or a equivalent foreign qualification;
- admission is always subject to entrance exams;
- curricula consist of just one long cycle of five-six years (at present, only the CLSU/CLMU in Human Medicine takes six years), and a total number of 300-360 ECTS credits.

³⁹ Degree courses are usually structured in credits (crediti formativi universitari - CFU). A University credit generally corresponds to 25 hours of global work per student, time for personal study included. The average workload of a full time student is conventionally fixed at 60 credits/year.

⁴⁰ The change in the final degree name from Laurea Specialistica into Laurea Magistrale was agreed upon in 2004.

All LS/LM and LSU/LMU allow transition to the labour market, access to the civil service and/or regulated professions; they also grant access to Researches Doctorates programmes as well as to all other Degree Courses of the 3rd cycle.

CMU1 consist in advanced scientific courses or Higher Continuing Education studies, open to the holders of a Laurea; admission may be subject to additional conditions. Course length is min. 1 year. The Degree Master Universitario di 1° livello (1st level University Master) is awarded to graduates who have earned at least 60 credits. The MU1 does not give access to Researches Doctorates programmes nor to other 3rd cycle degree courses.

The third cycle covers the following typologies of degree courses:

- Corsi di Dottorato di Ricerca (Research Doctorate Programmes);
- Corsi di Specializzazione (Specialisation Courses);
- Corsi di Master Universitario di 2° livello (CMU2 - 2nd level University Master Courses).

Research Doctorate Programmes aim at training postgraduates for very advanced scientific research or for professional appointments of the highest level; they envisage the use of suitable teaching methodologies such as updated technologies, study periods abroad, internships in specialistic research centres. Access is by an Italian 2nd degree (LS/LM); admission is subject to the passing of very competitive exams; the legal length must be min. three years; the drawing up of an original dissertation is necessary for the awarding of the 3rd degree called Dottorato di Ricerca (Research Doctorate); the corresponding personal title is Dottore di Ricerca.

Corsi di Specializzazione (CS) are devised to provide postgraduates with knowledge and abilities as requested in the practice of highly qualifying professions; the majority concerns medical, clinical and surgical specialities, but CS have been also established for advanced education and professional training in different contexts. CS may be established exclusively in application of specific Italian laws or EU directives. Access is by an LS/LM; admission is subject to the passing of a competitive examination; course length is min. two years. The final degree, called “Diploma di Specializzazione” (DS), gives the right to the title as “Specialista”.

CMU2 consist in advanced scientific courses or higher continuing education studies, open to the holders of an LS or an equivalent foreign degree; admission may be subject to additional conditions. Studies take min. one year. The degree (Master Universitario di 2° livello-MU2) is awarded to postgraduates who have earned a minimum of 60 credits.

Italian higher education is structured in a binary system, consisting of two main articulations:

- the university sector;
- the non-university sector.

The university sector is made up of six different types of institutions:

- State universities;
- technical universities⁴¹;
- non-State universities⁴²;
- universities for foreigners⁴³;
- higher schools specialised in postgraduate university studies;
- telematic university.

The non-university sector includes four education typologies with their institutions:

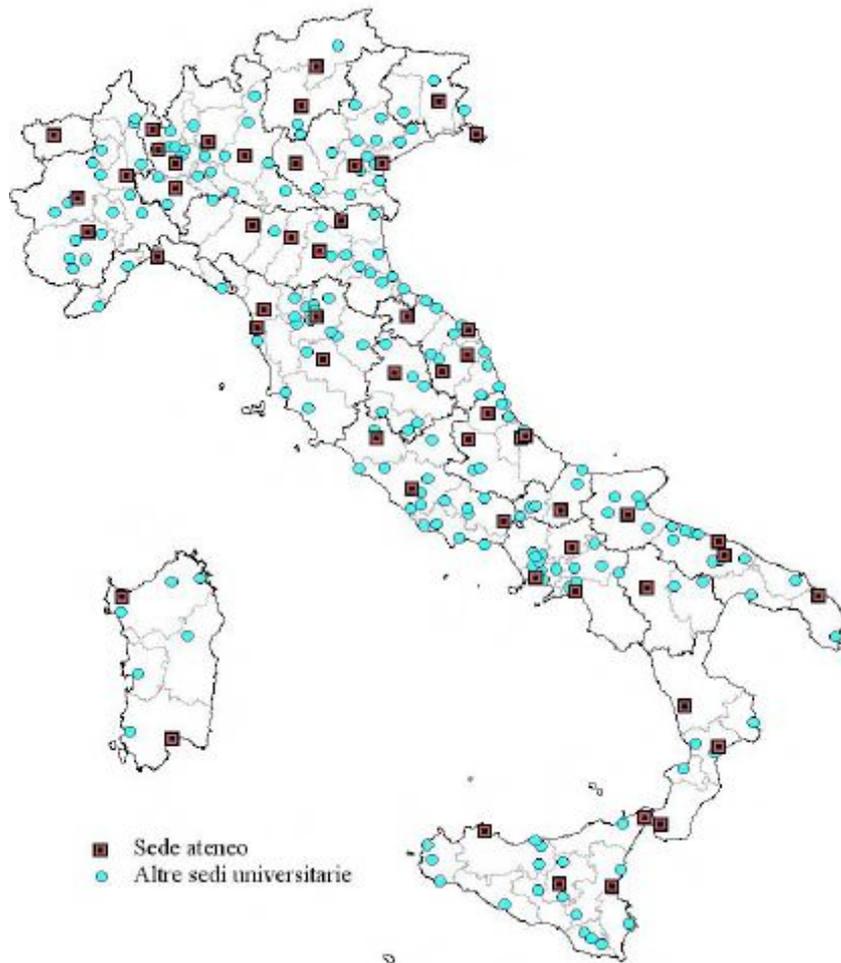
- higher education in the arts and music (AFAM): polytechnics for the arts, academies of fine arts, higher institutes for applied arts (ISIA), music conservatories and recognised music institutes, higher institutes for musical and choreographic studies, national academies;
- higher education in language mediation: higher schools for language mediators;
- higher integrated education: programmes of higher technical education & training (IFTS);
- a few specific fields (e.g. archiving, diplomatics, restoration, military studies, etc.) which, alongwith their respective institutions, fall under the supervision of ministries other than that of Education.

⁴¹ In the Italian system those universities are named "Politecnici" (technical universities) that concentrate exclusively in the subject fields of the two Faculties of Engineering and Architecture. They adopt the same institutional model as that of State universities.

⁴² Non-State universities may be recognised by a decree of the Minister of Education. Legal recognition takes place after an evaluation process concerning the university statute, its organisation model, budget, etc. The degrees awarded by non-State universities legally recognised by the State have the same legal value as those of State universities. Non-State universities have to comply with the same general principles and criteria as defined by the national university legislation for State institutions. The differences between State and non-State universities concern funding and governance.

⁴³ Universities for foreigners are State institutions specialised in teaching and research for the development and diffusion of the Italian language, literature and culture.

In the Academic year 2008/09 the Italian Higher Education system enumerates 88 universities, 61 State Universities (including three Polytechnics) and 27 non-state ones (including 11 Telematics).



State Universities:

- Università degli studi di Torino
- Politecnico di Torino
- Università degli studi del Piemonte orientale "Amedeo Avogadro"
- Università degli studi di Genova
- Università degli studi dell' Insubria
- Università degli studi di Milano
- Politecnico di Milano
- Università degli studi di Milano-Bicocca
- Università degli studi di Bergamo
- Università degli studi di Brescia
- Università degli studi di Pavia
- Università degli studi di Trento
- Università degli studi di Verona
- Università degli studi Ca' Foscari di Venezia
- Università Iuav di Venezia
- Università degli studi di Padova
- Università degli studi di Udine
- Università degli studi di Trieste
- Università degli studi di Parma
- Università degli studi di Modena e Reggio Emilia
- Università degli studi di Bologna
- Università degli studi di Ferrara
- Università degli studi "Carlo Bo" di Urbino
- Università Politecnica delle Marche - Ancona
- Università degli studi di Macerata
- Università degli studi di Camerino
- Università degli studi di Firenze
- Università degli studi di Pisa
- Università degli studi di Siena
- Università per stranieri di Siena
- Università degli studi di Perugia
- Università per stranieri di Perugia
- Università degli Studi della Tuscia
- Università degli studi di Roma La Sapienza
- Università degli studi di Roma Tor Vergata
- Università degli studi dei Roma "Foro Italico"
- Università degli studi Roma Tre
- Università degli studi di Cassino
- Università degli Studi del Sannio
- Università degli studi di Napoli Federico II
- Università degli studi di Napoli - Parthenope
- Università degli studi L'Orientale di Napoli
- Seconda Università degli studi di Napoli
- Università degli studi di Salerno
- Università degli studi di L'Aquila
- Università degli studi di Teramo
- Università degli studi Gabriele D'Annunzio di Chieti e Pescara

Non state universities

- Università di Scienze Gastronomiche
- Università della Valle d'Aosta

- Università "Carlo Cattaneo" (LIUC)
- Università commerciale Luigi Bocconi di Milano
- Università Cattolica del "Sacro Cuore"
- Libera Università di Lingue e Comunicazione (IULM)
- Libera Università, Vita-Salute San Raffaele di Milano
- Libera Università di Bolzano
- Libera Università Maria SS.Assunta - (LUMSA) di Roma
- Libera Università internazionale degli studi sociali Guido Carli - (LUISS) di Roma
- Università Campus Bio-Medico di Roma
- Libera Università degli studi San Pio V di Roma
- Università Europea di Roma
- Universitas Mercatorum di Roma
- Istituto Universitario Suor Orsola Benincasa di Napoli
- Libera Università Mediterranea Jean Monnet
- Libera Università della Sicilia Centrale "KORE" di Enna

Telematic universities

- Università telematica "e-Campus" di Novedrate (CO)
- Università telematica internazionale UNITEL" di Milano
- Università telematica "Italian University line" di Firenze
- Università telematica Guglielmo Marconi di Roma
- Università telematica TEL.M.A. di Roma
- Università telematica internazionale UNINETTUNO di Roma
- Universitas Mercatorum di Roma
- Università telematica delle Scienze Umane di Roma
- Università telematica "Giustino Fortunato" di Benevento
- Università telematica "Pegaso" di Napoli
- Università telematica non statale "Leonardo da Vinci" di Torrevecchia Teatina

Other institutions

- Istituto universitario di studi superiori di Pavia
- Scuola internazionale superiore di studi avanzati di Trieste
- Scuola IMT Alti Studi di Lucca
- Istituto Italiano di Scienze Umane di Firenze
- Scuola normale superiore di Pisa
- Scuola superiore di studi universitari e perfezionamento "S. Anna" di Pisa

Academies of Fine Arts (Accademie di Belle Arti)

The main purpose of academies of fine arts is to provide education and training for the practice of artistic professions. They offer the highest level of traditional art education under State supervision. Engaged in education, specialisation and research in the artistic sector, academies also carry out related production activities. They are endowed with juridical personality and enjoy full autonomy (statutory, teaching, scientific, administrative, financial and book-keeping). They set up and run 1st level programmes (admission by school leaving qualification and entrance exam) as well as advanced and specialisation courses, on completion of which they award specific academic diplomas at 1st and

2nd level as well as diplomas of advanced or specialization studies, or of training to research in artistic fields.

Higher Institutes for Applied Arts (Istituti Superiori per le Industrie Artistiche-ISIA)

ISIAs are State institutions of advanced education, specialisation and research in industrial design; they also carry out related production activities. ISIAs have juridical personality and enjoy full autonomy (statutory, teaching, scientific, administrative, financial). ISIAs set up and run 1st level programmes (admission by school leaving qualification and by a competitive entrance exam), advanced and specialisation courses; they award academic diplomas at 1st and 2nd level as well as specialization diplomas, diplomas of training to research, of advanced studies (diplomi di perfezionamento), or Masters, all of them in industrial design.

National Dance Academy (Accademia Nazionale di Danza)

The Academy runs courses for the education and training of dancers, choreographers, and dance teachers. In addition to the traditional techniques of the statics and motion of the human body, the academy teaches also the modern technique of bodily harmony and eurhythmia. It used to award the following diplomas: licensed dance teachers, choreographers, and solo dancers. As a consequence of the 1999 reform of higher education in the arts and music, the Academy new teaching regulations provide for the setting up of 3-year 1st level programmes, and 2-year 2nd level ones.

National Academy of Drama (Accademia Nazionale di Arte Drammatica "Silvio D'Amico")

It runs courses for prospective stage actors and directors. Admission is based on a public competition, which consists of three different parts and is open to candidates between the age of 18 and 25, except for foreigners and observers. Courses last 3 years; participants' number is limited, daily attendance is compulsory; curricula include general cultural subjects as well as technical and specialistic ones related to acting and direction. The academy also runs some "special" programmes.

State Music Conservatories and Recognised Music Institutes (Conservatori di Musica e Istituti Musicali pareggiati)

Music conservatories are State institutions belonging to the system of advanced education, specialisation and research in the arts and music (AFAM). They have juridical personality and enjoy full autonomy (statutory, teaching, scientific, administrative, financial). Their objectives are the promotion of higher education, specialisation, and research in music, and the development of related production activities. Recognised music institutes are non-State institutions which have been recognised by ministerial decree through comparison to music conservatories.

Higher Institutes for Musical and Choreographic Studies (Istituti Superiori di Studi Musicali e Coreutici)

Music conservatoires and recognised music institutes will assume this name once fully transformed in conformity to the the AFAM reform law.

Higher Institute for Choreographic Studies Studies (Istituto Superiore di Studi Coreutici)

The national dance academy will take on this name when transformed in conformity to the AFAM reform law.

Art Polytechnics (Politecnici delle Arti)

The AFAM reform law envisages the establishment of art polytechnics, consisting in consortia of higher education institutions in the arts and music and universities which decide to cooperate on the basis of their proximity and of the complementariness and possible integration of the respective study programmes.

Higher Schools for Language Mediators (Scuole Superiori per Mediatori Linguistici)

These higher schools are the former higher schools for interpreters and translators (SSIT) as transformed in conformity to the Ministerial Decree No. 38 of 10 January 2002. They award qualifications equivalent to all legal effects to 1st university degrees in class 3 (class of Laurea degrees in sciences of language mediation). Study programmes last 3 years, i.e. 180 university credits). Their main objectives are: 1) provide students with sound academic education at higher level, both general and specialistic, in at least two foreign languages in addition to Italian, and in the respective civilisations; 2) develop specific technical language skills, written and oral, for professions in language mediation.

National School for Cinema (Centro Sperimentale di Cinematografia)

The "Centro Sperimentale di Cinematografia" (CSC), also known as Scuola Nazionale di Cinema, is a private foundation with juridical personality. CSC, an institution of higher education in cinematography, aims at developing the art and techniques of cinema and audiovisual production by running basic, advanced, and updating courses, and by promoting research and experimentation in the film and TV sectors. Its teaching activity is finalised to the education and training of future professionals.

Central Institute for Restoration (Istituto Centrale per il Restauro)

The Central Institute for Restoration in Rome offers 3/4-year courses in conservation of metals and other materials of archaeological finds, and in conservation of paintings and their supports, of architectonic surfaces and related materials.

School for Restoration of Mosaics (Scuola di Restauro del Mosaico)

The School, located in Ravenna, offers a specialistic 3-year programme in restoration of mosaics which is open to Italians and non-Italians; admission is based on a very strict competition.

School for Conservation and Restoration of Precious Stone Materials (Opificio delle Pietre Dure)

The Workshop for the conservation and restoration of precious stone materials (Florence) has set up its own School which offers 3-year courses in fields related to the Workshop main specialisations: stone materials, mosaics and works in hard stones, terracotta, metalwork (goldsmithing, bronzes and antique weapons), furniture and engraving, gilding and polychrome wooden sculpture, paintings, murals, paper, textiles (tapestries and cloths).

Schools for Archiving, Palaeography and Diplomatics (Scuole di Archivistica, Paleografia e Diplomatica)

Schools for Archiving, Palaeography and Diplomatics are State institutions of university rank. They are established at the state archives of the following cities: Bari, Bologna, Bolzano, Cagliari, Florence, Genoa, Mantova, Milan, Modena, Naples, Palermo, Parma, Perugia, Rome, Turin, Trieste and Venice.

Military Academies and Institutes for the Police (Accademie Militari e Istituti di Polizia)

Programmes for the education and training of future officers in standing military service are offered by institutions such as the Aeronautic Academy in Pozzuoli (Naples), the Academy of Customs Officers (Bergamo), the Naval Military Academy (Livorno), the Army Academy (Modena). The State Police avail themselves of the Higher Institute for the Police in Rome. The Penitentiary Police Force are trained at the Higher Institute for Penitentiary Studies (Rome), the state Foresters' Corps take advantage of the School for non-commissioned cadet officers and foresters. Admission is always by school leaving qualification and public competition.

Regional postsecondary professional education and training (Formazione Professionale Regionale)

Non-university higher education offers other training opportunities that are devised for the new professional profiles required by the production system and for the further specialisation of those

already existing. Such postsecondary opportunities build up the channel known as "regional professional education and training" (FPR), since it falls under the responsibility of the Regions. FPR programmes may be jointly financed by national and EU resources; in fact, they may be established with the support of the European Social Fund, of the Italian Ministry of Labour and of the Regions themselves.