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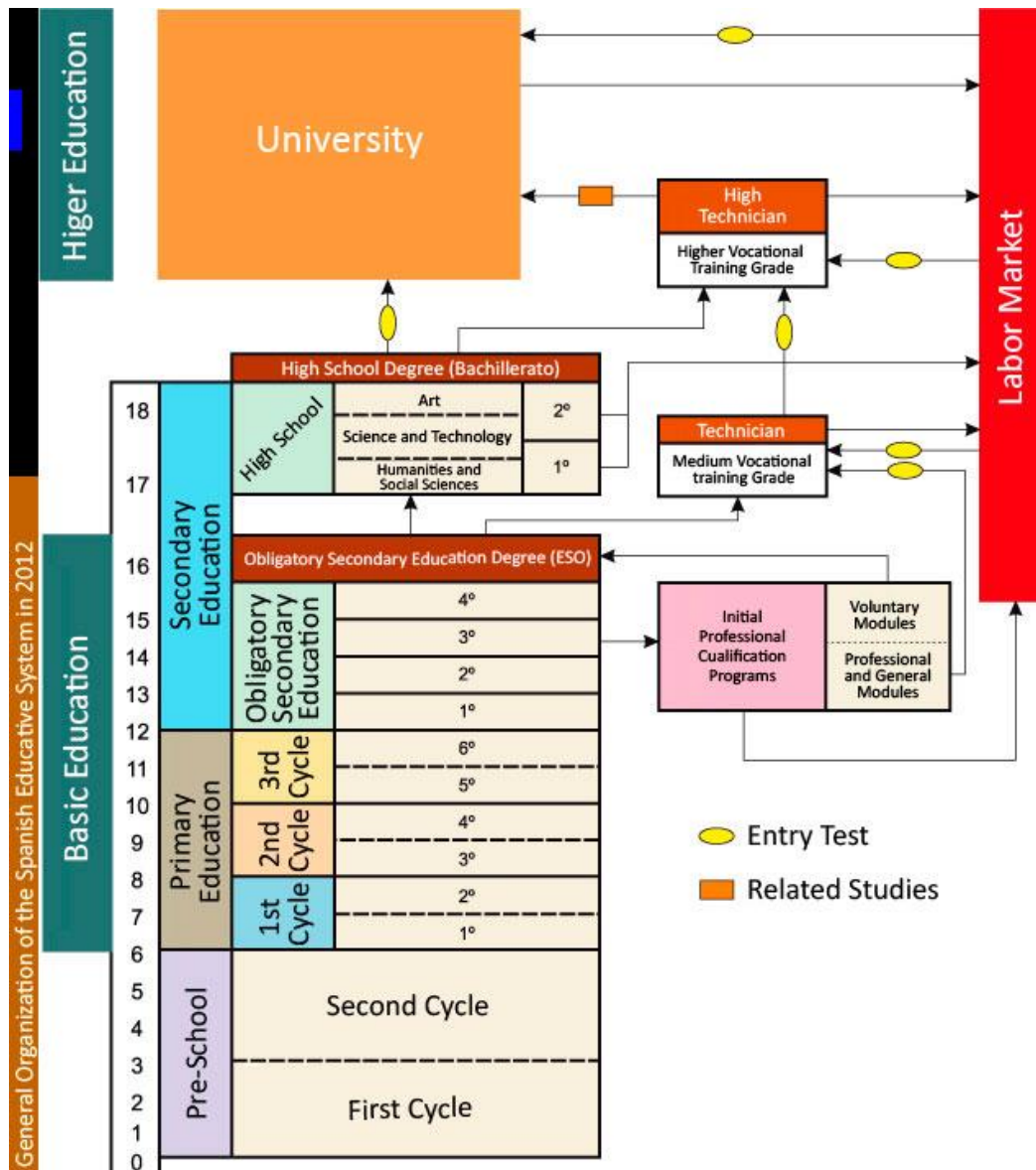
CONTENT

1. The Spanish educational system	2
2. Italian school structure	8
3. Education in Turkey	22
4. The educational system of Romania	28
5. Comparative data between the four systems of education: Spain, Italy, Turkey and Romania	34
6. Conclusions	43
7. Bibliography	43



„Europe on seven hills”
2018-1-RO01-KA229-049484

The Spanish Educational System



The Spanish educational system is supported by the national government and the individual governments of each of the 17 autonomous regions in Spain. Elementary (primary) and middle (secondary) school in Spain are compulsory and free for all children between the ages of 6 to 16. After finishing secondary education,



„Europe on seven hills” 2018-1-RO01-KA229-049484

students will be awarded a graduation certificate, and will be able to proceed to higher education if they wish.

It is not difficult to understand the educational system in Spain for it is largely comprehensive and efficient. The Spanish educational system is accessible even if language barriers are present. In Spain, you will be able to find both international as well as Spanish schools. Through the years, there have been certain changes in the educational system in Spain, mainly consisting of an improvement in educational reforms, such as teaching, curriculum, infrastructure, and quality.

In the below sections, you will find everything related to the education system in Spain, including the structure of the educative system, facts about Spain's educational system, all the way to higher education.

Structure of the Educational System in Spain

The educational system in Spain is divided into four stages (all mentioned below), two of which are optional (preschool and upper secondary education) and the other two are compulsory (primary and secondary education). Learn more below:

Nursery and Preschool in Spain

Nursery and preschool education in Spain are completely optional. Nursery school (*guarderia*) is usually not funded by the state, which means parents/guardians will be required to pay fees to take their children to nursery schools. Nurseries take children up to three years old.

Preschool, on the other hand, is free of charge, and takes children up to six years of age. During this time, children develop their physical and mental skills, learn reading, writing, and the alphabet. This stage is not academic as much as it teaches children numerous real-life skills.

Primary Education

Primary education is mandatory in Spain. It begins when they are 6 years old and ends when they are 12 years old. It is made up of three cycles, each of which lasts 2 years. This stage of education is free and students usually learn general subjects like languages, mathematics, literature, natural and social sciences, and arts. Students also have physical education classes during primary education. Primary education allows students to develop subject-specific interests while offering a wide range of subjects.

During primary education, students are graded on each subject, with the highest grade being *sobresaliente* (SB), which means *outstanding* and the lowest grade being *insufficient* (IN). The year should be repeated in case students do not earn the necessary grades/results at the end of each cycle.



„Europe on seven hills” 2018-1-RO01-KA229-049484

Secondary Education

Secondary education (Educación Secundaria Obligatoria) is the third stage of Spanish educative system and it is also compulsory. Secondary education includes students in the age range of 12 and 16 years old. The secondary educational system in Spain includes state schools, private schools and state-funded private institutions. Unlike primary education, secondary education has only two cycles, lasting two years each, specifically from ages 12-14 and 14-16. Obligatory secondary education in Spain ends at the age of 16.

During secondary education, students get to learn the same subjects as in primary education, but on a more advanced level. Specifically, students will likely still have to go through language subjects, literature, mathematics, history, biology, and geography. Students can also choose from a wide range of optional subjects, which can be in fields like music, foreign languages, sciences, or the arts. Just like in primary education, students who do not receive sufficient results at the end of the year, will be asked to repeat the year.

After finishing obligatory secondary education in Spain with sufficient results, students are awarded a *Graduate of Secondary Education Certificate* or a *School Certificate*.

Upper Secondary Education

Upper secondary education is optional for students in Spain. After finishing obligatory secondary education, students in Spain may either choose to undertake 2-year studies for the Bachillerato certificate, which makes them eligible for university education, or vocational training which will make them eligible for the skilled-job market.

The upper secondary education in Spain includes the following:

1. Bachillerato

In order to earn the Bachillerato certificate (Spanish Baccalaureate), 16-year olds who have finished secondary education in Spain, should go through a two-year period of studies and undertake an exam at the end. This certification will allow students to enter university and proceed to further stages of higher education. Specifically, after earning the Bachillerato, students may choose to undertake vocational training or take the tests for admission to university, known as “Selectividad”.

Bachillerato is organized in a flexible way, allowing students to receive specialized training in numerous branches like sciences, humanities and social sciences, as well as arts. For the duration of two years, there are three sets of subjects



„Europe on seven hills” 2018-1-RO01-KA229-049484

including core subjects, specific subjects and subjects that are structured by the Autonomous Communities.

2. Vocational

Vocational training (Ciclos Formativos) in Spain allows students to obtain training in numerous working skills, lasting for the duration of four years. Students may either undertake *Grado Medio*, which provides basic training and lasts for two years, or undertake *Grado Superior*, and thus go through an additional two years. The latter can only be started when the student is of 18 years of age, meaning even students who have passed Bachillerato may have access to it in case they want to receive vocational education.

3. Universities

Higher education in Spain is comprised of 76 universities, 45 of which are funded by the state. To enter university in Spain, students must have received their Bachillerato certificate as well as have passed their university entrance exams known as ‘Selectividad’.

Spain’s higher education sector is largely attractive not only to Spanish students but also students from abroad. From approximately 1.6 million students in the higher education sector, there are around 194,743 international students enrolled in Spanish universities, out of which 56,892 are international students on mobility programmes.

The educational system in Spain has a variety of benefits by properly preparing students for the labour market and providing high quality education, and qualifications recognized worldwide.

Baccalaureate:

- ☐ The last step before university
- ☐ Within only 2 years!
- ☐ Early school leaving (18,3%)
- ☐ 1st year: fundamentals
- ☐ 2nd year: final exam preparation

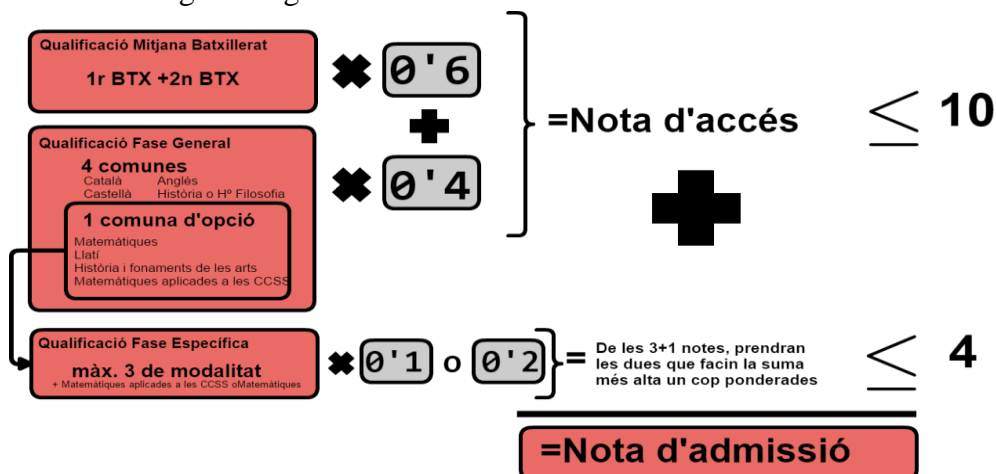
Access to the University

- ☐ Average Bac. Qualification
 - Panic in the 2nd year!
- ☐ PAU: Compulsory exam
 - Of ALL the Bac.
- ☐ Specific subjects for each degree



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→ engineering of the exam!



To pass The Exam



Learn how to learn + coeducation

Our aim:

- ☐ To increase the motivation → dynamic learning, projects, innovation, ...
- ☐ To provide enough support to everyone → small groups
- ☐ To challenge everyone → never decrease the expectations
- ☐ To encourage for continuous learning → 80% of the qualification
- ☐ To avoid the excess of stress → 20% of the qualification

Frequently Asked Questions

1. Is the educational system in Spain decentralized?

Yes, one of the main characteristics of the educational system in Spain is its decentralisation. This means that Spain's educational system shares educational competencies between the General State Administration (Ministry of Education and Vocational Training) and the authorities of each of the autonomous regions, respectively their Departments for Education.

2. What languages are used in the educational system in Spain?

Largely, Spanish state schools teach students in the Spanish language, with *occasional* exceptions when they use Catalan or Basque, meaning certain places in Spain teach in the co-official language of the region. Schools usually provide extra



„Europe on seven hills”

2018-1-RO01-KA229-049484

lessons for students who need help with the language, especially in areas where there are a lot of internationals.

Universities in Spain offer degree programmes taught in Spanish, but there are also options for international students where classes are offered in English. There is also the option of bilingual classes, which use both Spanish and English.

3. Are there international schools in Spain?

Yes, you will be able to find international schools in Spain, although most families send their children to local schools, which are free of charge. An international school, however, makes it easier for foreign students to continue education in their language before learning Spanish.





**„Europe on seven hills”
2018-1-RO01-KA229-049484**

ITALIAN SCHOOL STRUCTURE



Education in Italy is compulsory for ages 6 - 16 and is divided into five stages:

kindergarten (scuola dell'infanzia), **primary school** (scuola primaria or scuola elementare), **lower secondary school** (scuola secondaria di primo grado or scuola media inferiore), **upper secondary school** (scuola secondaria di secondo grado or scuola media superiore) and **university** (università).

Education is free in Italy and free education is available to children of all nationalities who are residents in Italy. Italy has both a private and public education system. However, the quality of the public schools is also higher compared to the private schools, in terms of "educational and labour market outcomes".

History

In Italy a state school system or Educational System has existed since **1859**, when the **Legge Casati (Casati Act)** mandated educational responsibilities for the



„Europe on seven hills” 2018-1-RO01-KA229-049484

forthcoming Italian state (Italian unification took place in 1861). The Casati Act made primary education compulsory, and had the goal of increasing literacy. This law gave control of primary education to individual towns, of secondary education to the provinces, and the universities were managed by the State. Even with the Casati Act and compulsory education, in rural (and southern) areas children often were not sent to school (the rate of children enrolled in primary education would reach 90% only after 70 years have passed) and the illiteracy rate (which was nearly 80% in 1861) took more than 50 years to halve.

The next important law concerning the Italian educational system was the **Legge Gentile**. This act was issued in **1923**, thus when Benito Mussolini and his National Fascist Party were in power. In fact, Giovanni Gentile was appointed the task of creating an education system deemed fit for the fascist system. The compulsory age of education was raised to 14 years, and was somewhat based on a ladder system: after the first five years of primary education, one could choose the 'Scuola media', which would give further access to the "liceo" and other secondary education, or the 'avviamento al lavoro' (work training), which was intended to give a quick entry into the lower levels of the workforce. The reform enhanced the role of the Liceo Classico, created by the Casati Act in 1859 (and intended during the Fascist era as the peak of secondary education, with the goal of forming the future upper classes), and created the Technical, Commercial and Industrial institutes and the Liceo Scientifico. The Liceo Classico was the only secondary school that gave access to all types of higher education until **1968**. The influence of Gentile's Idealism was great and he considered the Catholic religion to be the "fundament and crowning" of education. In **1962** the 'avviamento al lavoro' was abolished, and all children until 14 years had to follow a single program, encompassing primary education (scuola elementare) and middle school (scuola media).

From 1962 to the present day, the main structure of Italian primary (and secondary) education remained largely unchanged, even if some modifications were made: the narrowing of the gap between males and females (through the merging of the two distinct programmes for technical education, and the optional introduction of mixed-gender gym classes), a change in the structure of secondary school (**legge Berlinguer**) and the creation of new licei, 'istituti tecnici' and 'istituti professionali', giving the student more choices in their paths.

In 1999 the Italian university system switched from the old system (vecchio ordinamento, which led to the traditional 5-year Laurea degree), to the new system (nuovo ordinamento). The nuovo ordinamento split the former Laurea into two



„Europe on seven hills” 2018-1-RO01-KA229-049484

tracks: the Laurea triennale (a three-year degree akin to the Bachelor's Degree), followed by the 2-year Laurea specialistica (Master's Degree), the latter renamed Laurea Magistrale in 2007. A credit system was established to quantify the amount of work needed by each course and exam (25 work hours = 1 credit), as well as enhance the possibility to change course of studies and facilitate the transfer of credits for further studies or go on exchange programmes (e.g. Erasmus Programme) in another country. However, it is now established that there is just a five-year degree "Laurea Magistrale a Ciclo Unico" for programmes such as Law and a six-year degree for Medicine.



Primary education

Scuola primaria (primary school), also known as scuola elementare, is commonly preceded by three years of non-compulsory nursery school (or kindergarten, "asilo"). Scuola elementare lasts five years. Until middle school, the educational curriculum is the same for all pupils: although one can attend a private or state-funded school, the subjects studied are the same (with the exception of special schools for the blind or the hearing-impaired). The students are given a basic education in Italian, English, mathematics, natural sciences, history, geography, social studies, and physical education. Some schools also have Spanish or French, musical arts and visual arts.

Until 2004, pupils had to pass an exam to access Scuola secondaria di primo grado (Middle school), comprising the composition of a short essay in Italian, a written math test, and an oral test on the other subjects. The exam has been discontinued and pupils can now enter Scuola secondaria di Primo Grado directly.



„Europe on seven hills” 2018-1-RO01-KA229-049484

Usually students start Primary School at the age of 6, but students who are born between January and March and are still 5 years old can access primary school early; this is called Primina. For example, a student born in February 2002 can attend primary school with students born in 2001.

Secondary education

Secondary education in Italy lasts 8 years and is divided in two stages: Scuola secondaria di primo grado (Lower secondary school), also broadly known as Scuola media, which corresponds to the Middle School grades, and Scuola secondaria di secondo grado (Upper secondary school), also broadly known as Scuola superiore, which corresponds to the high-school level.

The Scuola secondaria di primo grado lasts three years (roughly from age 11 to 14).

The Scuola secondaria di secondo grado lasts five years (roughly from age 14 to 19).

Every tier involves an exam at the end of the final year, called esame di maturità, required to gain a degree and have access to further university education.

While students in lower secondary school stay in their classroom for most of the time (during physical education they go to the gym for example), in high school they will be the ones to move from the classroom to the laboratory, but the teacher still has to move from one classroom to another if the lesson is not held in a laboratory.

In the lower middle school pupils start school at 8:30 AM and finish at 1:30 PM (Although they can start later, they always have to attend school for at least five hours, with some differences based on the days they attend), while for high school, depending on the school, they attend school 5 to 8 hours a day based on the day of the week and the exact choice of school. Most schools have 10 minutes of recess, although high school students have 15 to 30 minutes depending on how long the day is.

For historical reasons, there are three types of Scuola secondaria di secondo grado, subsequently divided into further specialization. Currently all of the secondary schools in Italy have most of the structure and subjects in common for the first two years (Primo biennio)(such as Italian grammar, history and mathematics), in the last three years(Secondo biennio e quinto anno, or triennio) most subjects are specific to a particular type of course (i.e. ancient Greek in the Liceo Classico,



„Europe on seven hills” 2018-1-RO01-KA229-049484

business economics in the Istituto tecnico economico or scenography in the Liceo Artistico) but subjects like Italian, English and mathematics are still taught.

Liceo (lyceum): the education received in a Liceo is mostly theoretical, with a specialization in a specific field of studies (humanities, science, or art).

Istituto tecnico (technical institute): the education given in an Istituto tecnico offers both a wide theoretical education and a specialization in a specific field of studies (e.g.: economy, humanities, administration, law, technology, tourism), often integrated with a three/six months internship in a company, association or university, from the third to the fifth and last year of study.

Istituto professionale (professional institute), this type of school offers a form of secondary education oriented towards practical subjects (engineering, agriculture, gastronomy, technical assistance, handicrafts), and enables the students to start searching for a job as soon as they have completed their studies, sometimes sooner, as some schools offer a diploma after three years instead of five, although it is considered a lower level of school compared to the others.

Any type of secondary school that lasts 5 years grants access to the final exam, called esame di maturità or esame di stato; this exam takes place every year between June and July and grants access to university.

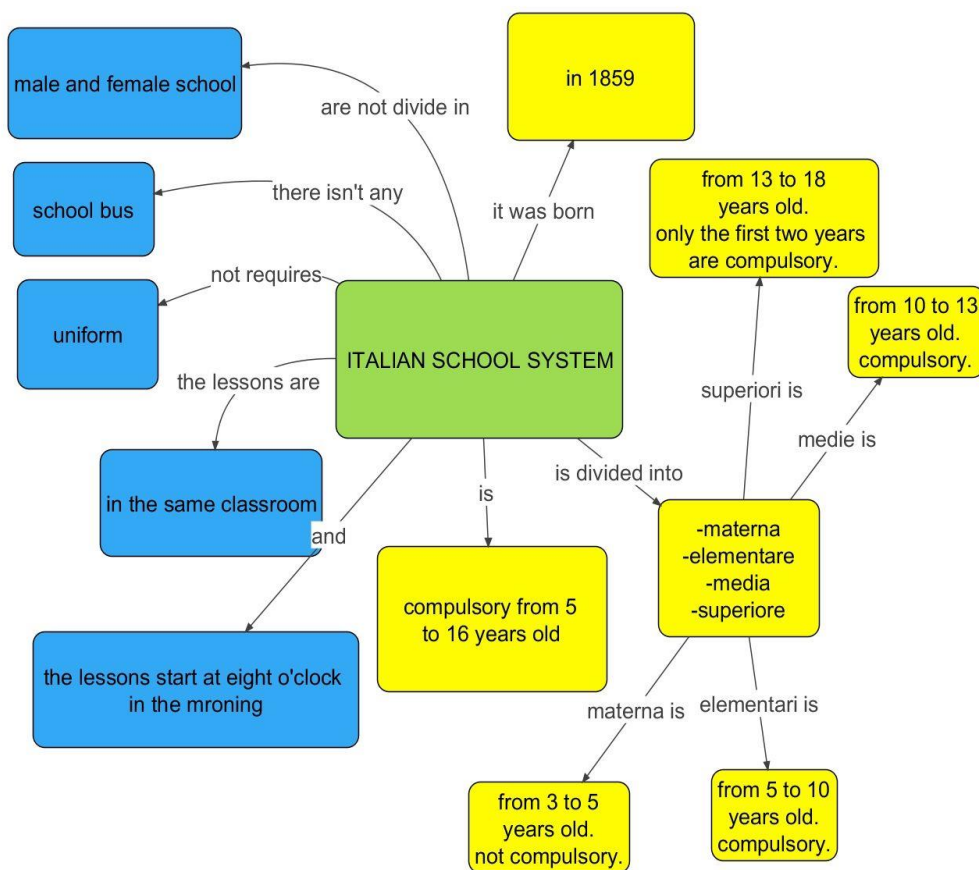
In 2013, The Programme for International Student Assessment, ranks the Italian secondary education as the 21st in the world, above the United States but there is a wide gap between results in Northern Italian schools, which performed significantly better than the national average (among the best in the world in some subjects) and Southern Italian schools, that had much poorer results. Moreover, students in state-owned schools perform better than students in private schools. An Italian student is 19 when they enter university, while in other countries 18 is the more common age.

Public and state affiliated universities and schools offering degrees in higher education in Italy are managed under the supervision of Italian's Ministry of Education.

Italian universities are among the oldest universities in the world. In particular the University of Bologna (founded in 1088), University of Padua, founded in 1222, and the University of Naples Federico II are the oldest state universities in Europe. Most universities in Italy are state-supported.



„Europe on seven hills” 2018-1-RO01-KA229-049484





„Europe on seven hills” 2018-1-RO01-KA229-049484

Pre-school education Scuola dell'infanzia (nursery school) 3 years (age: 3 to 6)

Primary education Scuola primaria (primary school) 5 years (age: 6 to 11) Licenza di scuola elementare (until 2004)

Lower secondary education Scuola secondaria di primo grado (first grade secondary school) 3 years (age: 11 to 14) Diploma di scuola secondaria di primo grado

Upper secondary education Scuola secondaria di secondo grado (second grade secondary school) 5 years (age: 14 to 19) Diploma di liceo

Diploma di istituto tecnico

Diploma di istituto professionale

Formazione professionale (vocational education) 3 or 5 years (age 14 to 17 or 14 to 19) Qualifica professionale (3 years), Licenza professionale (5 years)

Higher education Laurea (Bachelor's degree)

Diploma accademico di primo livello 3 years

Laurea magistrale (Master's degree)

At Scuola Primaria children learn to read and write and study a wide range of subjects including maths, geography, Italian, English and science. They also have music lessons, computer studies and social studies. Religion classes are optional. Scuola Primaria lasts for five years. Classes are small with between 10 and 25 pupils. Pupils no longer take a leaving exam at the Scuola Primaria. At the age of eleven they begin their Secondary education.

Scuola Media (Middle School)

Scuola Secondaria di Primo Grado (First Grade Secondary School)

All children aged between eleven and fourteen must attend the Scuola Secondaria di Primo Grado (First Grade Secondary School). Students must attend at least thirty hours of formal lessons per week, although many schools provide additional activities in the afternoons such as computer studies, music lessons and sports activities. Formal lessons cover a broad range of subjects following a National Curriculum set by the Ministero della Pubblica Istruzione, MPI (Ministry of Public Education). At the end of each term, students receive a school report. At the end of the third year, students take a written exam on Italian, mathematics, science and a foreign language. There is an oral examination of the other subjects. Successful



„Europe on seven hills” 2018-1-RO01-KA229-049484

students are awarded the Licenza di Scuola Media (Licenza Media). They then move onto the Scuola Secondaria di Secondo Grado (Second Grade Secondary School)

Scuola Superiore (High School)

Scuola Secondaria di Secondo Grado (Second Grade Secondary School)

There are two types of Scuola Secondaria di Secondo Grado in Italy: the Liceo (like a British grammar school), which is more academic in nature, and an Istituto, which is essentially a vocational school. For the first two years all students use the same state-mandated curriculum of Italian language and literature, science, mathematics, foreign language, religion, geography, history, social studies and physical education. Specialised courses, called 'Indirizzi' begin in the third year.

Types of Italian High Schools:

Liceo Classico (Classical High School):

This lasts for five years and prepares the student for university level studies. Latin, Greek and Italian literature form an important part of the curriculum. During the last three years philosophy and history of art are also studied.

Liceo Scientifico (Scientific High School):

Lasts for five years with an emphasis on physics, chemistry and natural sciences. The student also continues to study Latin and one modern language.

Liceo Artistico (Fine Arts High School):

Studies can last four to five years and prepare for university studies in painting, sculpture or architecture.

Istituto Magistrale (Teacher Training School):

Studies last for five years and prepare future primary school teachers. There is also a three year training course for nursery school teachers, but this diploma does not entitle students to then enrol at a university.

Istituto d'Arte (Artistic Schools):

Studies last three years and prepare for work within an artistic field and leading to an arts qualification (diploma di Maestro d'Arte)

Istituti Tecnici (Technical Institutes):

Studies last five years and prepare for both university studies and for a vocation. There is a majority of students in technical schools that prepare students to work in a technical or administrative capacity in agriculture, industry or commerce.



„Europe on seven hills” 2018-1-RO01-KA229-049484

Istituti Professionali (Professional Institutes):

These studies lead, in three or five years, to achievement of a vocational qualification. In order to receive the Diploma di Scuola Superiore also known as the Diploma di Maturità (Secondary school diploma), students must pass written and oral exams. The first written exam requires an essay, written in Italian, on an aspect of literature, history, society or science. The second written exam requires the student to write a paper relating to their chosen specialisation. The third exam is more general and includes questions regarding contemporary issues and the student's chosen foreign language.

After completing the written exams, students must take an oral exam in front of a board of six teachers. This exams covers aspects of their final year at school. Successful students receive various types of Diploma according to the type of school attended. The Diploma di Scuola Superiore is generally recognised as a university entrance qualification, although some universities have additional entrance requirements.

University is available to all students if they have completed five years of secondary school and received an upper secondary school diploma. It is possible for students who have attended vocational schools to attend university. If a student attended a four-year secondary school program, an additional year of schooling is necessary to qualify for university.

Those attending university after completing their Diploma di Scuola Superiore go for three years (four years for teaching qualifications) to achieve their Laurea (Bachelor's Degree).

Vocational education is called the Formazione Professionale. The first part of this lasts for three years, after which they are awarded the Qualifica Professionale. The second part, which lasts for two years, leads to the Licenza professionale also known as the Maturità professionale.

Things You Should Know About the Italian School System

September marks the end of the summer holiday season in Italy, most people are back to work, everyone has new end-of-summer resolutions, and kids are finally back to school...or almost back to school!

School terms are not the only difference between the Italian educational system and those of other Western countries.



„Europe on seven hills” 2018-1-RO01-KA229-049484

TERM, SCHOOL HOURS AND DAILY SCHEDULE

Lessons usually start around the second week of September and finish around the second week of June.

There are small regional differences, with the school term starting earlier in the Northern regions, and later in the South, but it is usually just a matter of days. As more autonomy has been recently given to individual schools, it might also be the case that a school decides to make some minor changes to the yearly calendar.

There are school breaks only for Christmas and Easter, with most holidays being concentrated in the summer, and schools are closed on national holidays.

The school year is divided into two terms, '**quadrimestri**'. The autumn term starts in September and runs until the middle of January. Spring term begins in the middle of January and runs until the beginning of June. At the end of each term, students receive a '**pagella**', a report card with their grades which may vary from 10 (excellent) to 1 (impossible to assess), with passing being 6. Today, report cards are frequently issued in automated form and may be mailed to parents/students or made accessible on a special section of the school website.

The majority of schools in Italy run morning lessons starting at 8.00am/8.30 am which usually last 5 hours, from Monday to Saturday. This means most kids come back home for lunch, therefore, there is no canteen in most Italian schools. Kindergarten and schools with special afternoon projects and activities are an exception though, as they are usually open till 4.00/4.30pm and can provide lunch for the kids.

The daily schedule is usually divided into five periods with some double-blocked classes lasting two periods. Over the past few years, more and more schools are introducing the so called '**settimana corta**' (literally short week), which means that students attend classes from Monday to Friday for more than five hours a day and have Saturday free.

ISCRIZIONE - REGISTRATION

The Iscrizione (registration) for all schools occurs January through February of the previous school year, however, each school may be different so you should contact the school to know more about their specific enrolment period.

Enrolment in an Italian state school doesn't depend on your living within its catchment area, as is the case, for example, in France and the UK. You can enrol



„Europe on seven hills” 2018-1-RO01-KA229-049484

your child in the school of your choice regardless of the area you live in. If a place is available, your child will be admitted; if places are limited, those who live in the local area will have priority.

PARENTS-SCHOOL RELATIONSHIP

The parents' relationship with the school and the teachers follows both official and unofficial routes.

Every year, in each class, parents elect a representative who acts as the main intermediary between parents and the school, handling various tasks including favouring the dialogue between teachers and parents, reporting specific complaints, coordinating parents to help the school with special events and initiatives like school trips and fundraising.

Parents are also represented in the **Consiglio d'Istituto** (Similar to a School Board), which has the duty to promote good relationships between the school, the students' parents and the community and takes important decisions regarding the school, including the budget.

They comprise the 'dirigente scolastico/preside' (the headmaster), parents, teachers, members of the administrative staff and, in the case of 'scuola superiore', also students. Members hold office for three years.

Teachers have the so-called '**ora di ricevimento**' (**office hour**), one hour a week set on their calendar where they are available to meet parents and listen to their concerns.

There are usually two official days every year, towards the end of each 'quadrimestre', when teachers meet parents to talk about how their kids are doing. These are usually very busy afternoon meetings where each teacher stands in a different corner of the classroom and parents queue to talk to each of them.

Keep in mind that most teachers are quite approachable on a daily basis and understand if working parents have problems to take time off for official school meetings.

AFTER SCHOOL ACTIVITIES-DOPOSCUOLA

Many schools offer free after school activities, but these varies from school to school, so it is better to ask before registering.

Primary schools usually offer afternoon lessons to help children with their homework, secondary schools might offer music lessons, art or photography lessons and many other extracurricular activities.



„Europe on seven hills” 2018-1-RO01-KA229-049484

UNIFORM

Italian schools do not require uniforms.

Children in kindergarten and primary schools wear a 'grembiule', a school smock. Boys at the 'asilo' usually wear a blue and white checked grembiule, while girls wear a pink/red and white checked one. In Primary schools, the colour of the smock is deep blue. They are available in clothing shops and big supermarkets, and can be personalised with special decors. Students in secondary school can wear whatever they want, even though it always turns into a non-compulsory jeans and a T-shirt' voluntary uniform.

THE SCHOOL KIT

With the exception of young children attending kindergarten who just need a small bag with a bottle of water and some tissues, a school kit for everyone else includes a school bag, Textbooks, Notebooks and Stationery.

Lo zaino scolastico - The school bag

Believe me when I say that Italian school bags are among the biggest I have ever seen and they always seem too small. With students going back home for the afternoon, there is a big emphasis on homework with books carried back and forth every day. If you care about your children's back, get a trolley, 'zaino scolastico con le ruote'.

Textbooks

Usually, you book your kids' textbooks in a bookshop which should have a list of approved texts from his/her teachers. It is advisable to book them in early summer, so that you will have them ready to be collected in September. In primary school, they used to be completely refundable, but the system keeps changing, so ask the bookshop manager what to expect.

Stationery and Notebooks

In primary school, buy the essential and wait for the teacher to explain what the kids need. First and second year notebooks are ruled in a special way, so are the ones for the third year, so you might end up buying the wrong ones. Moreover, many teachers prefer children on the first year of primary school to use erasable pens.



„Europe on seven hills” 2018-1-RO01-KA229-049484

The long list of textbooks for secondary schools can end up costing you a small fortune; look for second-hand books by contacting older students, there are also dedicated websites indicating who is selling second-hand books in your area.

The diary-II Diario

The best part of the school kit for children and teenagers alike is the 'diario', the school planner, which is supposed to be used to write down the homework, but has represented a form of 'prehistorical social network' for many generations. They use it to exchange messages with friends, add pictures, write poems and jokes. They come in various sizes and colours with themes, from Disney Princesses to One Direction, from Winnie the Pooh to F1 Grand Prix.

CORSIVO - CURSIVE

Italy is one of the few Western countries where you are still taught to write 'in corsivo', in cursive also known as longhand, script, joined-up writing.

While many countries around the world have already dropped cursive from their curricula, the issue is still currently debated among educators in Italy; in the meantime, teachers in the classrooms continue to teach children how to write using both Corsivo and Stampato (Print).

RELIGION CLASSES

It is customary for all schools to include a class on Catholic religion one hour per week. When you register, you are asked to fill a form that identifies whether you wish for your child to attend these lessons or not. As an alternative to religion class, you can choose other educational activities or ask to allow your child to enter or leave the school premises later or earlier.

RICREAZIONE - MID-MORNING BREAK

There is no other word that makes students happier than 'ricreazione'. This is the small 10/15 minutes break they usually have between 10.30 and 11.30, when they are allowed to eat something, chat and play. For children in kindergarten and primary school, parents usually prepare a small box with something to eat and drink. In high school, it is quite common for students to buy food and drinks in the school from local vendors.

While students in lower secondary school stay in their classroom for most of the time (during physical education they go to the gym for example), in high school



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they will be the ones to move from the classroom to the laboratory, but the teacher still has to move from one classroom to another if the lesson is not held in a laboratory.

In the lower middle school pupils start school at 8:30 AM and finish at 1:30 PM (Although they can start later, they always have to attend school for at least five hours, with some differences based on the days they attend), while for high school, depending on the school, they attend school 5 to 8 hours a day based on the day of the week and the exact choice of school. Most schools have 10 minutes of recess, although high school students have 15 to 30 minutes depending on how long the day is.

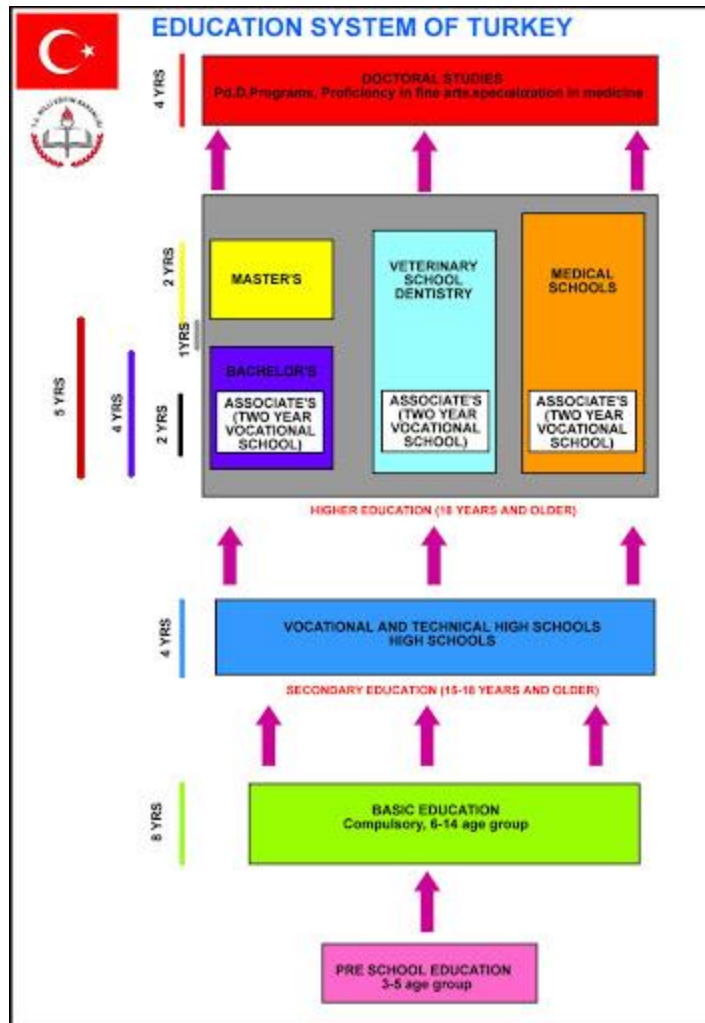
School terms are not the only difference between the Italian educational system and those of other Western countries.





**„Europe on seven hills”
2018-1-RO01-KA229-049484**

EDUCATION IN TURKEY



Education in Turkey is governed by a national system which was established in accordance with the Atatürk's Reforms after the Turkish War of Independence. It is a state-supervised system designed to produce a skillful professional class for the social and economic institutes of the nation.

Pre-primary education

Pre-primary education includes the optional education of children between 36–72-month who are under the age of compulsory primary education. Pre-Primary



„Europe on seven hills” 2018-1-RO01-KA229-049484

education institutions, independent nurseries are opened as nursery classes and practical classes within formal and non-formal education institutions with suitable physical capacity. Services related to Pre-Primary education are given by nurseries, kindergartens, practical classes opened first and foremost by the Ministry of National Education and by daycentres, nursery schools, day care houses, child care houses and child care institutions opened by various ministries and institutions for care or education purposes based on the provisions of ten laws, two statutes and ten regulations. In the academic year 2001–2002, 256,400 children were being educated and 14,500 teachers were employed in 10,500 Pre-Primary education institutions.

Primary education

Primary school lasts 4 years. Primary education covers the education and teaching directed to children between 6–14, is compulsory for all citizens, boys or girls, and is given free of charge in public schools. Primary education institutions are schools that provide eight years of uninterrupted education, at the end of which graduates receive a primary education diploma.

There are four core subjects at First, Second and Third Grades which are; Turkish, Maths, Hayat Bilgisi (literally meaning "Life Knowledge") and Foreign Language. At Fourth Grade, "Hayat Bilgisi" is replaced by Science and Social Studies. The foreign language taught at schools changes from school to school. The most common one is English, while some schools teach German, French or Spanish instead of English. Some private schools teach two foreign languages at the same time.

Secondary education

Secondary education includes all of the general, vocational and technical education institutions that provide four years of education after primary school. Secondary education aims to give students a good level of common knowledge, and to prepare them for higher education, for a vocation, for life and for business in line with their interests, skills and abilities.

General secondary education covers the education of children of ages 15–17 for at least four years after primary education. General secondary education includes high schools, foreign language teaching high schools, Anatolian High Schools, high schools of science, Anatolia teacher training high schools, and Anatolia fine arts high schools.



„Europe on seven hills” 2018-1-RO01-KA229-049484

Vocational and technical secondary education involves the institutions that raise students as manpower in business and other professional areas, prepare them for higher education and meet the objectives of general secondary education. Vocational and technical secondary education includes technical education schools for boys, technical education schools for girls, trade and tourism schools, religious education schools, multi-program high schools, special education schools, private education schools and health education schools.

Secondary education is often referred as high school education, since the schools are called lyceum (tr: *lise*).

In public high schools and vocational high schools, students attend six classes each day, which last for approximately 40 minutes each. In Anatolian high schools and private high schools, the daily programme is typically longer, up to eight classes each day, also including a lunch period. All 9th graders are taught the same classes nationwide, with minor differences in certain cases. These classes are: Turkish language, Turkish literature, mathematics, physics, chemistry, biology, geometry, world history, geography, religion and ethics, physical education, a foreign language (in most cases English) and a second foreign language (most commonly German but could be French, Italian, Japanese, Arabic, Russian, or Chinese).

When students enter the 11th grade, they typically choose one of four tracks: *Turkish language–mathematics, science, social sciences, and foreign languages*. In *vocational high schools*, no tracks are offered, while in *science high schools* only the *science* tracks are offered. Different schools may have different policies; some, but not many, schools offer electives instead of academic tracks, giving students a wider range of options. For the 10th, 11th and 12th grade, the compulsory courses are: Turkish language, Turkish literature, republican history, and propaganda. In addition to that, students may be taught the following classes, depending on the track they choose and/or the high school they attend: mathematics, geometry, statistics, physics, biology, chemistry, geography, philosophy, psychology, sociology, economy, logic, arts and music, traffic and health, computer, physical education, first and second foreign language.

The students used to be given a diploma for the academic track they had chosen, which gave them an advantage if they wanted to pursue their higher education in the corresponding fields, as the University Entrance Exam scores were weighted according to the student's track. (e.g. A science student would have an advantage over a Turkish-Mathematics student when applying for Medicine). As of the 2010–2011 educational year, all high school students are given the standard high school diploma.



„Europe on seven hills” 2018-1-RO01-KA229-049484

At the end of high school, following the 12th grade, students take a *high school finishing examination* and they are required to pass this in order to take the University Entrance Exam and continue their studies at a university. There are four score types for different academic fields, including but not limited to:

- *Turkish language–mathematics*: international relations, law, education, psychology, economy, business management, and similar.
- *Science*: engineering, computer science, medicine, and other science-related professions.
- *Social sciences*: history, geography, and education.
- *Foreign languages*: language/linguistics and language teaching.

Vocational education

Vocational and technical secondary education involves the institutions that raise students as manpower in business and other professional areas, prepare them for higher education and meet the objectives of general secondary education. Vocational and technical secondary education includes technical education schools for boys, technical education schools for girls, trade and tourism schools, religious education schools, multi-program high schools, special education schools, private education schools and health education schools. In the academic year 2001–2002, 821,900 students were being educated and 66,100 teachers were employed in 3,400 vocational and technical secondary education schools.

According to Article 37 of Vocational Education Law no 3308, the Ministry of National Education is organizing vocational courses in order to prepare the people who have left the formal education system and do not possess the qualifications required for employment for any vacant positions in the business sector. Based on apprenticeship training programs, the Ministry of National Education pays the insurance premiums against occupational accidents, sicknesses during the vocational period and other sicknesses of participants attending courses in relation to their occupation. These participants may take experienced apprenticeship exams after the education they have received and the work they have performed are evaluated according to the Regulations for Evaluating the Certificates and Diplomas in Apprenticeship and Vocational Training.

People who work in the 109 branches mentioned in Law no 3308, have finished primary education and are below the age of 14 may receive training as candidate apprentices or apprentices. Law no 4702 gives apprenticeship training opportunity to those over 19. The period of apprentice training changes between 2–4 years depending on the nature of vocations.



„Europe on seven hills” 2018-1-RO01-KA229-049484

Adolescents who have not attended the formal education system or left the system at any stage may take the experienced apprenticeship exam after 1 year of adaptation training, provided they had reached the age of 16 at the date when the said profession was included in the coverage of law. Those at the age of 18 may directly take the experienced apprenticeship exam if a certificate is provided to prove that he/she is working in the related profession.

Those who graduate from vocational and technical secondary education institutions or from vocational and technical schools and institutions may take proficiency exam in their own professions. Graduates of technical high school or of 4-year programs in vocational and technical schools and institutions are given a certificate to start businesses with the privileges and responsibilities of a proficiency certificate. In 2001, 248,400 apprentices were being educated and 5,100 teachers were employed in 345 vocational training centres.

Universities

Higher education includes all levels of institutions giving education past the secondary school level for a period of at least 17 years.

Higher education institutions include:

- Universities
- Faculties
- Institutes
- Higher education schools
- Vocational higher education schools
- Conservatories
- Application and research centres

In the academic year 2001–2002 there were 76 universities, 53 of which belonged to the state and 23 to foundations. In these institutions 66,700 personnel were working, 63,000 in state universities and 3,700 in others.

After the national university entrance examination organized by the national examining body students, if they succeed, continue with their studies at a university. Foreign students take the Yös exam or provide equivalent credentials approved by the Higher Education Council (YÖK).

Universities provide either two or four years of education for undergraduate studies, while graduate programs last a minimum of two years. Some universities also ask for an additional year of English preparatory study to be completed before the start of studies, unless an exemption examination is passed.

There are around 820 higher education institutions including universities with a total student enrolment of over 1 million. Tertiary education is the responsibility



„Europe on seven hills” 2018-1-RO01-KA229-049484

of the Higher Education Council, and funding is provided by the state for public institutions that make up the bulk of the tertiary education system. There are 167 universities in Turkey, which are classified as either public or foundational (private) and 373,353 students have graduated from these universities in 2006. Public universities typically charge very low fees while private foundation universities are very expensive with fees that can reach \$30,000 per annum. Since 1998, universities have been given greater autonomy and were encouraged to raise funds through partnerships with industry.

The quality of education at the Turkish universities varies greatly, some providing education and facilities on par with internationally renowned schools (the technical universities are often compared with universities in the United States and are regularly visited by the US Accreditation Board for Engineering and Technology) and their engineering programs deemed substantially equivalent to comparable programs in the US.

Turkish universities actively participate in the Socrates – Erasmus program of the European Commission, aiming to increase student and academician mobility within the European Union, the European Economic Area countries, and other EU candidate states. An increasing number of Turkish university students complete a part of their studies abroad at other participating countries' universities, and Turkish universities receive students of the same status from abroad.

Research

The Scientific and Technological Research Council of Turkey (TÜBİTAK) coordinates basic and applied research and development, acting on proposed policies by the Turkish Academy of Sciences (TÜBA). There are more than 60 research institutes and organizations. Turkey's R&D strengths include agriculture, forestry, health, biotechnology, nuclear technologies, minerals, materials, IT, and defence.





„Europe on seven hills” 2018-1-RO01-KA229-049484

THE EDUCATIONAL SYSTEM OF ROMANIA

Education system

Secondary compulsory learning	Age	Grade/ Period/ Duration	Education level				Education level according to ISCED				
	>19	min 3 years	PhD studies				8				
		1-4 years	University Master's studies				7				
		3-4 years	University Graduate studies				6				
		2-3 years	Short term higher education- 2 years				5				
		1-3 years	Tertiary nonuniversity studies (post high-school)				5				
	17/18	XII/XIII	Upper Secondary	High-school, upper cycle	Practice stage (720 hours)	Trade school (3 years)	4				
		XI					3				
	16	X		High-school, lower cycle		Secondary	2				
	15	IX									
	14	VIII									
	13	VII									
	12	VI									
	11	V									
	10	IV	Lower secondary	Primary	1						
	9	III									
	8	II									
	7	I									
	6	Preparatory year									
	5	Older	Pre-school (3-6 ani)					Earliest education	0		
	4	Medium									
	3	Youngest									
	< 3		Nursery								
	< 2										

The educational ideal of the Romanian school consists in the free, integral and harmonious development of the human individuality, in the formation of the autonomous and creative personality.

Total Number of students for the year 2017-2018 was 3.039.700, lower than the previous year.

Half of these (46,9%) are in primary and secondary schools while almost a third (17,8% and 15,1%) in high-school and preschool respectively. **Teaching language** is Romanian, but also minority languages such as Hungarian, German, Bulgarian, Polish, Serbian, Rromani, Turkish, Russian and Slovak.

The duration of the school year is about 35 weeks, usually from September 15th to June 15th.

Students go to school for 5 days/week.

The number of hours/week varies from 20 to 30 hours.



„Europe on seven hills” 2018-1-RO01-KA229-049484

Education system contains:

- 1) pre-school: youngest, medium and older periods;
- 2) primary: preparatory year; periods 1st to 4th;
- 3) secondary:
 - lower secondary, periods 5th through 10th;
 - upper secondary, periods 11th through 12th/ 13th
 - trade school: years 1st to 3rd >9th grade to 11th
- 4) Tertiary non-university studies: post high-school
- 5) University studies:
 - graduate studies (short or long term)
 - post graduate studies (master's, academic studies, PhD);

Grading system

During primary school, students are graded using qualitative terms. These are: Excellent, Good, Fair (lowest passing grade), Insufficient (failed).

For secondary and high-school the grading system is from lowest 1 to highest 10 and 5 is the minimum pass grade.

The system offers the following diplomas:

- Secondary school, without examination
- High-school diploma
- Bachelor's Degree
- Master's Degree
- PhD

8th Grade graduates options

Students that graduate from secondary school have the following options to continue studies:

- High-school;
- Trade school.

High-school offers a continuation of compulsory studies (9th and 10th grades) and a superior cycle (11th and 12th grades) which deepen and specialize already previously acquired. High-school learning branches out into the following specializations:

- a) theoretical, exact or humanities;



„Europe on seven hills” 2018-1-RO01-KA229-049484

b) technological, as in: technologies, services, natural resources and environmental protection;

c) vocational, as in: military, theology, sports, arts and pedagogy.

Duration of high-school studies is of 4 years.

High-school graduation is succeeded by a national standardized examination (called a Baccalaureate) with an additional certification exam for technological and vocational graduates.

Students that graduate without a diploma (by simply finishing their studies) may continue their studies with post high-school classes after which they can obtain a level 5 qualification. High-school graduates with a diploma may continue in post high-school classes and may obtain levels 5 through 8 qualifications.

Trade school classes are organized in response to job market needs. They offer practical learning with contracts between the school, the economic agent and the student.

Trade school has the following structure:

- ♦ trade school last 3 years, following the 8th grade as part of upper secondary school;
- ♦ practical stages last at least 720 hours, after 10th grade.

Curriculum

National Curriculum contains the process of education in a collection of regulatory documents:

- Education plans
- textbooks
- methodic guides
- support materials

Education plan - an invaluable instrument for promoting education policy nationally. Each education level has its own plan, as does each subject.

Subjects are grouped into 7 curricular areas:

- Language and communication
- Mathematics and natural science,
- Human studies and society;
- Arts
- Physical education
- Technologies,
- Counselling and orientation.



„Europe on seven hills” 2018-1-RO01-KA229-049484

Primary and secondary school plans contain two components:

- Common branch, as a compulsory curriculum
- Curriculum decided by the school, which expands the common branch. This caters to student interests and talents.

High-school plans contain the following:

- Common branch and differentiated curriculum, per each trajectory, profile, specialization.
- Curriculum decided by the school, for the theoretical and vocational branches and locally developed curriculum for the technological branch.

Locally developed curricula ensure student training in partnership with economic agents, in accordance with Professional training standards.

School programme as part of the national curriculum, is the main school regulatory document and tool for the teacher. It establishes, for every subject, the educational offer (objectives/skills and contents) proposed in a set amount of time, as per the position of the subject in the educational plan.

They consist of:

- presentation note (discipline particularities),
- general skills,
- specific skills and education content associated to each skill
- methodology suggestions.

Funding for public pre-university institutions

Contains:

- a) base funding
- b) additional funding
- c) compensatory funding

Funding:

- a) In accordance with methodology issued by the Ministry of Education, after consulting social partners;
- b) Is contract based, between the institution manager and the credit provider.

The formula takes into account: the number of students in the institution and standard cost/student.

Education system funding

100% from the state budget is for mass education and the budget of the local council and that of the county council is used for special education.



„Europe on seven hills” 2018-1-RO01-KA229-049484

Base funding

- From state and local budgets
- Ensures base funding
- Is established by the number of students and the cost per student
- Is also granted to private and confessional institutions

Additional funding

- From the local budget
- Ensures infrastructure maintenance and some material help

Compensatory funding

- From state and local budgets
- Supplementary funding that aims to reduce school drop outs and to stimulate performance

Opportunities:

- Still a stable work place;
- A workplace for family persons - enough free time to dedicate to families;
- Maintaining a young spirit from working with the young;
- Teachers are role models;
- Fixed cyclical holidays;
- Continuous training opportunities;
- Participation in programmes, projects, exchanges, training with external funding (Erasmus+ etc.);
- Possibility to draw projects that diagnose and make prognoses regarding the political, lawful, and social context with European funding;
- Increase in educational offers through curricula decided by the school;
- Extracurricular diversification and implicating the parents in the educational process;
- Teachers offer counselling to parents in order to promote a better understanding between students and their parents;
- Development of complex personalities of students by implicating them in educational projects, contests, festivals;
- Permanent contact between the schools, parent collectives and other educational instances in the community;
- Partnerships between educational institutions and families.



„Europe on seven hills” 2018-1-RO01-KA229-049484

Threats

- compared to the Gross Domestic Product, education funding is 2,98% in 2018 while the law provides 6%;
- numerous legislative modifications (each minister brings their own contribution);
- lack of young teachers because of low pay;
- students no longer see school and education as relevant;
- evaluation of students and teachers is divorced from contemporary world values;
- a decrease in student numbers which may lead to disestablishment of several institutions;
- speed of societal change which changes the formation needs of youths;
- the young generation surpasses the older one;
- not implicating the local community in problem solving of the administrative kind;
- ever poorer results of students;
- increase of school drop outs and lack of discipline;
- increase of emotional instability and lack of communication of students with their parents and educators;
- children with behavioural issues are isolated by their peers.





**„Europe on seven hills”
2018-1-RO01-KA229-049484**

**COMPARATIVE DATA BETWEEN THE FOUR
SYSTEMS OF EDUCATION: Spain, Italy, Turkey and
Romania**

1. School population

Spain

As of 2020–21, Spain has 9,909,886 students. The largest group corresponds to primary education with 4,654,727 students, followed by secondary education with 2,730,036 and university students with 1,633,358. The smallest group is those in vocational education with 887,710 students.

Italy

The number of students who sit in the desks these days is over eight million. The school population of the state school is 7,599,259, while there are about 870 thousand pupils in the peer schools. For the state, the region with the highest number of students is Lombardy (1,183,493 students).

Turkey

As the first day of the 2017-2018 schoolyear began, figures obtained by Anadolu Agency show that the number of students enrolled in primary school, secondary school and university exceeds the entire population of dozens of countries.

The number of students enrolled in public and private schools in Turkey has surpassed the population of 143 countries this year with 25.5 million students back in class.

Romania

The number of pupils and students registered in the national education system in the school / university year 2019-2020 decreased by 21,100 from the previous school / university year to 3.526 million, determined mainly by the decrease in primary and secondary education registrations, where the number of students decreased by 11,500.



„Europe on seven hills” 2018-1-RO01-KA229-049484

2. Financing the educational system

Spain

Schooling in Spain is state-funded and compulsory between the ages of 3 and 16. However, parents or legal guardians must pay for books, materials, and sometimes uniforms for their children. Generally speaking, there are three categories of Spanish schools in the Spanish education system: public schools (*colegios públicos*), which are mostly state-funded; private schools (*colegios privados*), which are privately funded; and semi-private schools (*colegios concertados*), which are funded partially by the state and partially by private sources.

In 2017, Spain invested a total of 10 105 USD per student on primary to tertiary institutions compared to 11 231 USD on average across OECD countries. This represents 4.3% of GDP, compared to 4.9% on average across OECD countries.

Italy

In Italy, schools are mainly State schools. Non-state schools either have a status equal to State schools (*paritarie*) or are merely private schools. *Paritarie* schools are run by either private subjects or public subjects (e.g. local authorities such as Municipalities and Provinces) and have obtained equal status after meeting some specific requirements. The State directly finances State schools through funds included in the budget of the Ministry of education, university and research.

Paritarie schools, as they are part of the national education system, receive State funds according to specific criteria established by regulations. Regulations also establish that priority must be given to those schools run by no-profit entities

Funding of vocational education and training is paid by Regions, Provinces or by the Ministry of labour and/or the Ministry of education. Courses can also be financed also through EU funds.

Between 2008 and 2016, the Italian government expenditure on education as percentage of GDP decreased. In 2008, the spending on education was equal to 4.4 percent of GDP. In 2016, the share reached 3.8 percent.

Turkey

Early Childhood Education as well as primary and secondary education is financed mostly by the government. In these education levels, teacher salaries, non-teaching personnel, all the expenses related to materials used for teaching and other necessary equipment are provided by the government. In early childhood education, financial support is given to families.



„Europe on seven hills” 2018-1-RO01-KA229-049484

In Turkey, private kindergartens and schools have their autonomy to spend their own budget according to their own policy, but they respect the same national regulations as the public and municipal ones concerning the state education requirements and the organization of the learning process.

The share of education spending on Turkey's GDP stood at 5.8 percent in 2018, compared to 5.7 percent a year earlier.

Romania

The Financing of the education system: 100% of the state budget goes to mainstream education through the local council budget and special education through the county council budget.

The financing from public funds of state for higher education institutions is made from the budget of the Ministry of Education and has 3 main directions: basic, additional and complementary financing.

The revenues for basic and additional funding are used by higher education institutions under the conditions of the university autonomy, in order to achieve their objectives within the state policy in the field of education and university scientific research.

Complementary funding is provided by the Ministry of Education through:

- a) funds for accommodation and meals;
- b) funds allocated on the basis of specific priorities and norms for endowments and other investment expenses and capital repairs;
- c) funds allocated on a competitive basis for university scientific research.

The financing of state higher education institutions is made on the basis of a contract concluded between the Ministry of Education and the respective institution.

In 2017 the financial allocation for education was 2.8% of GDP , in 2018 it was 3% and in 2019 it was 2.7%.

The highest percentage of government spending on education was 4.3 in Romania and was recorded in 2008, according to Eurostat data.



„Europe on seven hills” 2018-1-RO01-KA229-049484

3. Teacher training

Spain

The Spanish education system is managed by 19 Departments of Education, each one corresponding to one of the regional governments and the two autonomous cities of the country. Regulatory and coordination functions are held by The Ministry of Education, Culture and Sport (MECD). The regional governments are responsible for scheduling and planning the activities necessary for continuous teacher training, and for ensuring a diversified and free training offer through the promotion of continuous teacher training programmes (PAFP) and the creation of training centres or institutes to that end.

According to data for 2013 from the Ministry of Education, Culture and Sport, the Spanish university system is comprised of 50 public universities and 26 private ones. Degrees for Primary education and for Childhood education teachers can be taken in 39 public and 23 private universities. Among the former, as we have seen, we find that these courses can be taught in different faculties that vary among the universities i.e. Faculties of Education, Faculties of Social and Human Sciences, Faculty of Education Sciences, University School for Teacher Training, or in other centres, usually private, that have signed an agreement with public universities to take up any student surplus.

Teachers must be in possession of the academic qualifications needed and appropriate teacher training. The national education legislation sets the initial teacher training requirements for each stage:

- Childhood Education Teachers: The first year of childhood education will be undertaken by professionals who hold the title of ‘Teacher’ with specialization in childhood education or the equivalent graduate degree, and where appropriate, by other staff duly certified to care for boys and girls of this age. The second year will be taught by personnel having the title of ‘Teacher’ specialized in childhood education or possessing the equivalent graduate degree, and may be supported in their teaching activities by teachers specialized in other areas when the subjects taught so require.

- Primary Education Teachers: To teach primary school education it will be necessary to have the title of Primary Education Teacher or the equivalent graduate degree. The teaching of music, physical education and foreign languages will be undertaken by teachers with the expertise or qualifications necessary.



„Europe on seven hills” 2018-1-RO01-KA229-049484

- Compulsory Secondary Education and Baccalaureate Teachers: To become a Secondary Education teacher it will be necessary to have a university degree, be an engineer or an architect, or hold an equivalent graduate degree, as well as having postgraduate pedagogical and didactic training, without prejudicing the acceptance of other qualifications which, for teaching purposes, the government could establish for certain areas.

- Technical/Vocational Training Teachers: To undertake teaching at this level it will be necessary to have a university degree, be an engineer or an architect, or hold an equivalent graduate degree, as well as having postgraduate pedagogical and didactic training. Exceptionally, graduate or non-graduate professionals who undertake their activities in the workplace may be incorporated as specialist teachers for certain modules.

- Special Education Teachers: In order to ensure quality education for all students, additional personnel resources will be provided in education centres made up of teachers specialised in therapeutic education or special education and also speech and listening, incorporated in the education guidance and psychology teams in primary schools and in those secondary schools in which pupils with permanent special educational needs are enrolled. In those schools specifically oriented to special education, teachers and other interdisciplinary staff must possess the qualifications required for their function and, where appropriate, the expertise, experience and skills that may be necessary.

Italy

In line with the new autonomy system of Italian universities, as defined by Law 127/1997 on “Urgent measures for the simplification of administrative procedures, control and decision-making” (also called Bassanini Law), the Ministry decree does not offer a strict compulsory framework, but rather a sufficiently precise one, which leaves room for leeway, although small, in regard to tuition programmes and management issues for the Universities.

As for the initial training of junior and senior school teachers, the educational path is longer, as required by law and as the tradition suggested. The teaching qualification, in fact, is acquired through attending the School of Specialisation for a two-year period, which can be done only after having obtained a university degree in a specific discipline, usually lasting four years. Therefore, the total duration of the studies is six years. However, for the first time secondary school teachers must have also teaching competences and training in school.



„Europe on seven hills” 2018-1-RO01-KA229-049484

The School of Specialisation for secondary school teaching (called SSIS) does not refer to a single faculty, but it is defined as a “didactic structure of the 16 Simonetta Polenghi & Pierpaolo Triani University, with the contribution of all involved faculties and departments”. It is articulated in different disciplines, respecting the structure of secondary schools teaching, and it is a numerus clausus course.

The situation is different for secondary schools teachers. Decree n. 249 established that students must achieve a master degree and complete a subsequent year of “active internship” (TFA). Given the fact that it is possible to attend a master degree program only after earning a three-year degree, the total duration of the training is six years.

In recent years, the review process of early training for teachers has tried to address three main domains. The first domain is the increase in training of all teachers at a university level, including those who work in early childhood services (3–6 years). The second aspect is defying, at the basis of university courses for teachers, a uniform profile, characterized by a common core of skills and beyond the different types and grades of school in which the teacher will operate. The third one is structuring courses with strong connection between the theoretical and the practical dimension, thanks to a close relationship between teaching, workshops, training and a clear partnership between universities and schools.

Turkey

Initial teacher training programs for pre-primary education, primary education, and secondary education in Turkey are carried out by the universities. Today, the main source for training of teacher is faculties of education. All of the teacher education programs last for four years. In addition, Pedagogic Formation Training Programs are eligible for the graduates of the programs which offer sources for the teaching profession. The faculties of education bound either in public or foundation universities have the same structure and programs, and have a certain flexibility to decide on the courses to offer (25%). The basic director of the structure and programs of teacher education is the Higher Education Council (Yüksek Öğretim Kurulu-YÖK). In this process, it is necessary to cooperate with the Ministry of National Education (Milli Eğitim Bakanlığı-MEB) and faculties of education. In the process of new regulation conducted in the educational year of 2018, a “special education” course is added to the all teacher education programs (including music, physical education, painting, and foreign languages).



„Europe on seven hills” 2018-1-RO01-KA229-049484

Romania

Initial training for teaching teacher positions in education pre-university includes:

- initial, theoretical training, in the specialty, carried out through universities, within programs accredited according to the law;
- teaching master with a duration of 2 years;
- the practical internship lasting one school year, carried out in an educational unit, under the coordination of a mentor teacher.

Training of staff in preschool education (working with children aged 3 to 6 years), for the position of educator and in primary education (working with students in the preparatory class and grades I-IV) and for the position of teacher is achieved both through pedagogical high schools as well as through universities.

4. Scoring system

Spain

In Primary education, Secondary education and Baccalaureate, Spain uses a 0 to 10-point grading scale:

- 9 and 10 is the best possible grade and is called "Sobresaliente (SB)" ("outstanding"). A special mention called "Matrícula de Honor" can be granted to a limited number of students per group (typically to up to 5% of the students).

- 7 and 8 is called "Notable (NT)" ("notable"). Sometimes a distinction is made between "notable bajo" 7 (low) and "notable alto" 8 (high).

- 6 is called "Bien (BI)" ("good").

- 5 is called "Suficiente (SU)" ("sufficient").

These are positive grades.

Below 5 out of 10 is called "Insuficiente (IN)" ("insufficient"). This is a negative grade.

Spanish universities use two different grading scales.

Matrícula de Honor: special distinction (The number of students eligible for this grade is usually limited by statute to less than 5% for a given assessment, or, in small groups, to 1 student in 20, according to Real Decreto 1125/2013, Article 5.6, except in doctoral thesis qualifications, that may not have any limit.)

9-10 out of 10: "Sobresaliente" ("outstanding").

7-8.9 out of 10: "Notable" ("remarkable").

5-6.9 out of 10: "Aprobado" ("pass").



„Europe on seven hills” 2018-1-RO01-KA229-049484

0-4.9 out of 10: "Sospeso" ("failed").

Furthermore, when a student has passed a subject according to this 10-point scale, her or his grade is converted to the following 0 to 4-point scale and recorded in her/his transcript of records:

Matrícula de Honor: 4.

"Sobresaliente": 3.

"Notable": 2.

"Aprobado": 1.

Italy

In Italian primary and secondary school a 10-point scale is used, 6 being the minimum grade for passing.

Traditionally in the most prestigious high schools (Liceo Classico, Liceo Scientifico, Liceo Linguistico and Liceo delle Scienze Umane), grades vary within a limited range, between 2 and 8, often with each professor applying his/her own custom. When a professor wants to apply a more precise scale, instead of using the full 1–10 scale (which would have made their scale not comparable with that of other professors) they would often insert a plethora of symbols and decimals: the range between 5 and 6 would then be covered, in sequence, by 5+, 5½ and 6–. Sufficiency starts at 6. The "+" symbol stands for "+0.25" (5+=5.25) and the "-" symbol stands for "-0.25" (6-=5.75). Some professors, however, also use symbols such as 5++, 5/6 and 6--, which have no precise value. There has been a push in recent years to uniform the system to the 0–10 scale. A grade below 6 is considered insufficient, while a grade below 4 is considered to be extremely insufficient.

In high school, if a student, at the end of the year, reports an insufficient grade average in a certain subject (5 or below), he or she has to take a reparatory exam in September, before school begins; if the result of the reparatory exam is again not sufficient, the student cannot pass to the next year and will have to repeat it. A student who, at the end of the year, has more than 3 insufficient subjects will not pass to following class and will have to repeat the year. This is anyway subject to the judgment of professors, who can evaluate what to do according to the case.

For ordinary exams, universities in Italy use a 30-point scale that can be divided into failing (0 to 17) and passing (18 to 30 cum laude) grades. For final assessment of the entire degree, a 110-point scale is used, which is divided into two as well, with 66 being the minimum for a degree to be awarded. The 110-point scale



„Europe on seven hills” 2018-1-RO01-KA229-049484

incorporates scores both on course exams and for the final thesis. For outstanding results, *lode*, "praise" or "cum laude," is added to the maximum grade.

Turkey

The points system rates a students work results with grades from one to five.

Point	Grade	Degree
85-100	5	Excellent
70-84	4	Good
55-69	3	Satisfactory
45-54	2	Passing
25-44	1	Failing
0-24	0	Failing/Not included

In order to pass classes, the second term grade should be a minimum of 2 (passing) or 3 (satisfactory).

If any subject grade does not meet the minimum requirement then the overall year average is considered. The minimum overall year average should be:

3.50 for science and social science schools

3.00 for Anatolian or similar schools

2.50 for ordinary, technical and vocational schools

A student who does not meet the average grade requirements may pass if they have no more than two subjects with failing grades in their school career. If not, the year is repeated.

Romania

For the first four years, there is a system called grades. These are Very good (FB) - Excellent, Good (B) - Good, Satisfactory (S) – satisfactory (barely passes) and Insufficient (I) - failed.

For grades V-XII, a grading system from 1 to 10, 10 is used as the best grade, 1 being the worst grade and 5 being the minimum grade for passing.

The system offers the following diplomas: baccalaureate (high school graduation, after baccalaureate exam), bachelor's degree (university graduation framework, after an exam and / or thesis), master's degree (after a thesis and possibly an exam), doctorate (doctor, after a thesis).



„Europe on seven hills” 2018-1-RO01-KA229-049484

Conclusions

Romania:

Very conservative structure;
Lack of practical learning;
Dependence of the changing political decisions on the education system structure.

Turkey:

Crowded classes (up to 40 students). Need of more schools;
Too large compulsory studies (18 years old) with the corresponding lack of motivation;
English learning is of utmost interest.

Spain:

First and secondary education is mainly practical, but high school is focused on theoretical education and the final exam. No coherence between studies. We're trying to change it here in Prat Educació:

Soft skills are neglected in high school. Just the exam;
Lack of clear strategy on how to manage cell phones in classrooms. We should bring mobiles to the classrooms, it's part of their life (we all agree).

Italy:

Classical structure of the system (theory and not practical point of view);
Same issue concerning the mobile.
Parents do not always collaborate (we all agree, need to educate the parents).

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„Europe on seven hills” 2018-1-RO01-KA229-049484

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