

## **ASPECTS CONCERNING EDUCATION. THE SCHOOL SYSTEM IN ITALY AND ROMANIA**

**Sorina-Mihaela BĂLAN\***

**ABSTRACT:** *Education is a European priority. This study presents aspects of education in Italy and Romania. In the document "Framework for European cooperation in education and training ET 2020" the strategic objectives are: the concrete realization of lifelong learning and mobility, the improvement of the quality and effectiveness of education; the promotion of equity, social cohesion and active citizenship; the encouragement of creativity and innovation. To the question "What are the best schools in Europe and how do they work" the results of the Pisa test are presented. Other problems addressed are: Lower secondary education; Role of teachers in education systems. For the future, it remains to be seen what the results of the PISA tests will be applied in 2021, after a period marked by the COVID-19 pandemic. The future of education must be about the integration of different subjects, the integration of different students and the integration of various learning contexts*

**KEYWORDS:** *School system; Education; PISA; teachers.*

**JEL Code :** *K49, I21*

### **1. INTRODUCTION**

The cultural reference of the Indications is the framework of key competences for lifelong learning, defined by the European Parliament and the Council of the European Union in the "Recommendation of the European Parliament and of the Council of the European Union of 18 December 2006 (2006/962 / CE)", this document defines, for EU countries, a common reference framework for identifying key competences for lifelong learning. The competences are understood as "a combination of knowledge, skills and attitudes appropriate to the context" and, more specifically, the key competences "are those that everyone needs for personal fulfillment and development, active citizenship, inclusion social and employment".

According to the presentations held at the 4th European Education Summit, the main pillars of the descriptions given by the representatives of the European forums for the

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\* „Dimitrie Cantemir” University from Tg.Mures, Faculty of Psychology and Educational Sciences, ROMANIA.

changes that education will go through on the continent in the next decade, will be the Digital transformation and the green transition. (EduPedu, 2021)

*Question: What are the best schools in Europe and how do they work?*

The results of the OECD-PISA surveys<sup>1</sup>, an international assessment test of learning in reading, mathematics and science, to find the five most effective educational systems of our continent, in 2012 the results obtained by Finland were 519 points in the mathematics test, 545 in the science and 524 in reading (to give you a term of comparison, the Italian students obtained 485, 494 and 490 points), for a total of 1,588 points overall. (myteachadvisor.com, 2020)

PISA-The Main Study took place in 2018, while the Field Trial was carried out in 2017. The results of the Field Trial allowed to validate the procedures and to further refine, and in a definitive form, the survey tools in order to guarantee valid and comparable results in the Main Study phase. For the study, tools in digital format were used (with the exception of the Parents Questionnaire, proposed in paper form). The survey used two types of tools: Cognitive test (of Reading, Mathematics, Science and Financial Literacy); Questionnaires for the survey of context variables (Student Questionnaire, School Questionnaire and Parent Questionnaire). (Anon., 2018)

*PISA (2018)* asked the students about their motivations and dispositions towards learning, such as the pleasure of reading and their anxiety towards mathematics. PISA also asked students about their more general social and emotional status, including their satisfaction with life, their feelings and their fear of failure, in order to establish a more holistic appreciation of educational outcomes and student welfare. All of these questions connect school life with the broader ecosystem in which students live: the family, their peers, the community - and provide information on the development of 15-year-old students. (Schleicher, 2018)

With the ET 2020 Framework for European Cooperation in Education and Training, the EU set itself four strategic objectives ten years ago to aim for by the end of this year: the concrete realization of lifelong learning and mobility; improving the quality and effectiveness of education; the promotion of equity, social cohesion and active citizenship; the encouragement of creativity and innovation. (Braccesi, 2020)

Science education is playing an increasingly important role in equipping young people with the thinking tools needed to navigate a world bombarded with information, new physical technologies and new capabilities. (OECD PISA, 2020)

### **1.1. Compulsory education in Europe**

In most European education systems, compulsory education starts at the beginning of primary education (ISCED 1), usually at the age of 6. In just over half of the European education systems, full-time compulsory schooling lasts 10-11 years and ends at the age of 15-16, except in Romania where the compulsory end-of-age age is 17. (Eurydice, 2020)

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<sup>1</sup> PISA - acronym for Program for International Student Assessment - is an international survey promoted by the OECD (Organization for Economic Cooperation and Development) today in its seventh edition (PISA 2018) which involved 79 countries.

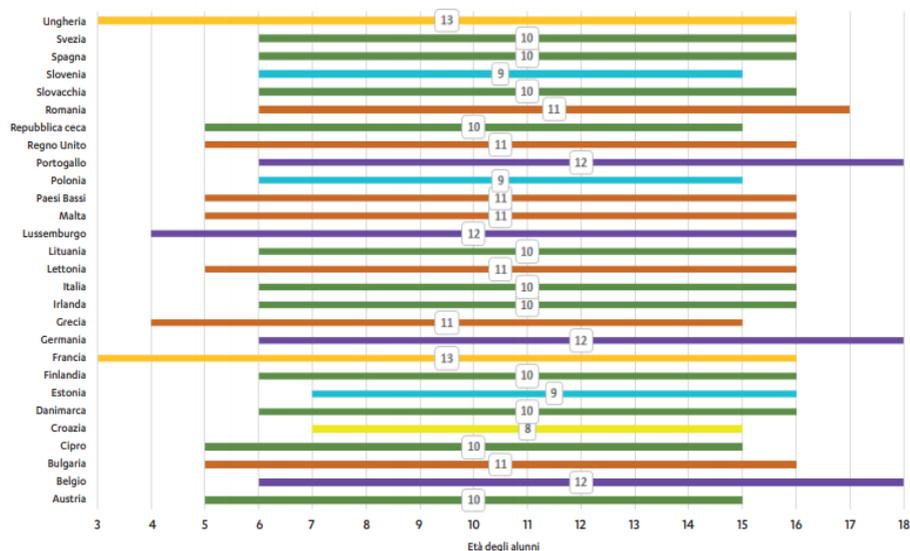


Figure 1. Duration of compulsory education in Europe. (Eurydice, 2020)

New Eurydice Italy Notebook offers an overview of the main characteristics and structural organization of the school systems of the Member States, preceded by a brief analysis on the progress made by individual countries in view of achieving the objectives set by the EU for 2020 in the sector of education and training. (Eurydice, 2020)

### Italy

Education in Italy is regulated by the Ministry of Education, University and Research, in different ways according to the legal form (public schools, private schools, private schools). Vocational training, on the other hand, depends on the regions. Overall, at least according to the reform legislation in force, we pass from an education obligation that ends at 16, to a right, duty, or educational obligation, which lasts until the age of eighteen. (State schools in Italy, 2021).

In Italy many are attempting reforms which, however, never manage to radically change the real problem of society, namely unemployment. Therefore, it should be understood whether the division into classical, scientific and anything else may represent a problem or not. Or if, as some believe, it is necessary to change the way of conceiving the school. The fact is that in Italy from an economic point of view, training is accessible to everyone. In fact, Italy is not one of the most expensive schools in the world. (Anon., fără an).

*The fundamental stages of the evolution of the school system in Italy:*

RIFORME degli ORDINAMENTI SCOLASTICI			PROGRAMMI DIDATTICI	
1859	Legge Casati	Avvio della Scuola Elementare	1860	Programmi Mamiani
1877	Legge Coppino	Scuola Elementare obbligatoria	1888	Programmi Gabelli
1904	Riforma Orlando	Primo riordinamento della scuola di base	1923	Programmi Lombardo Radice per la Scuola Elem.
1911	Legge Daneo-Credaro	Scuola Elementare statale	1945	Programmi Omodeo-De Ruggiero per la Scuola Elem.
1923	Riforma Gentile	Radicale ristrutturazione della scuola di base	1955	Programmi Ermini per la Scuola Elementare
1962	Legge 1859	Scuola Media Unica	1963	Primi Programmi per la Scuola Media
1968	Legge 444	Scuola Materna Statale	1969	Primi Orientamenti per la Scuola Materna
1971	Legge 820	Istituzione del Tempo Pieno	1979	Attuali Programmi didattici per la Scuola Media
1974	Decreti Delegati	Inizio della gestione democratica della scuola	1985	Programmi didattici per la Scuola Elementare
1977	Legge 517	Fase fortemente rivoluzionaria della Scuola Elementare	1991	Orientamenti per la Scuola Materna
1990	Legge 148	Riforma della Scuola Elementare (moduli)		

IL PROCESSO DELL'AUTONOMIA SCOLASTICA	1997	Legge 59 (Bassanini)	Inizio del processo dell'Autonomia scolastica
	1998	DL 59	Riconoscimento della Dirigenza ai Capi di Istituto
	1998	DL 112	Decentramento amministrativo
	1999	DPR 275	REGOLAMENTO DELL'AUTONOMIA SCOLASTICA
	2001	Legge 3	Modifica del titolo V della Costituzione

2000	Legge 30	Riforma Berlinguer sul riordino dei cicli scolastici	97/98	Documento dei Saggi (M. Berlinguer)
2003	Legge 53	Riforma Moratti	2001	Indirizzi per la costruzione del curricolo (M. De Mauro)
2004	DL 59	Applicazione della Legge 53/03	2004	Indicazioni Nazionali (M. Moratti), allegate al DL 59/04
2008	DL 137/Legge 169	Disposizioni urgenti in materia di istruzione	2007	Indicazioni per il curricolo (M. Fioroni)

Figure 2. *The fundamental stages of the evolution of the school system in Italy*  
(Università di Macerata, 2021)

The volume *European school systems at the goal of 2020*, edited by the Italian Unit of the Eurydice network, offers an interesting summary of the data, useful to make people understand how far we have arrived in Europe. (Braccesi, 2020)

Progress of Italy in relation to the EU targets for the education and training sector. Figure 3 below shows the latest data relating to Italy's progress in relation to the EU targets compared respectively to those of 2009, the first year of the survey, and to the European average for the two reference years. (Eurydice, 2020)

		ITALIA		MEDIA EUROPEA	
		2009	2018	2009	2018
Abbandono precoce di istruzione e formazione (ELET): < 10%		19,1%	14,5%	14,2%	10,6%
Diplomati dell'istruzione terziaria: almeno il 40%		19,0%	27,8%	32,3%	40,7%
Partecipazione all'educazione e cura della prima infanzia (ECEC): almeno il 95%		99,8%	95,1%	90,8%	95,4%
Competenze di base: meno del 15% di quindicenni	Lettura	21,0%	21,0%	19,7%	19,7%
	Matematica	23,3%	23,3%	22,2%	22,2%
	Scienze	23,2%	23,2%	20,6%	20,6%
Partecipazione degli adulti all'apprendimento permanente: almeno il 15%		6,0%	8,1%	9,5%	11,1%
Tasso di occupazione dei neodiplomati: almeno l'82%		60,6%	56,5%	78,3%	81,6%

Figure 3. Italy's progress in relation to the EU targets for the Education and Training sector. (Eurydice, 2020)

Italian parents can take their children to nursery school and then, at the age of 3, to nursery school. Registration is not mandatory. Compulsory school begins at 6 years with elementary school which lasts 5 years: children learn to read and write, learn notions of general culture and begin to study a foreign language (English or French). The troubles begin with middle school. Now there are no more teachers, but a teacher for each subject. At the end of the third year, after an exam, the pupils obtain the middle school certificate. Those who decide to continue their studies can choose between different types of high school: classical, scientific, linguistic, artistic high school, technical institutes and professional schools. The duration of the studies is 4 or 5 years and at the end there is the maturity exam which includes written and oral tests on the subjects of the last year. Those who pass them (almost all the students) obtain a high school diploma. (Marin & Magnelli, 2006).

As can be seen in figure 4, the Italian school system is divided into three cycles of education:

- primary education, which includes primary school (5 years), secondary education, (3 + 5 years) which includes school lower secondary school (former lower middle school), and upper secondary school (former upper middle school), higher education, which includes university, higher artistic, musical and dance training and professional training. (Le scuole statali in Italia, 2021).

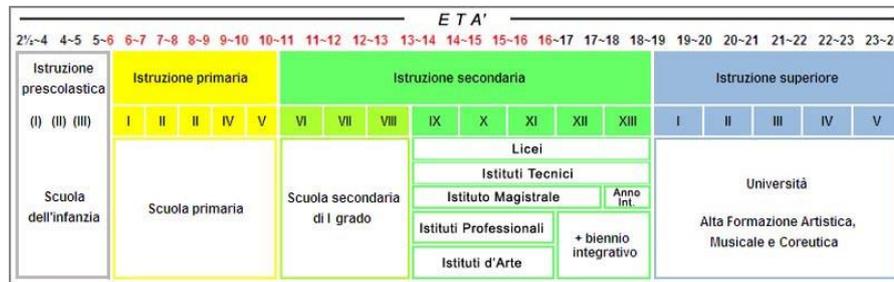


Figure 4. The Italian school system (*Le scuole statali in Italia, 2021*)

*Lower secondary school (3 years) for pupils aged 11 to 14;*

The lower secondary school lasts three years and is generally attended by children between the ages of 11 and 14. In the future, following the possibility of early enrollment starting from kindergarten, lower secondary school can also be attended by 10-year-olds. Classes are organized by age. The first classes are made up of a minimum of 18 to a maximum of 27-28 pupils, while the second and third classes must consist of a minimum of 20 pupils. These limits can be varied within the limit of 10%. Normally the maximum number of pupils per class is reduced to 20 if there are pupils with disabilities. In schools operating in mountain municipalities or small islands, the minimum number of pupils for the constitution of a class is reduced to 10. If the school population is so small that it does not allow the functioning of classes distinguished by the age of the pupils, it is possible to set up classes with pupils of different ages. The phenomenon, absolutely marginal, today concerns a very limited number of pupils (Ministero dell'Istruzione, dell'Università e della Ricerca. Direzione Generale per gli Affari Internazionali, 2020, p. 34)

At a central level, the minimum and maximum hours of teaching activities are defined. Currently, the minimum annual hours are 990 hours, corresponding to 30 hours per week. The following weekly timetable models are possible:

- “ordinary time”, consisting of 30 hours per week (29 hours plus 1 hour on average per week for in-depth activities in literary subjects), corresponding to the compulsory annual timetable of 990 hours;
- the “extended time”, consisting of an average of 36 hours per week or, exceptionally, 40 hours including the time allocated to the canteen. (Ministero dell'Istruzione, dell'Università e della Ricerca. Direzione Generale per gli Affari Internazionali, 2020, p. 34)

The disciplines envisaged by the new Indications for the three years of lower secondary school are: Italian, English and second community language, history, geography, mathematics, science, music, art and image, physical education, technology. For each discipline, the goals are set for the development of skills at the end of primary school, which are prescriptive, and the learning objectives, which identify fields of knowledge, knowledge and skills considered indispensable in order to achieve the goals for the development of skills. Even at lower secondary school level, as regards the teaching of the Catholic religion, the learning objectives are defined in agreement with the CEI. (Ministero dell'Istruzione, dell'Università e della Ricerca. Direzione Generale per gli Affari Internazionali, 2020, p. 36)

With the new national guidelines for the curriculum, the overcoming of the experimental phase of the teaching "Citizenship and Constitution" is confirmed, specifying that the first cycle school includes in its curriculum the first knowledge of the Constitution of the Italian Republic, and that the essential objectives of the Citizenship education is the construction of a sense of legality and the development of an ethics of responsibility, in order to choose and act in a conscious way and to commit to developing ideas and promoting actions aimed at the continuous improvement of one's life context. (Ministero dell'Istruzione, dell'Università e della Ricerca. Direzione Generale per gli Affari Internazionali, 2020, p. 36)

*Final state exam of the first cycle of education*

The final state exam of the first cycle of education takes place at the end of the third year of lower secondary school. To be admitted to the exam, the following requirements are necessary: having attended at least three quarters of the annual timetable; have obtained, in the final evaluation of the third year, a grade equal to or higher than 6/10 in each subject, or group of subjects evaluated with a single mark; having obtained, in the final evaluation of the third year, a mark equal to or higher than 6/10 in behavior (a mark lower than 6/10 in behavior always implies non-admission to the exam). The exam includes a national written test prepared by Invalid and quattro rove written on the following subjects: Italian, mathematics and elements of science and technology, the two EU languages studied. The four written tests are prepared by the examination board. In addition to the four written tests and the national written test, students must take an oral interview on all subjects of the last year. The tests take place on different days according to the schedule established at the level of each school, with the exception of the national test which takes place throughout the country on the date established each year by the Ministry.

*Romania*

The education system is administered centrally by the Ministry of National Education, in collaboration with other ministries (for example, the Ministry of Public Finance for the financing of schools) and with institutional structures subordinated to the Government; at the local level, the responsibility lies with the county school inspectorates. (Eurydice, 2020)

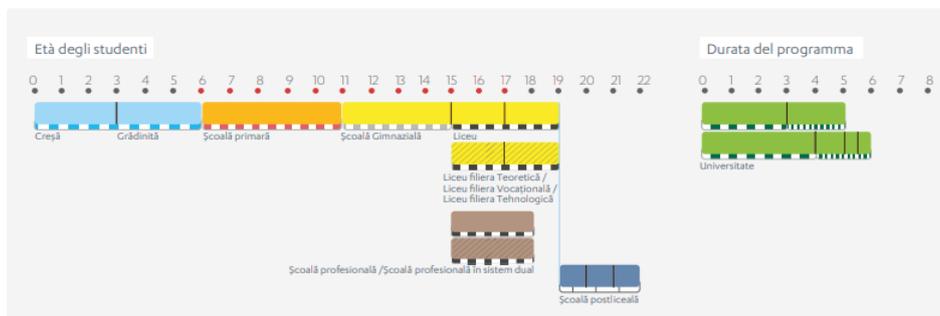
The 2015 OECD-PISA survey showed that almost 40% of Romanian 15-year-olds do not have the minimum level of basic skills, while the socio-economic context significantly affects students' performance. The basic skills are less than 15% of fifteen-year-olds: Reading 38.7%; Mathematics 39.9% and Science 39.9%. Furthermore, the gap between rural and urban areas in education remains staggering. (Eurydice, 2020)

	ROMANIA	MEDIA EUROPEA
Abbandono precoce di istruzione e formazione (ELET): < 10%	16,4%	10,6%
Diplomati dell'istruzione terziaria: almeno il 40%	24,6%	40,7%
Partecipazione all'educazione e cura della prima infanzia (ECEC): almeno il 95%	89,6%	95,4%
Competenze di base: meno del 15% di quindicenni	Lettura	38,7%
	Matematica	39,9%
	Scienze	38,5%
Partecipazione degli adulti all'apprendimento permanente: almeno il 15%	0,9%	11,1%
Tasso di occupazione dei neodiplomati: almeno l'82%	77,4%	81,6%

*Figure 5. Romania in relation to the EU targets for the Education and Training sector (Eurydice, 2020, p. 178)*

In just over half of European education systems, full-time compulsory education / training lasts 10-11 years and ends at the age of 15-16, except in Romania, where the exit age is 17. (European Comision, 2021).

## Romania



*Figure 6. The Romanian school system (Cimòda & Eurydice, 2020, p. 56)*

Compulsory basic education, as anticipated, includes the last year of kindergarten, 5 years of primary school, 2 years of lower secondary education to which the first two years of upper secondary school are added. Primary school welcomes children aged 7 to 11. Compulsory subjects are mathematics, Romanian language and literature, science, practical skills, geography, modern languages, art, music, sports, civics and history. Starting from the 4th year, the study paths differ on the basis of the offer of the individual institutes and the requests of the parents. Different training courses can be created in which a greater number of lesson hours are foreseen for one or more subjects, among those mentioned. These classes are accessed through specific tests. Religion is taught only at the request of students and parents. Starting from the last grade of primary school,

the teaching of a foreign language is envisaged, which can be English, French or German. The evaluation of student performance is organized throughout the school year with tests, homework and homework, projects. Ratings are used on a 4-level scale: Excellent, Good, Satisfactory and Unsatisfactory. Pupils are rejected if they have more than two subjects with insufficient marks; up to two, can take an exam which, if passed, allows them to pass to the next year. At the end of primary school there are no final exams and certificates. French or German. The evaluation of student performance is organized throughout the school year with tests, homework and homework, projects. Ratings are used on a 4-level scale: Excellent, Good, Satisfactory and Unsatisfactory. Pupils are rejected if they have more than two subjects with insufficient marks; up to two, can take an exam which, if passed, allows them to pass to the next year. At the end of primary school there are no final exams and certificates. French or German. The evaluation of student performance is organized throughout the school year with tests, homework and homework, projects. Ratings are used on a 4-level scale: Excellent, Good, Satisfactory and Unsatisfactory. Pupils are rejected if they have more than two subjects with insufficient marks; up to two, can take an exam which, if passed, allows them to pass to the next year. At the end of primary school there are no final exams and certificates. they can take an exam which, if passed, allows them to pass to the next year. At the end of primary school there are no final exams and certificates. they can take an exam which, if passed, allows them to pass to the next year. At the end of primary school there are no final exams and certificates.

*Lower secondary school* it has a duration of 2 years and provides general education, established by the Ministry of Education. The compulsory teaching subjects cover 7 curricular areas: language and communication; mathematics and science; man and society; Arts; physical education, sport and health; technologies; guidance and counseling. Each educational institution can establish additional subjects of study. The evaluation of student performance is organized throughout the school year with written tests, oral questions, homework and homework, projects. It is formulated on a scale of 1 to 10, where passing is equal to 5. Students who have insufficient marks have to take an exam with a group of teachers and, if the situation has not improved, they have to repeat the year. Also, in the middle of the year, some subjects (such as mathematics and Romanian) may have specific exams. In addition to the normal assessment during the school year, in the 6th year there are two interdisciplinary tests of: language and communication, mathematics and science. The assessment results are used to develop students' personalized learning plans and to make a preliminary decision regarding the future choice of a particular high school.

At the end of the 8th year of school, successful students take a national exam based on a Romanian and language test which allows them to obtain a Certificate of Ability and to move on to upper secondary school. The subsequent course of study is chosen by the student but is also evaluated through the results of this test and the average of the marks of the previous years. (ASIS – Accompagnamento scolastico all'integrazione sociale, 2020, pp. 4,5)

#### *Lower secondary education*

Lower secondary education (gimnaziu) goes from the 5th to the 8th year of compulsory schooling and is aimed at pupils aged between 10/11 and 14/15 years; most of the time primary education is organized together and offered by schools covering the

course from the 1st to the 8th year. Especially in urban areas there are schools that offer both primary and secondary level (years 1 - 12<sup>o</sup> / 13<sup>o</sup>), or only secondary level (years 5 - 12<sup>o</sup> / 13<sup>o</sup>). Most counties organize arts and sports education for students who have particular talents in these areas. (Eurydice, 2020).

#### *Role of teachers in education systems*

The Commission Communication on Achieving the European Education Area by 2025 of September 2020 identifies Teachers and trainers as one of the six main dimensions to consolidate ongoing efforts and further develop collaboration between Member States in the field educational (Baggiani, 2021)

In some EU countries (in this case Bulgaria, Latvia, Hungary, Poland, Romania and Slovakia) the basic salary of newly hired teachers is below € 9,000 per year. In fact, these are the countries with the lowest GDP per capita in the whole EU.

### **Romania Teachers Salaries**

#### **ANNUAL GROSS STATUTORY SALARIES OF TEACHERS (EUR) IN PUBLIC SCHOOLS, 2018/19**

##### **Salary range for teachers with the minimum qualification**

	Minimum qualification to enter the teaching profession	Starting salary	After 10 years' experience	After 15 years' experience	At the top of the range	% teachers paid on this range	Average no. years to reach the top
ISCED 02	Bachelor's degree (ISCED 5), including module on psycho-pedagogy	8 413	9 913	10 496	14 938	89 %	40
ISCED 1	Bachelor's degree (ISCED 5), including module on psycho-pedagogy	8 413	9 913	10 496	14 938	89 %	40
ISCED 24	Bachelor's degree (ISCED 5), including module on psycho-pedagogy	8 413	9 913	10 496	14 938	100 %	40
ISCED 34	Bachelor's degree (ISCED 5), including module on psycho-pedagogy	8 413	9 913	10 496	14 938	100 %	40

Figure 7. Salary range for teachers with minimum qualification in Romania (Eurydice Europa, 2020, p. 134)

#### **AVERAGE ANNUAL GROSS ACTUAL SALARIES OF TEACHERS (EUR) IN PUBLIC SCHOOLS, 2018/19**

	Teachers aged 25-64	Teachers aged 25-34	Teachers aged 35-44	Teachers aged 45-54	Teachers aged 55-64	Male teachers aged 25-64	Female teachers aged 25-64
ISCED 02	11 513	8 855	11 228	12 375	13 593	m	m
ISCED 1	11 785	8 747	11 534	13 224	13 635	m	m
ISCED 24	11 649	8 714	11 287	12 901	13 694	m	m
ISCED 34	11 744	8 596	11 317	13 090	13 968	m	m

Source  
Minister of Education, EduSAL (<https://edusal.edu.ro/>)

Explanatory notes  
The reported salaries correspond to the average gross annual salary of all teachers.

Figure 8. Average annual gross effective salaries of teachers in public schools in Romania (Eurydice Europa, 2020, p. 134)

To become a lower secondary school teacher, the majority of European education systems, including Italian, require a minimum qualification equivalent to a master's degree. Initial teacher education programs are one of the key factors impacting its quality. Disciplinary knowledge, pedagogical theory and in-school placement are the key elements of an effective training for future teachers. (Baggiani, 2021)

The tabular salaries of Italian teachers are placed, together with those of French, Portuguese and English colleagues, in the range between € 22,000 and € 28,000 gross per

year, which also includes the European average which is € 24,499 for the pre-primary level, € 26,237 for the primary level, € 27,419 for lower secondary level and € 28,420 for upper secondary level. (Eurydice Europa, 2020)

## Italy Teachers Salaries

### ANNUAL GROSS STATUTORY SALARIES OF TEACHERS (EUR) IN PUBLIC SCHOOLS, 2018/19

#### Salary range for teachers with the minimum qualification

	Minimum qualification to enter the teaching profession	Starting salary	After 10 years' experience	After 15 years' experience	At the top of the range	% teachers paid on this range	Average no. years to reach the top
ISCED 02	Master's degree in education (ISCED 7) plus competitive examination	23 993	26 358	28 914	35 150	100 %	35
ISCED 1	Master's degree in education (ISCED 7) plus competitive examination	23 993	26 358	28 914	35 150	100 %	35
ISCED 24	Master's degree in education (ISCED 7) plus competitive examination	25 829	28 586	31 480	38 596	100 %	35
ISCED 34	Master's degree in education (ISCED 7) plus competitive examination	25 829	29 268	32 356	40 338	100 %	35

Figure 9. Salary range for teachers with minimum qualification in Italy (Eurydice Europa, 2020, p. 90)

### AVERAGE ANNUAL GROSS ACTUAL SALARIES OF TEACHERS (EUR) IN PUBLIC SCHOOLS, 2018/19

	Teachers aged 25-64	Teachers aged 25-34	Teachers aged 35-44	Teachers aged 45-54	Teachers aged 55-64	Male teachers aged 25-64	Female teachers aged 25-64
ISCED 02	29 494	24 519	26 317	29 292	32 680	29 508	29 096
ISCED 1	29 494	24 519	26 317	29 292	32 680	29 508	29 096
ISCED 24	31 631	26 502	28 140	30 924	35 760	31 614	31 690
ISCED 34	33 796	26 684	28 532	32 261	38 038	33 832	33 729

Source

Administrative database used to pay the monthly wages to all teachers.

Explanatory notes

Weighted average of salaries of teachers during the school year from September 2018 to August 2019.

Figure 10. Average annual gross effective salaries of teachers in public schools in Romania (Eurydice Europa, 2020, p. 90)

The task of the network *Eurydice* it is mainly to understand and explain *the organization and functioning of the various European education systems*. The network offers descriptions of national education systems, comparative studies dedicated to specific topics, indicators and statistical data. Eurydice, through its work, aims to promote understanding, cooperation, trust and mobility at European and international level. The network is made up of national units, based in European countries, and is coordinated by the Education, Audiovisual and Culture Executive Agency of the European Union.

#### *The future*

The future of education must be about integration: the integration of different subjects, the integration of different students and the integration of various learning contexts; it must be about connections: connections with real-world contexts, and with the rich range of resources in the community; and it must be about co-creation: recognizing both students and adults as resources for learning how it is designed and how students are successful. (Schleicher, 2018). Successful science education should address and close "gaps" (does not create and exacerbating inequalities) between different social

groups (e.g. by race, class, gender, sexual orientation, religion, disability, ethnicity, etc.) in terms of their scientific knowledge, skills and identity. (OECD PISA, 2020)

OECD member countries and Associates decided to postpone the PISA 2021 assessment to 2022 and the PISA 2024 assessment to 2025 to reflect post-Covid difficulties. PISA 2022 will focus on mathematics, with an additional test of creative thinking. The new PISA 2022 mathematics framework was recently launched. Preparations for this test are underway with participants from 38 OECD members and likely 50+ non-members involved. PISA 2025 will focus on science and include a new assessment of foreign languages. It will also include the innovative domain of Learning in the Digital World which aims to measure students' ability to engage in self-regulated learning while using digital tools. (OECD, 2021).

Draft components of the PISA 2022 Assessment and Analytical Framework can be found: PISA 2022 Creative Thinking; PISA 2022 Financial Literacy; PISA 2022 ICT; PISA 2022 Mathematics; PISA 2022 Questionnaire; Mathematics Framework for PISA 2022 is available in an interactive and multi-language format. (OECD, 2021).

The document "PISA 2024.Strategic Vision and Direction for Science" it is considerate that "Science education has the capacity to help support and equip young people with knowledge, skills and identities (agency, attitudes, experiences and personal and social resources, such as resilience) that will enable them, their communities and their many challenges in the coming decades. (OECD PISA, 2020)

Also The PISA 2025 Learning in the Digital World assessment presents major innovations for PISA. Each test unit are designed as a digital learning environment where students can find resources to fill their knowledge gaps; tutorials or worked examples, where they get intelligent feedback on their progress. Students have to make choices on how much time they dedicate to different sub-tasks. Can develop strategies on how to tackle complex problems, and monitor and evaluate their progress. Students' performance is evaluated not just on their capacity to respond correctly to questions, but also on the extent to which they can build a tangible representation of their emerging understanding, which is represented as a program or a computational model. PISA will provide international comparisons of students self-regulated learning processes, including measures of motivation and emotion regulation. (OECD, 2021)

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