



**TRAECE - Training, Networking and Mobility in Early Childhood Education and Care
ERASMUS+- Project no: 2018-1-DE02-KA202-005019**

**Requirements for Early Childhood and Care (ECEC) institutions while implementing internships - Italian perspective –
Proposal for Practical Use
Date: 25th June 2020**

Practical recommendation for dealing with the list of requirements:

Background

Cross-border mobility in the ECEC sector is quite difficult. The training for ECEC teachers varies broadly, their job description in different countries, too. Qualifications are far from being mutually recognized.

The objectives of this project are to improve the quality and recognition of learning experience in internships abroad during the training of ECEC professionals and to facilitate the mutual understanding on the competences needed in ECEC and thus open cross-border labour mobility. We want to develop and adapt useful tools with a systematic practical dimension. For the mutual recognition of trainings and training units, especially in long-term internships it is very important to compare the different national requirements for Early Childhood and Care (ECEC) institutions while implementing internships. The comparison of different dimensions of these requirements and their naming and connected to this the fulfillment of national requirements secure a mutual recognition of trainings or training units in the sending countries.

In the following we provide a condensed version (5 inspection points) of requirements for Early Childhood and Care (ECEC) institutions while implementing internships from an **Italian perspective**.

In Italy although there is a process of integration between the two main sectors of ECEC (0-3 years, 3-6 years), in terms of governance and educational continuity the system is still split between childcare (0-3) and early education (3-6). The main professional roles are two:

ECEC 0 to 3 years: **Educatori (educators)**, who hold a professional qualification (secondary school diploma in an education/human sciences curriculum or, increasingly, a bachelor's degree in Educational Science), making them eligible to work in 0–3 settings;
ECEC 3 to 6 years: **Insegnanti (teachers)**, who are qualified professionals working with 3- to 6-year old in kindergartens/preschools. Their teaching qualification is five-year university degree in Primary and Pre-Primary Education (Scienze della Formazione Primaria) which makes them eligible to teach in both primary and pre-primary settings;

The requirements in the two tables are those set for the compulsory University internships to attain the bachelor's degree (0-3) or the master degree (3-6). The requirements for internships of professional are not formally set therefore they can vary a lot. It is safe to keep the same requirements also for the training of professionals because it is a set of minimum standards and processes for improving and assuring quality, relevant and proportionate to the needs of the sector.

Aims of the process of comparing requirements for ECEC institutions

1. We are able to provide a list of requirements for ECEC institutions in every partner country (and beyond by extending the network)
2. We are able to provide an overview per country in how far national requirements for ECEC institutions of the sending country are fulfilled by the host partner. First for the project partner countries, later for more countries.
3. The results of the process of mutual recognition of trainings or training units based on this process can be signed as a separate document or as part of the Memorandum of Understandings and serve as a basis for a possible recognition of the respective internship. With the feedback of the project partners we will be able to provide an overview of European requirements for ECEC institutions.
4. In general we are able to provide examples, tools and procedures for the mutual recognition of training and training parts. As resource one may use our examples or follow the process we all will go now. That will deeply facilitate the selection of practical training institutions and the mutual recognition of practical training parts.

It will probably not possible to fulfill all requirements for every country and they will be different. However we will provide an overview that might be a discussion base for recognitions and a development tool for institution development.

Requirements for Early Childhood and Care institutions while implementing internships Italian perspective

3 – 6 years – Insegnanti Teachers

	Topic	Content/Verification	Responsibility	References
1	Suitability of the institution as a recognised socio-pedagogical institution	Suitability of the institution: public institution for Early childhood education or recognized private institution.	Provider (city, private bodies, etc.) and responsible supervisory body	Public (State) and “recognized” schools (municipal, "Parish" or managed by bodies, foundations, parents’ associations, cooperatives) which must have an agreement with the sending University (Padua was the University interviewed).
2	Qualified person	- Teachers charged with tutoring tasks. Tutor must be permanent staff (teachers) of the school	Confirmation by employer/institution management	From the Degree Program Regulations: The internship activities in the school are followed by tutors of the internship: [they are] teachers in service in a school, with tutoring tasks. [...] The teachers called to perform this role are designated by the didactic coordinators (recognized schools) and by the principals (state schools) among the teachers in service with permanent contracts.
3	Institution management	- Ensuring professional guidance (time budget, training for guidance and assurance, trainee does not replace a specialist)	Confirmation by employer/institution management	The University of Padua pays 100,00 euros annually for each internship accepted by a school.

		<p>This is not a formal requirement, there's no formal obligation. The internship tutor manages the trainee during the traineeship activity within the institute without hourly obligations and training obligations (for the tutor).</p>		<p>State schools can annually assign a sum to each teacher with the role of internship tutor based on school contract.</p> <p>The internship tutor manages the trainee during the traineeship activity within the institute without hourly obligations and training obligations (for the tutor).</p>
4	Institution management	<p>- Preparation of an individual training plan with reference to a list of teacher's professional dimensions, such as class observation; class management; design; assessment etc.</p> <p>Interestingly, the internship tutor's work in Italy is connected with the supervision of the coordinating tutors. In this sense, the internship is linked to the lectures and workshops that the students follow at University.</p> <p>The circularity between theory and practice that the internship allows with our course of study is essential. The professors would like it to be considered if our students went to an internship in Germany or elsewhere.</p>	Confirmation by employer/institution management	<p>Depending on the year attended, students carry out an internship of between 125 and 175 hours a year (from the second to the fifth year of the degree course for 600 hours).</p> <p>A coordinating academic tutor (professor at the University) follows the internship. He/She is responsible for about thirty students/trainees every year. Each student prepares an internship project every year before entering the school for the internship and is followed by their coordinating academic tutor through group meetings.</p> <p>The internship of all students for one year is supervised by one or more coordinating academic tutors (Professors).</p>

				At the end of the annual internship, the student must prepare a yearly internship report. The internship is evaluated at the end of each annuity. The assessments obtained in the four years contribute to the final graduation grade given by the final internship report and by the thesis work.
5	Institution management	<ul style="list-style-type: none"> - Arrangements enabling participation in practical training in sending school (if this takes place during internship period; possibly Skype, blog, etc.) - Ensuring regular feedback on the level of performance and communication with the responsible teacher of the sending institution - Commitment that the commonly agreed competences can be further developed during the internship. - Arrangements for ensuring that the sending institution provides support (visits on site, Skype, videography, etc.) 	Confirmation by employer/institution management	<p>Through the academic tutors and the organization of educational workshops, the University prepares students for the internship.</p> <p>Students' internship experience is monitored through documentation provided by students (logbooks) and by the interns' tutors (assessment forms and periodic interviews with university tutors).</p>

0 – 3 years – Educatori - Educators

	Topic	Content/Verification	Responsibility	References
1	Suitability of the institution as a recognised socio-pedagogical institution	Suitability of the institution	Provider (city, private bodies, etc.) and responsible supervisory body	<p>In Italy, there are 21 systems of early childhood education 0 to 3 years (19 Regions plus the two autonomous provinces). Currently, in Veneto, the five systems that can be "accredited" by the Region (therefore those most chosen by students for the internship) are: nursery, company nursery, integrated nursery, micro-nursery, childhood center. The "spring section" is also a place for student internships.</p> <p>Decree 65/2017 established the national education and training system from birth up to six years and, at the national level, the types of services for children are defined in:</p> <ul style="list-style-type: none"> - nursery; - supplementary services; - spring sections; - kindergartens. <p>At the moment, the denominations established by the regions remain in force.</p>

			<p>Decree 65/2017 also indicates the need for a first-level degree of class 19 (L-19) in education and training sciences with a specific specialization for children. Annex B of Ministerial Decree 378/2018 outlined the characteristics that this specialization must have.</p> <p>The reference here is the internship provided by the study course L-19 of the University of Padua, Rovigo branch, in Education and Training Sciences with a specific focus: Educational services for children.</p> <p>Unlike the study courses in Primary Education, the three-year L-19 courses are very diversified among the various Italian locations.</p> <p>Early childhood services are managed by Municipalities (in Veneto only in large cities and sometimes not even those), Cooperatives, FISM (particularly in Veneto where there are many recognized preschools that have opened integrated infant-toddler centers - as per regional</p>
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				<p>legislation), foundations (eg SPES in Padova).</p> <p>Unlike internships for 3-6 years, the agreement is made with any early childhood service authorized by the Veneto Region. Many services are also accredited, but not all.</p> <p>Essentially, the student practically goes where he/she wants. The usual agreement with the University of Padua (or other University) is required (similar to that of any other type of internship, from biology to physiotherapy).</p>
2	Qualified person	- Proof of qualification (at least EQF 6)	Confirmation by employer/institution management	The educator responsible for the internship must have at least a first level University degree. He/She is defined as a "Company Tutor".
3	Institution management	- Ensuring professional guidance (time budget, training for guidance and assurance, trainee does not replace a specialist)	Confirmation by employer/institution management	<p>There is no form of monetary recognition for the reception of students.</p> <p>Given the extreme heterogeneity of early childhood services in the Region, the student internship can take different forms, including the total replacement of educational</p>

				<p>roles or almost. It is less and less widespread, but it cannot be excluded. It depends on the company tutor and/or the welcoming institution.</p> <p>The students (almost all of them are female students) often choose the nursery closest to home, the one in the parish.</p> <p>Students are supervised by a teacher, tutor (appointed among the study course teachers), and an internship tutor with essentially "bureaucratic" support tasks.</p> <p>The teaching tutor is entirely free in supervising the student's career. Some teachers meet the student periodically to be told how he is doing, others not.</p>
4	Institution management	- Coordination of the requirements for the practical tasks (for shorter stays of up to 3 months)	Confirmation by employer/institution management	<p>Students must complete 400 hours of internship (350 hours of direct internship and 50 hours of indirect internship). There are no "secondments" of staff to follow the indirect internship of students as happens in the degree course in Primary Education.</p> <p>The indirect internship consists of some meetings that support reflection on the practice.</p> <p>In other universities, people are hired to follow students in indirect</p>

				<p>internships at the expense of the university or the course of study.</p> <p>Students can begin the internship upon reaching 89 credits (therefore halfway through the course). In fact, most prefer to wait until the second (and last) semester of the third year, when there are no more lessons, being able to devote themselves completely to the internship.</p>
5	Institution management	<ul style="list-style-type: none"> - Arrangements enabling participation in practical training in sending school (if this takes place during internship period; possibly Skype, blog, etc.) - Ensuring regular feedback on the level of performance and communication with the responsible teacher of the sending institution - Commitment that the commonly agreed competences can be further developed during the internship. - Arrangements for ensuring that the sending institution provides support (visits on site, Skype, videography, etc.) 	Confirmation by employer/institution management	<p>Each student prepares a (very short) internship project before entering the nursery and then a final internship report at the end. The student, the company tutor, and the teaching tutor fill out an evaluation form at the end of the experience, which gives rise to an evaluation that contributes to determining the final graduation grade.</p> <p>To graduate, the student must still write a final graduation report (which everyone still calls a thesis but is well reduced compared to a thesis). Often it is linked to the internship experience, but it is not mandatory.</p>

Country Feedback concerning Requirements for Early Childhood and Care institutions while implementing internships Italian perspective - 3 – 6 years – Insegnanti - Teachers

Country: _____ Institution: _____

Responsible Person: _____ Position in institution: _____

City/Date _____

	Topic	Content/Verification	Responsibility	Topic fulfilled
1	Suitability of the institution as a recognised socio-pedagogical institution	Suitability of the institution: public institution for Early childhood education or recognized private institution.	Provider (city, private bodies, etc.) and responsible supervisory body	
2	Qualified person	- Teachers charged with tutoring tasks. Tutor must be permanent staff (teachers) of the school	Confirmation by employer/institution management	
3	Institution management	- Ensuring professional guidance (time budget, training for guidance and assurance, trainee does not replace a specialist) This is not a formal requirement, there's no formal obligation. The internship tutor manages the trainee during the traineeship	Confirmation by employer/institution management	

		activity within the institute without hourly obligations and training obligations (for the tutor).		
4	Institution management	<p>- Preparation of an individual training plan with reference to a list of teacher's professional dimensions, such as class observation; class management; design; assessment etc.</p> <p>Interestingly, the internship tutor's work in Italy is connected with the supervision of the coordinating tutors. In this sense, the internship is linked to the lectures and workshops that the students follow at University.</p> <p>The circularity between theory and practice that the internship allows with our course of study is essential. The professors would like it to be considered if our students went to an internship in Germany or elsewhere.</p>	Confirmation by employer/institution management	
5	Institution management	<p>- Arrangements enabling participation in practical training in sending school (if this takes place during internship period; possibly Skype, blog, etc.)</p> <p>- Ensuring regular feedback on the level of performance and</p>	Confirmation by employer/institution management	

		<p>communication with the responsible teacher of the sending institution</p> <ul style="list-style-type: none">- Commitment that the commonly agreed competences can be further developed during the internship.- Arrangements for ensuring that the sending institution provides support (visits on site, Skype, videography, etc.)		
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Country Feedback concerning Requirements for Early Childhood and Care institutions while implementing internships Italian perspective - 0 – 3 years – Educatori - Educators

Country: _____ Institution: _____

Responsible Person: _____ Position in institution: _____

City/Date _____

	Topic	Content/Verification	Responsibility	Topic fulfilled
1	Suitability of the institution as a recognised socio-pedagogical institution	Suitability of the institution	Provider (city, private bodies, etc.) and responsible supervisory body	
2	Qualified person	- Proof of qualification (at least EQF 6)	Confirmation by employer/institution management	
3	Institution management	- Ensuring professional guidance (time budget, training for guidance and assurance, trainee does not replace a specialist)	Confirmation by employer/institution management	
4	Institution management	- Coordination of the requirements for the practical tasks (for shorter stays of up to 3 months)	Confirmation by employer/institution management	
5	Institution management	- Arrangements enabling participation in practical training in sending school (if this takes place	Confirmation by employer/institution management	

	<p>during internship period; possibly Skype, blog, etc.)</p> <ul style="list-style-type: none"> - Ensuring regular feedback on the level of performance and communication with the responsible teacher of the sending institution - Commitment that the commonly agreed competences can be further developed during the internship. - Arrangements for ensuring that the sending institution provides support (visits on site, Skype, videography, etc.) 		
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