

CIPAT

Name of the organisation :	C.I.P.A.T. - Consorzio Istituti Professionali Associati Toscani - (Consortium of the Tuscan Professional Associated Institutes)	
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Type of organisation:

SME School University Public Authority
 Training No Profit NGO

Other (Specify) Consortium of public schools

Fields of action:

SMEs Youth Universities Public Authorities
 Equal opportunities Schools X Unemployed

Other (Specify)

Description of the organisation

CIPAT so far, is a consortium made up of 40 schools, including several courses of studies, with a certain predominance of hotel-management and catering schools.

The Consortium was established in 2002 thanks to the initiative of 12 schools, that were determined to collaborate in various fields of common interest, as specified in the Statute.

Recently (Dec. 2007) this Statute has been modified, its aims and its name completed and its institutional bodies updated.

CIPAT's leading course of action, to this day, involves following fields:

1. **Fight of school wastage**, with projects that complete education with vocational training; in this field CIPAT has already organized initiatives that have been well awarded by the Regional Authorities. A regional Coordination of experiences and good practices has been set up and a regional Meeting is going to take place very soon. To this theme has been linked the Project School inclusion, a Comenius Project for the elaboration of a handbook for fighting schoolwastage. A meeting will be soon organized among formative Agencies, with the common aim of creating a shared platform concerning the integration between education and vocational training.
2. **The reform of the Technical and Professional Education**, in order to optimize the integration of the institutes with the demands of the territorial development and in this world the identifying of the pole-schools for a technical professional training, including the various exit levels, up to the higher technical formation. To this purpose the consortium is activating itself for including the whole universe of the Tuscan professional institutes, in order to englobe, as already now it happens, all courses of study; and it is wide open also towards the other institutes of higher education (starting from the technical institutes) that are interested in its aims and in its activities. We deal with the Regional Authorities concerning the problem of the Third year, credits and re-entering and Recognizements.
3. **Organizational and professional quality improvement of the adherent schools**, carrying out projects for adopting quality models (CAF/BSC), with a shared action of teachers' training, coordination and exchange of didactic experiences as innovating eaching tools (bench-learning) enhancing all excellences both among teachers and students.
4. **Participation in external initiatives, aimed to territorial promotion and development**, that make possibile that the education quality gets positive effects on its members: building partnerships in european projects, managing cooperation initiatives with "Misericordia di Firenze" on the theme "disability" and supporting developing countries, agreements, activities with territorial Authorities, etc.

Experience in previous projects

CIPAT is managing for the first time an European project as a leader.

Anyway, many of the schools, that are adhering to the Consortium, have already managed, in the past, important projects within Socrates Programme: Comenius, Leonardo da Vinci, etc.

We would like to mention only some of them: Istituto Professionale "Datini" - Prato; Istituto Professionale "Einaudi" - Grosseto; Istituto Professionale "Marco Polo" - Cecina (Livorno); Istituto Professionale "Pertini" - Lucca; Istituto Professionale "Matteotti" - Pisa.

CIPAT, since previous schoolyear, has started an initiative of coordination among the adhering schools aimed to fight against schoolwastage: it looked for the best practices that already had been set up in Tuscany for what concerns the experimentation of integrating paths between education and vocational training and elaborating proposals that have been presented to the Regional Authorities and the latter has taken them into consideration for the creation of the regional guidelines for the schoolyear 2007/08. The coordination group, made up of a group of teachers

that is working hard on practices of innovating didactics, has also produced, at the beginning of the schoolyear, the first indications of good practices for the adhering schools.

Contact person's experience

Professor Giuseppe Italiano, in his quality of Headmaster of the Istituto Professionale per il Commercio "Da Vinci" in Empoli (Florence) from 1984 to 1987 has been Technical Director of the EU Pilote Project CEE I 20a of the region Valdelsa.

In his quality of Headmaster of the "Istituto Professionale per il Commercio "Datini"" in Prato, has had the following tasks:

- In the schoolyears 1988/91, he was Responsible for the EU Pilote Project CEE - PETRA , concerning teachers' training
- In the schoolyear 1991/93, he was Responsible for the EU Pilote Project PETRA IT 1 in collaboration with Bruxelles University.
- In the schoolyears 1995/98 he was Responsible for the EU Pilote Project "TIFS ", within the EU Programme "Leonardo da Vinci", Contract nr. I/11a/N/1/81 n.3558. Partners: Région de la Loire, Academie de Nântes, Canaries' Regional Government.
- In the schoolyears 1996/99 he was the Italian Responsible for the EU Project "Leonardo" : "Training for trainers 2002 " in collaboration with "Camera di Commercio di Madrid" (Madrid Chamber of Commerce) and other european partners.

In his quality of Headmaster of the "Istituto Regionale per la Ricerca Educativa della Toscana" he has been coordinating various projects of research within the Socrates and Grundtvig Programmes from 1999 to 2006.

As CIPAT coordinator he was responsible for the Comenius-CMP "School Inclusion (2007-2009), Leonardo "LeTS Go" (2009-2011) and is currently participating in the Leonardo "Stay@School" (2011-2013).

Marussia Pastacaldi has had a long experience as a teacher of Business Administration in technical and vocational colleges and has worked as an accountant consultant in private companies. As part of her education she has coordinated three projects "Leonardo". Since 2000 she has been working on projects aimed at reducing school dropout in the area of Florence, paying special attention to foreign students."

Mauro Di Grazia worked as a headteacher of a Vocational Institute from 1983 to 2005 where he acquired organisational and financial competences together with a large experience of relationship management. He is an expert consultant in the prevention of early school leaving, and he has promoted the adoption of quality models EFQM, CAF, BSC. He has been an assessor for Premio Qualità Italia. He has had a large experience in European projects.

Lucia Nicolai has taught English for 20 years in lower and higher levels of secondary schools. She has been teaching in a Technical and Vocational School in Lucca since 2009. She is in charge of the school project to tackle early school leaving, and of that of students orientation.

She is also the guidance teacher of all the colleagues teaching languages. She is now involved in the Leonardo "Stay@School" . She has had a long experience as a school leader in school-stays abroad