

The Role of Non-State Actors in Education Policy Making in Italy

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A strong public education system is usually considered a precondition for social justice. Nonetheless, as part of wider transformations of public governance, education is also experiencing an increasing influence from non-state actors. The perceived inefficiency of the public system and global competitiveness have encouraged the entry of non-state actors into the public policy making environment of public education. The non-state actors have taken up an active role in changing the education policy priorities in many countries and in many ways, including Italy. The methodology is based on qualitative research, with empirical data gathered through qualitative interviews with schools and non-state actors, local governing authority and key policymakers.