Permanent Mission of Italy
UN - Geneva

The Permanent Mission of Italy to the United Nations Office and other International Organizations in Geneva presents its compliments to the Office of the United Nations High Commissioner for Human Rights (OHCHR) and, following Letter AL ITA 3/2026 dated 21 August 2026, has the honour to transmit herewith Italy's reply.

The Permanent Mission would be grateful if the OHCHR could kindly confirm receipt of this Note Verbale and of the attached document.

The Permanent Mission of Italy to the United Nations Office and other International Organizations in Geneva avails itself of this opportunity to renew to the Office of the United Nations High Commissioner for Human Rights the assurances of its highest consideration.

Geneva, 20 October 2026

Office of the United Nations High Commissioner for Human Rights
Geneva

ITALY

Italy's reply to UN Joint Communication AL ITA 3/2026

20 October 2026

Further to UN Joint Communication AL ITA 3/2026 of 21 August 2026 by the Special Rapporteur on the right to education; the Special Rapporteur on the promotion and protection of the right to freedom of opinion and expression; the Special Rapporteur on the rights to freedom of peaceful assembly and of association; the Special Rapporteur on the situation of human rights defenders and the Special Rapporteur on the promotion of truth, justice, reparation and guarantees of non-recurrence, Italy wishes to provide the following information.

At the outset, Italy wishes to state unequivocally that no person in Italy is, or may be, subjected to any adverse measure for cooperating with the United Nations, its representatives or its mechanisms, including the Special Procedures of the Human Rights Council. The identity and mandate of the speaker played no role whatsoever in the proceedings described below, which concern solely compliance with procedural rules that apply to any educational initiative involving an external speaker.

1. Please provide any additional information and/or comment(s) you may have on the above-mentioned allegations.

The disciplinary proceedings brought against Ms. Paola Fioravanti originated from reports concerning the participation, during school hours, of some classes of the "*Eugenio Montale*" upper secondary school (*liceo*) in Pontedera in two online meetings with Ms. Francesca Albanese, Special Rapporteur on the situation of human rights in the Palestinian territories occupied since 1967, held on 3 and 10 December 2025. The reports alleged, in particular, that the manner in which the events had been organised and conducted was not consistent with Italian school regulations. Following those reports, on 12 December 2025 the Regional School Office for Tuscany (*Ufficio scolastico regionale* – USR), which has territorial jurisdiction, in the exercise of its ordinary supervisory functions, instructed one of its inspectors to "*verify the facts and ascertain any possible liability, providing, where deemed necessary, all possible support to the school management, with specific regard to the procedures and acts falling within its remit*".

The sole purpose of the inspection was to establish the facts and to verify compliance with the procedures governing the school system, including those concerning the involvement of the relevant collegial bodies.

In this regard, it should be noted that the Regulation governing the organisation of the Ministry of Education and Merit (Ministero dell'Istruzione e del Merito - MIM) (Decree of the President of the Council of Ministers No. 208 of 27 October 2023, as amended by the Decree of the President of the Council of Ministers No. 185 of 30 October 2024 – Article 8, paragraph 1, letters a) and l)) expressly entrusts the Regional School Offices with supervisory duties over schools. In particular, under that provision, the Regional School Offices "*oversee compliance with the general rules on education and the related essential levels of provision, the implementation of the school system and the effectiveness of educational activity"* and *"supervise the efficiency of the activity of schools and educational institutions*". The inspection in question was therefore not an exceptional intervention but an entirely ordinary procedure, which is activated – either on the Regional School Offices' own initiative or at the request of the central Administration – whenever facts or situations come to light that appear to be inconsistent with school regulations or liable to compromise the functioning of schools, the quality of the educational offer or the relations between the various components of the school community. In this connection, it should be observed that inspections of schools are carried out in accordance with procedures and methods designed to protect the rights of all the persons involved, to reconstruct the facts objectively and impartially, and to prevent any form of interference by the school Administration or by political actors in the life of schools. Inspections are in fact carried out by technical inspectors (*dirigenti tecnici*) with specific and high-level professional expertise who, although functionally reporting to the Ministry, operate in a position of independence and impartiality. As evidence of this, it is worth citing the Policy Directive on the exercise of the technical-inspection function currently in force (adopted by Ministerial Decree No. 41 of 21 February 2022), which states (page 7) that "*the technical inspector is a highly professional figure, rooted in the school system, who acts with public responsibility, in the service of the country. He or she is a professional resource of the Ministry of*

Education, characterised by confidentiality, independence of judgement and technical discretion, who supports schools in improving the quality of their processes and in achieving their goals".
Furthermore, the same document (page 10) provides that inspections may concern "*teaching, organisational, accounting and administrative aspects*". The directive further provides that "*the inspection activity presupposes impartiality and autonomy of judgement*" and that "*technical inspectors not only carry out supervisory activities in order to identify and resolve dysfunctions, inefficiencies and anomalies, but also intervene for the purposes of preventing and reducing litigation, seeking solutions and reconciling the different positions, by providing assistance and proposals*".
Finally, the outcome of inspections is always set out in "*final reports*" which, in addition to providing an account of the procedure followed to ascertain the facts and to gather the various positions and interests at stake, are made available to the parties directly concerned, enabling them to fully protect their rights and interests.

In the course of the inspection, the inspector in charge identified several shortcomings in the organisation of the meeting, pointing out that, under the relevant State legislation, an event of this kind would have required a prior resolution of the Board of Teachers (*Collegio dei Docenti*) on account of its educational relevance, a prior resolution of the School Council (*Consiglio di Istituto*) on account of the involvement of external experts, the prior conclusion of an agreement with the promoting association, as well as the formal submission of the initiative to the Class Council (*Consiglio di Classe*) for the purposes of activity planning. These rules are of a general nature, and their application is mandatory for all schools, irrespective of the type and content of the events concerned.
The inclusion of a given topic in the Civic Education plan approved at the beginning of the school year does not itself authorize each specific initiative implementing it. Where an initiative involves an external speaker and the participation of several classes during school hours, the rules recalled above require a specific decision of the competent bodies, so that all components of the school community are in a position to assess its arrangements in advance. This applies to any initiative and to any speaker, irrespective of the topic.
The inspection revealed, on the contrary, that Ms. Fioravanti had organised the event entirely as its sole promoter, failing to submit it in advance to the school's collegial bodies and to request the school head's authorisation, and had merely posted a notice of the initiative in the electronic register. Such a notice, while useful for informing pupils and families, is a tool for recording teaching activities and cannot substitute for the resolutions of the collegial bodies or for the authorization of the school head.

For these reasons, the inspector in charge identified possible grounds for disciplinary liability on the part of Ms. Fioravanti, whose conduct was considered inconsistent with the minimum standards of diligence. The inspection report further clarifies that the breaches attributed to the teacher relate exclusively to the procedures followed in organising the initiative and are entirely unrelated to the content of the event, to which the inspector reported having had no access at all, as no recording of it was available.

Following the inspection, the head of the "*Montale*" school initiated disciplinary proceedings against Ms. Fioravanti, charging her with "*having organised a Civic Education event involving the participation of an external expert, albeit remotely, without having obtained a resolution of the collegial bodies and without having informed the school head in advance*". Such conduct was deemed to constitute a "*breach of the professional duties of a teacher, particularly with regard to compliance with the sharing and adoption, by the collegiate bodies, of resolutions concerning educational, teaching and training initiatives and of having, moreover, acted without authorisation from the school head*".
As is evident, the disciplinary charge is limited exclusively to the procedure followed by Ms. Fioravanti and to her breach of the prerogatives of the collegial bodies laid down by law, and in no

way concerns the content of the event, the person of the expert invited to take part, or, still less, the opinions and positions expressed during the meeting.
At the end of the proceedings, the disciplinary sanction of a written reprimand (*censura*) was imposed on Ms. Fioravanti pursuant to Article 493 of Legislative Decree No. 297/1994, whereby the teacher's conduct is reprimanded "*for not having formally communicated the initiative to, shared it with and had it approved by the collegial bodies, and for not having informed the undersigned school head in advance*".

The breaches were assessed as minor and, in accordance with the principle of proportionality, the least severe sanction provided for by the legal system was applied. The written reprimand does not affect the teacher's remuneration, duties or position. The text of Article 493 of Legislative Decree No. 297/1994, which provides a precise definition of the sanction imposed on the teacher, states: "*the reprimand (censura) consists of a written and reasoned statement of reprimand, which is imposed for non-serious breaches of the duties inherent in the teaching function or of official duties*".
It should also be noted that Ms. Fioravanti was informed of the acts and contents of the disciplinary proceedings and that her right of access to the records was always guaranteed in accordance with the applicable legislation.
In particular, the formal notice of disciplinary charges was served on Ms. Fioravanti on 8 January 2026. By means of the same notice, she was summoned to attend a hearing for the purpose of presenting her defence, scheduled for 30 January 2026. The disciplinary sanction was subsequently imposed by a decision dated 10 February 2026.
Finally, it should be noted that Ms. Fioravanti has not lodged any appeal against the above-mentioned disciplinary measure.

2. Please provide the legal basis for the disciplinary proceedings against Ms. Paola Fioravanti, including the evidence relied upon and the reasons why measures were taken against her.
As already stated in reply to question 1, Decree of the President of the Council of Ministers No. 208 of 27 October 2023 – Article 8, paragraph 1, letters a) and l) – entrusts the Regional School Offices with supervisory functions over the schools located in their territory. Whenever such Offices become aware – through reports, complaints or in the course of their ordinary activity – of possible irregularities or breaches of the rules, they are required, also in implementation of the principle of sound public administration (*buon andamento*) enshrined in Article 97 of the Constitution, to initiate the necessary inquiries and to adopt the resulting measures, including, where appropriate, measures of a disciplinary nature, in order to ensure the proper functioning of schools. The inspection initiated by the Regional School Office for Tuscany is grounded in that organisational provision.

As regards the disciplinary proceedings, on the other hand, the legal basis consists of the following provisions:

- Decree of the President of the Republic No. 62/2013, as amended by the Decree of the President of the Republic No. 81/2023, which lays down the Code of Conduct for all public employees;
- Legislative Decree No. 165/2001, Articles 54, 55, 55-*bis* and 55-*sexies*, which define the employee's duties with regard to compliance with the above-mentioned Code of Conduct, govern the cases of liability and the time limits and procedures of disciplinary proceedings, and establish the mandatory nature of disciplinary action;
- Legislative Decree No. 297/1994, Articles 492 to 501, which govern disciplinary sanctions for school staff.

As regards the specific breaches with which Ms. Fioravanti was charged, the legal basis consists of the following provisions:

- Legislative Decree No. 297/1994, Article 5, paragraph 8, which defines the tasks of the Intersection, Interclass and Class Councils, providing, in particular, that they have the "*task of*

submitting to the Board of Teachers proposals concerning educational and teaching activities";
- Legislative Decree No. 297/1994, Article 7, paragraph 2, which defines the powers of the Board of Teachers, providing, in particular, that it "*has decision-making power with regard to the educational functioning of the 'circolo' (a grouping of pre-primary and/or primary school district) or 'istituto' (the school). In particular, it is responsible for the planning of educational activity, also with a view to adapting, within the framework of the school system established by the State, the teaching programmes to specific local needs and to fostering interdisciplinary coordination*";
- Ministerial Decree No. 129/2018 (Regulation laying down general instructions on the administrative and accounting management of schools, pursuant to Article 1, paragraph 143, of Law No. 107 of 13 July 2015), Article 45, which governs the powers of the School Council in contractual matters, providing, in particular, that it adopts resolutions concerning "*the participation of the school in initiatives involving agencies, bodies, universities, public or private entities*";
- Legislative Decree No. 165/2001, Article 25, which governs the role of the school head, entrusting him or her, in particular, "*with due regard for the powers of the school's collegial bodies, […] with autonomous powers of direction, coordination and enhancement of human resources*", as well as with the tasks of organising *"the school activity in accordance with criteria of educational efficiency and effectiveness"* and of promoting *"measures to ensure the quality of educational processes and the collaboration of the cultural, professional, social and economic resources, so as to ensure the freedom of teaching, also understood as freedom of research and of methodological and teaching innovation, for the exercise of families' freedom of educational choice and for the fulfilment of pupils' right to learning*";
- Articles 40, paragraph 3, and 44, paragraph 3, of the National Collective Labour Agreement for staff in the Education and Research sector – 2019-2021 period, which govern the exercise of the teaching function within the collegial bodies of educational institutions.

On the basis of the general legal framework described, it was established (through hearings and the acquisition of documents, first in the course of the inspection and then in the course of the disciplinary proceedings) that the organisation of the meeting -, as an activity that qualifies both as an initiative involving external experts and as a project-based initiative included in the Three-Year Educational Offer Plan (*Piano triennale dell'offerta formativa*) within the Civic Education curriculum - would have required a prior resolution of the Class Council, of the Board of Teachers and of the School Council, as well as the prior authorisation of the school head. It was instead ascertained that Ms. Fioravanti had entirely failed to involve the above-mentioned bodies, thereby infringing, contrary to her duties of conduct, the prerogatives of the collegial bodies and of the school head. The disciplinary sanction was imposed exclusively on those grounds, without taking into account any other aspect related to the objectives and content of the initiative or to the opinions expressed therein.
It is considered necessary to clarify that the procedure initiated against Ms. Fioravanti is consistent with the procedure ordinarily followed in respect of other teachers in similar circumstances, where the sole purpose is to ascertain whether the teacher undertook initiatives on its own authority, without having first obtained the authorisation of the school head and the approval of the competent collegial bodies of the school.

3. **Please explain how the targeted disciplinary measures described above are compatible with the rights to academic freedom, education, freedom of opinion and expression, including the right to information, and the right of peaceful assembly, as well as the right to promote, defend and protect human rights, as protected under international human rights law.**
As explained above, the disciplinary sanction bears no connection whatsoever with Ms. Fioravanti's opinions and convictions, nor has it interfered with her academic freedom or freedom of expression. The disciplinary proceedings were initiated solely because of the breach of the procedures that the Italian school system lays down for organising this type of event within schools as part of curricular

educational activity. Those procedures apply to all schools and to every type of event, irrespective of its content and purpose.

This legal framework must be read in conjunction with Italy's obligations under international human rights law, including the International Covenant on Civil and Political Rights, the International Covenant on Economic, Social and Cultural Rights, and the Convention on the Rights of the Child. These instruments protect, inter alia, the rights to education, freedom of opinion and expression, and peaceful assembly, while recognizing the need to safeguard the rights and freedoms of others. Italy considers that the disciplinary measure at issue, which was based exclusively on the failure to comply with generally applicable procedural requirements and did not concern the content of the educational activity or the opinions expressed, is consistent with these international obligations.

The following considerations on the manner in which the freedom of teaching is exercised in the Italian school system are also relevant.

The freedom of teaching, expressly recognised and protected by Article 33 of the Constitution, is nonetheless subject to limits, which relate essentially to: (1) the protection of the fundamental rights, likewise of constitutional standing, of those to whom teaching is addressed; (2) the achievement of the purposes and objectives of the national education system; (3) school autonomy, which is also recognised by the Constitution; and (4) the collegial dimension of school life, since the teaching activity takes place within a complex educating community whose components are regarded by the legal system as deserving of representation and protection.

In this regard, it is worth recalling, first of all, Article 1 of the aforementioned Legislative Decree No. 297/1994, which, in implementation of the constitutional principles, provides in paragraph 1 that "*in compliance with the constitutional rules and with the school system established by this consolidated act, teachers are guaranteed the freedom of teaching, understood as teaching autonomy and as the free cultural expression of the teacher*", while paragraph 2 clarifies that "*the exercise of that freedom is aimed at promoting, through an open debate between cultural positions, the full development of pupils' personality*". Article 2, paragraph 1, of the same decree further provides that "*the promotional action referred to in Article 1 is carried out with respect for the moral and civic conscience of pupils*".

Equally significant is Article 1, paragraph 2, of Decree of the President of the Republic No. 275/1999, which provides that "*the autonomy of schools is a guarantee of the freedom of teaching and of cultural pluralism and consists in the design and implementation of education, training and instruction measures aimed at the development of the human person, suited to the different contexts, to the demands of families and to the specific characteristics of the persons involved, in order to ensure their educational success, consistently with the general purposes and objectives of the education system and with the need to improve the effectiveness of the teaching and learning process*".

Article 3 of the aforementioned Legislative Decree No. 297/1994 is also worthy of attention. Entitled "*school community*", it provides in paragraph 1 that "*in order to achieve, in compliance with the school system of the State and with the powers and responsibilities proper to inspection, management and teaching staff, participation in the management of the school, giving it the character of a community that interacts with the wider social and civic community, the collegial bodies referred to in Title I are established, at the level of school circle, institute, district, province and nation*".

Of relevance is also Article 40 ("*Teaching function*") of the National Collective Labour Agreement for staff in the Education and Research sector – 2019-2021 period, which provides that:

1. *The teaching function carries out – in compliance with the Italian Constitution – the process of teaching/learning aimed at promoting the human, cultural, civic and professional development of pupils, on the basis of the purposes and objectives laid down by the school regulations defined for the various levels and types of education*.

2. *The teaching function is founded on the cultural and professional autonomy of teachers; it is exercised through individual and collegial activities and through participation in in-service updating and training activities*.

3. *In implementation of school autonomy, teachers, in collegial activities, through the processes of discussion deemed most useful and appropriate, draw up, implement and review, as regards*

pedagogical and teaching aspects, the three-year educational offer plan, adapting its structure to the differing needs of pupils and taking into account the relevant socio-economic context, also with a view to achieving shared qualitative learning objectives in each class and in the various disciplines. Families shall be informed of the related results in the manner decided by the Board of Teachers.
Furthermore, the following Article 41, paragraph 1, provides that "*serving teachers who fill, in each school, the vacant and available posts referred to in Article 1, paragraph 63, of Law No. 107 of 13 July 2015 belong to the relevant autonomy staffing complement and contribute to the implementation of the three-year educational offer plan through individual and collegial activities: teaching; enhancement; support; planning; research; educational and organisational coordination*".

As stated, this legal and contractual framework confirms that, in exercising his or her inviolable, constitutionally recognised freedom of teaching, a teacher is nonetheless required to observe specific limits, designed to guarantee the protection of the constitutional rights, the freedoms of students and of their families and the quality of the school service. The Ministry's supervisory activity and the possible initiation of disciplinary procedures are precisely aimed at ensuring that, the teacher, in the actual exercise of his or her activity, acts within those limits – that is, promotes the full development of students' personality by ensuring debate and the pluralism of opinions, contributes to the pursuit of the general objectives of the national education system and to the achievement of the specific objectives of the autonomy of schools and gives adequate attention to the collegial dimension of the school, by contributing to the planning of activities and sharing his or her choices with due regard for the prerogatives and interests of all the components of the school community.

In the light of this legal framework – which, moreover, the highest courts have repeatedly interpreted in the manner just described – it can clearly be concluded that there has been no violation of Ms. Fioravanti's freedom of teaching, since the teacher was sanctioned solely for having failed in her duty to share the initiative with the collegial bodies and with the school head, that is, for failing to comply with procedural rules of general application.

For the same reason, there is no indication that the teacher's right to freedom of opinion and expression was in any case restricted, given that the content of the initiative was not taken into consideration in the disciplinary proceedings, and no criticism was directed at the opinions and positions expressed during the meeting.

Lastly, there has been no infringement of the right of assembly. Firstly, the meeting took place during school hours as an integral part of the Civic Education curriculum and thus constituted a teaching activity in the strict sense. Secondly, the only sanction imposed in connection with the organisation of the meeting is the one adopted against Ms. Fioravanti for the reasons set out above, and the school has not adopted any measure restricting the rights of students to meet in assembly, as recognised by the Italian school system.

4. Please provide information on the legal status, scope and intended application of the circular of the Ministry of Education and Merit of 7 November 2025, and indicate what safeguards exist or are envisage to ensure that teachers and students are not subjected to disciplinary measures for addressing, in an educational setting, matters of public interest, including questions relating to the Occupied Palestinian Territory and issues pertaining to human rights, and for cooperating or engaging with United Nations independent experts and mechanisms.
At the outset, it is appropriate to clarify the nature of a circular in the Italian legal system.
Circulars are not sources of law: they have no power to introduce new rules, to impose new obligations or duties, or to restrict the exercise of rights already recognised. Their function essentially consists in providing information to their addressees (in this case, schools) on laws or regulations governing a particular matter, so as to enable the correct and uniform application of those rules throughout the country and in respect of all those concerned.

The circular of the Ministry of Education and Merit of 7 November 2025 was intended to pursue precisely that purpose. The principles of pluralism, freedom of opinion, respectful debate between different positions and the free and unhindered development of students' personality were certainly not introduced by the circular of 7 November; rather, they represent the founding values of the Italian school system and constitute the cornerstones – clearly derived from the Constitution – on which the educational action of schools and of those who work within them must be based. Those principles and values are clearly set out in the provisions referred to in reply to question 3 above.
Therefore, by means of the circular, the Ministry of Education and Merit intended to foster the uniform application of those rules and principles throughout the national territory, supporting schools in dealing with the significant and sensitive issues connected with the treatment of topics of particular relevance and complexity, especially on the occasion of public events and gatherings involving the various components of the school community and with the participation of external parties. The main purpose of the document is, in fact, to ensure that, also in such circumstances and for such types of activity, students' constitutionally grounded right to receive a pluralistic education – one that is not conditioned or slanted, always open to debate, and capable of ensuring individual growth and respect for all the positions and opinions present within the community – is fully guaranteed.
It clearly follows that the circular does not impose new obligations or restrictions and that no restriction of the rights of teachers and students recognised by the Constitution and by the law can in any way derive from it. The document introduces no limitation whatsoever as to the topics to be addressed (clearly including the Palestinian question and human rights matters), the type of guests to be invited, or the format and the specific arrangements for the organisation and conduct of meetings, since it is clear that the principle of pluralism is to be understood in relation to the overall activity of the school and not to any individual event. The only limits applicable are those laid down by the Constitution and by the law, which – it is reiterated once again – require that all activities intended for students always be consistent with the educational objectives autonomously defined by schools in their three-year plans, comply with State regulations and with the purposes of the national education system. Moreover, activities shall be defined with due regard for the prerogatives of all the components of the school, and shall always be geared towards freedom, debate and respect for opinions and the promotion of critical thinking.
It should also be noted that the circular concerns only initiatives promoted and managed by schools and provides no indication whatsoever regarding the right of assembly and representation of students, which is recognised by the legal system and fully safeguarded.
Nor does the circular contain any provision concerning the participation of representatives of international organizations or of the United Nations independent experts in school activities. Schools remain free to invite such experts, subject to the same ordinary procedures that apply to any external speaker.
Indeed, the sanction imposed on Ms. Fioravanti does not stem from non-compliance with the circular but depends exclusively on the breach of the rules governing the prerogatives and functioning of the school's collegial bodies.
In light of the foregoing, it can be concluded that the application of the circular entails no additional risk of disciplinary proceedings against teachers and students.

5. Please also explain which safeguards ensure that the implementation of the Ministry of Education and Merit circular, through the requirement to guarantee "a serene confrontation between different positions", do not result in misrepresenting or diminishing the force of judicial and other international findings on the situation in the Occupied Palestinian Territory, as well as other similar such situations where the qualification of crimes of genocide, crimes against humanity, or war crimes, have been established.
Reference is made, first of all, to the reply to question 4.
Secondly, it should be observed that the teaching activity in schools, as already illustrated and as reiterated in the circular, is carried out in compliance with the fundamental values and principles laid down by the Constitution, which clearly promote and protect human rights, peaceful coexistence

among peoples and the prerogatives of international organisations. Any topic addressed by schools is necessarily dealt with in accordance with those principles.
Thirdly, the planning and implementation of educational action, including public events and gatherings, as already stated, is entrusted – in compliance with national regulations – to the autonomy of schools, takes place in a collegial and pluralistic dimension, and involves the contribution of different professional profiles and disciplinary competences. These elements appear in themselves to be fully capable of preventing the assertion of positions that are inconsistent with constitutional values and with the fundamental principles of international law and relevant United Nations Security Council resolutions and advisory opinions of the International Court of Justice or that are not in line with the established universal body of historical, scientific or legal knowledge.
The ministerial circular does not affect this system and therefore presents none of the risks referred to in the communication.

6. Please also provide information on measures adopted to protect school managers and teachers from censorship when addressing the Palestinian issue or other highly politically charged or human rights issues.
Reference is made to the replies to questions 3 to 5. Italy wishes to reiterate that the circular introduces no censorship or limitation whatsoever on the treatment of the Palestinian question or of other topics relating to respect for human rights, but merely recalls the legal and value framework, defined by the Constitution and by the law, within which all school activity, irrespective of the topics addressed, must take place.

7. Please indicate the measures taken to ensure that the teacher concerned has access to an effective remedy, including review of the disciplinary measure imposed on her, and protection against any further reprisals.
The disciplinary proceedings against Ms. Fioravanti were conducted in full compliance with the rules laid down in Articles 55 and 55-*bis* of Legislative Decree No. 165/2001, in Articles 492 et seq. of Legislative Decree No. 297/1994 and in the National Collective Labour Agreements.
Under the above-mentioned legislation, the teacher's right of defence was fully guaranteed already during the disciplinary proceedings, since she was given the opportunity – as clearly indicated in the notice of charges – to present her position by submitting a written statement or by taking part in a defence hearing, including with the possible assistance of a lawyer or of a trade union representative.
Furthermore, as was also fully explained to her, the sanction imposed on Ms. Fioravanti may be challenged before the labour court or reviewed in the course of a conciliation procedure, which the teacher may optionally activate. To date, Ms. Fioravanti has not made use of either remedy.
Lastly, the sanction does not expose the teacher to any further prejudice, except within the limits and in the manner laid down by the legal provisions and by the Collective Labour Agreements on repeated offences.
Since, therefore, Ms. Fioravanti has benefited from all the prerogatives of the defence and, like all teachers, is afforded adequate protection in disciplinary matters by Italian law, the Government does not consider it necessary to adopt specific measures in the case under consideration.

8. Please indicate any steps taken or envisaged to ensure the non-recurrence of such proceedings against teachers, including through guidance issued to school heads and regional offices.
The disciplinary proceedings against Ms. Fioravanti originated solely with the failure to comply with the school's organisational procedures and with the prerogatives of the collegial bodies laid down by law. In no way did the proceedings concern the teacher's freedom of teaching or right to freedom of expression, and the sanction imposed is unrelated to the contents of the meeting.
The disciplinary proceedings in question therefore appear to be fully consistent with the principles and provisions of the Italian Constitution, with the legislative and contractual rules extensively cited above and with Italy's international human rights obligations.

Italy takes this opportunity to reiterate its firm commitment to continued cooperation with the Special Procedures of the Human Rights Council.