



## Knowledge hub - Collection of best practices

### Summary of the best practice

1. Title of the best practice (e.g. name of policy, programme, project, etc.) \*

Extraordinary intervention aimed at reducing territorial gaps in lower and upper secondary schools

2. Country or countries where the practice is implemented \*

Italy

3. Please select the **most relevant** Action Track(s) the best practice applies to \*

- Action Track 1. Inclusive, equitable, safe, and healthy schools
- Action Track 2. Learning and skills for life, work, and sustainable development
- Action Track 3. Teachers, teaching and the teaching profession
- Action Track 4. Digital learning and transformation
- Action Track 5. Financing of education

#### 4. Implementation lead/partner organization(s) \*

Italian Ministry of Education

#### 5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. \*

- Territorial Gaps
- Basic competences
- Early School Leaving
- NEET

#### 6. What makes it a best practice? \*

This intervention may be considered a “best practice” because in order to reduce territorial gaps between the North and the South of Italy and to support students at risk of early school leaving and NEETs, the central government implemented specific supporting measures, such as the creation of a digital platform integrated with the monitoring functions of the program. The service, is available in both desktop and mobile version, also through a special app, ensuring high levels of user friendliness, security, protection, privacy, by the different user profiles (school manager, mentor/tutor, student), in line with the rules and regulations in force, ensuring full accessibility to people with disabilities and a specific notification service for all users. The success of the action is also determined by the adoption of territorial educational pacts with central and local institutions, Archdioceses, educational institutions and third sector organizations, ready to work together to fighting educational poverty.

## Description of the best practice

### 7. Introduction (350-400 words)

This section should ideally provide the context of, and justification for, the practice and address the following issues:

- i) Which population was affected?
- ii) What was the problem that needed to be addressed?
- iii) Which approach was taken and what objectives were achieved? \*

The priority program concerns the implementation of a Plan that, on the basis of an analysis of school trends showing gaps within the country, will be developed in 4 years with the aim of ensuring adequate basic skills to at least 1,000,000 students per year, including through the development of a national platform for online training. It pursues several related objectives: a) valorization of key competences and reduction of territorial gaps; b) prevention of early school leaving and promotion of educational success, including through the use of online tools; c) promotion of social inclusion and integrated digital education for people with sensory and/or intellectual disabilities or from disadvantaged areas.

The program will address particularly those schools that have lately encountered greater difficulties in terms of performance, for which targeted support actions will be provided by school leaders, external tutors and support teachers (for Italian, Mathematics and English) for at least two years. The investment will also provide for mentoring and training actions (including distance learning) for at least 50% of teachers and the extension of school time with targeted planning, through an increase in teaching hours and the presence of experts for at least 2000 schools.

The program, which is part of the National Plan for Resilience and Recovery, is connected to the wider initiative of continuous training of teachers and school staff and intersects with the integrated in-presence and digital education investment and the School 4.0 investment. Moreover, as secondary outcome, connected to the system of vocational guidance and qualification, it allows a more effective response to the growing demand for more qualified workers.

## 8. Implementation (350-450 words)

Please describe the implementation modalities or processes, where possible in relation to:

- i) What are the main activities carried out?
- ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
- iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
- iv) What were the resources needed (budget and sources) for the implementation? \*

In order to fighting early school leaving, the investment provides specific initiatives of mentoring, counseling and active vocational guidance.

In particular, two target groups are considered:

a) young people aged 12-18 years at risk of dropping out of school or already outside the school circuit, who are provided individual online tutoring sessions and recovery training;

b) young people between 18 and 24 years of age who have completed the second cycle of education and are not involved in further studies or training, who are provided with tutoring courses or mentoring activities to facilitate the return to the education and training pathways.

The activities, aimed at reducing early school leaving, are carried out through a systemic strategy based on the continuous improvement of teaching and the personalization of learning, constant monitoring of the students most exposed to the risk of early school leaving, coordinated planning of interventions, continuous measurement of the effectiveness of the actions taken, synergy with the local community and strong collaboration with families.

The priority program will be developed over a period of 6 years.

Timing: From 2021 to 2026

Resources:

- 1.5 billion euro of the National Recovery and Resilience Plan

## 9. Results – outputs and outcomes (250-350 words)

To the extent possible, please reply to the questions below:

- i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);
- ii) What were the concrete results achieved with regard to outputs and outcomes?
- iii) Has an assessment of the practice been carried out? If yes, what were the results? \*

Within 31 December 2026, the action line envisages the implementation of:

- basic skills remedial courses for at least 120,000 young people aged 12-18 years old;
- mentoring activities for at least 470,000 young people at risk of early school leaving and at least 350,000 young people who have already left education and training.

The program and its related goals are aimed at the entire national territory, with particular attention to risk areas that are characterized by low learning outcomes, low socio-economic status of families, high level of early school leaving. Mentoring measures for overcoming gaps and territorial inequalities in equal access to education and educational success will be targeting schools with greater school dropout rates.

As a measure supporting the actions, the program provides the creation of a digital platform for online mentoring and training of students, as a support measure of the actions. The platform aims at creating a channel of simple, direct and personalized interaction between mentor and student, conveying teaching and orientation content, encouraging communication and continuous monitoring of learning and teaching processes, sharing agenda, time and objectives and offering constant motivational responses and reinforcements to the student throughout the course of the activities.

The implementation of interventions funded through the European Recovery and Resilience Facility is monitored and evaluated by the EU Commission through the Central Service for the National Recovery and Resilience Plan created at the Ministry of Economy and Finance.

The Ministry of Education carries out monitoring tasks to measure the achievement of targets through the system developed under the National Plan for Digital School and based on the mechanisms of the Structural Funds.

Targets

Target 1. Implementation of mentoring activities for at least 470,000 young people at risk of early school leaving and for at least 350,000 young people who have already left education and training (EU target).

The target must be achieved by 31.12.2024.

The European Target is strongly intertwined with national additional objectives as it must guarantee:

- equal gender and territorial distribution;
- establishment of a platform for online tutoring and training activities;
- coverage of the entire national territory, with particular attention to areas at risk that are characterized by low learning outcomes, low socio-economic status of families, high level of school dropouts.
- mentoring measures to overcome gaps and territorial inequalities in equal access to education and educational success. They will be targeting, in particular, those schools where there is a greater presence of school dropout rates linked to economic and social conditions.

Targets 2: Reduction of the drop-out rate in the second cycle of education to reach the EU average 2019 (from 13% to 10%) (EU target)

## 10. Lessons learnt (300 words)

To the extent possible, please reply to the following questions:

- i) What were the key triggers for transformation?
- ii) What worked really well – what facilitated this?
- iii) What did not work – why did it not work? \*

The key triggers for transformation have been: the adoption of a systemic strategy based on the continuous improvement of teaching and the personalization of learning; a constant monitoring of the students most exposed to the risk of early school leaving; the coordinated planning of interventions; a continuous assessment of the effectiveness of the actions taken; the synergy with the local community and strong collaboration with families.

## 11. Conclusions (250 words)

Please describe why may this intervention be considered a “best practice”. What recommendations can be made for those intending to adopt the documented “best practice” or how can it help people working on the same issue(s)? \*

This intervention may be considered a “best practice” because in order to reduce territorial gaps between the North and the South of Italy and to support students at risk of early school leaving and NEETs, the central government implemented specific supporting measures, such as the creation of a digital platform integrated with the monitoring functions of the program. The service, is available in both desktop and mobile version, also through a special app, ensuring high levels of user friendliness, security, protection, privacy, by the different user profiles (school manager, mentor/tutor, student), in line with the rules and regulations in force, ensuring full accessibility to people with disabilities and a specific notification service for all users.

The success of the action is also determined by the adoption of territorial educational pacts with central and local institutions, Archdioceses, educational institutions and third sector organizations, ready to work together to fighting educational poverty.

## 12. Further reading

Please provide a list and URLs of key reference documents for additional information on the “best practice” for those who may be interested in knowing how the results benefited the beneficiary group/s. \*

Link to the National Recovery and Resilience Plan website:  
[www.pnrr.istruzione.it](http://www.pnrr.istruzione.it)