FUTURA
LA SCUOLA PER L’ITALIA DI DOMANI

Unione Europea
NextGenerationEU

Ministero dell’Istruzione

Italiadomani
PIANO NAZIONALE DI RIPRESA E RESILIENZA
Italia Domani is name of the Italian National Recovery and Resilience Plan (PNRR), a plan aiming at transforming the country and leaving a valuable legacy to future generations, thus empowering a more solid, sustainable and inclusive economic growth. Italia Domani is part of the Next Generation EU scheme, the economic regeneration program activated by the European Union and addressed to member states. With Italia Domani, our country will have a more efficient and digitized public administration, a more sustainable and widespread transportation system, a more modern public health system, one closer to people’s needs, a more balanced territorial cohesion, a more dynamic labour market and without gender or generational discrimination, an increased investment in research, a more innovative and inclusive education system.

The National Recovery and Resilience Plan is a unique opportunity for the growth of the country and for an economic recovery, thus benefiting future generations. PNRR is also an important challenge for the public administration and for each single ministry, called to implement an articulated and ambitious plan.
Six reforms and eleven plans of investment: this is the scheme of the interventions provided for by the Italia Domani resilience and recovery plan, for what concerns the competences of the Ministry of Education. The program’s main engine is represented by “Futura - Education for the Italian Future”, a scheme connecting all the different actions activated thanks to national and European resources for an innovative, sustainable, safe and inclusive school system. The goal is to create a new educational system to guarantee the right to education, digital competences and the necessary skills to face the challenges of the future, hence overcoming all inequalities and contrasting early school leaving, educational poverty and territorial gaps. Thanks to an investment of €17.59 billion, a sum comprehensive of the so-called “existing projects”, the Italian school ecosystem has the opportunity to concretely play a strategic and educational role for the growth of our country. School is, in fact, the place where students, supported in the process of structuring their own competences and acquiring their own skills, train for their future lives.
What we want to achieve with PNRR, with Futura, is a school that trains citizens in their full awareness, a school resulting to be decisive in the processes of digital and ecological transition for the Italy of tomorrow.
TOTAL INVESTMENT

€ 17,59 Billion

€ 12,1 Billion

€ 5,46 Billion
SIX REFORMS FOR FUTURE EDUCATION

Technical and professional institutes, ITS, guidance, recruitment of teachers, reorganization of the school system, school of higher education for teachers and school staff (budget 34 M).

SIX PLANS OF INVESTMENT FOR INFRASTRUCTURES

New schools, nursery and early age schools, school canteens and sport structures, school safety and schools 4.0.

FIVE PLANS OF INVESTMENT FOR COMPETENCES

Reduction of territorial disparities, ITS, digital education, new competences, full time extension.

3,024 SCHOOL BUILDING PROJECTS AND 44,362 PROJECTS ON DIGITAL INNOVATION, ALREADY AUTHORIZED AND IN DUE COURSE OF IMPLEMENTATION ARE ALSO INCLUDED IN THE INVESTMENTS
The six reforms shall contribute to make the school system the core engine of the country’s growth, so to be fully integrated to European standards. The measures relate, in fact, to the most strategic aspects of education: the reorganization of the school system, the training of staff, recruitment procedures, the guidance system, the reorganization of technical and professional institutes and Higher Technical Institutes (ITS). In accordance with the guidelines of the European Commission and EU Regulation no. 241/2021, all reforms will be adopted by 2022.
The reform aims to **adequate the curricula of technical and vocational institutes to the demand for skills that comes from the productive fabric of the country**, with a particular focus to innovation as provided for by the national plan “Industry 4.0” and considering the profound digital innovation taking place in all sectors of the labour market.

The high **quality of the curriculum offered will encourage employability**, thanks to also the harmonization of training schemes on the basis of the needs of each single territory.

This reform invests in human capital taking into consideration the geographical, economic and social conditions of each local context, with direct short- and long-term benefits on growth potential of the country.

### Reform of the Technical and Professional Institutes

**Objective**

The reform aims to simplify the organizational and pedagogical system, **increase the number of enrolling students**, improve the process of interface with local entrepreneurs, in order to **correct the unbalance between labour demand and supply**.

ITSs, thanks also to partnerships with companies, universities, research centers and local authorities, will be able to offer **increasingly advanced job-oriented tertiary education courses** for the training of technicians who manage high-quality systems and highly complex processes in six fields: energy efficiency, sustainable mobility, new life technologies, new technologies to boost Italian products in the world, innovative technologies for the development of cultural heritage, information and communication technologies. Full implementation of the reform, which will be adopted in the first semester of 2022, is expected in 2025.
The reform shall introduce actions of guidance for secondary school students (not less than 30 hours per module for students of the 11 and 12 grade). A digital platform to facilitate students’ orientation to the tertiary educational offer provided by universities and ITSs will also be implemented. The synergy between the school system, the university system and the job market will favour students’ awareness in the choice of their future course of study or vocational training, thus contrasting early school leaving the emergence of NEETs.

The reform will also provide for an extension of the four-year high and technical schools experimentation, with an additional 1,000 classes in as many schools (the current experimentation involves 100 classes in as many schools). The reform will be adopted by 2022.

### RECRUITMENT OF TEACHERS

#### OBJECTIVE

The reform aims at revising the current procedure of teacher recruitment, rethinking their initial and in service training throughout their entire career. The goal is to bring about a significant improvement the quality of educational paths in order to offer students higher levels of content, life competences and innovative and hands-on learning methodologies. Another key objective is stability: to grant the school stable recruitment of long term contracted teachers. Training and experimentation with innovative methodologies will allow a selection process based not only on the level of knowledge, but also on teaching methods acquired, as well as the ability to relate to the educational community.

Once the reform will be approved, recruitment with the new system is expected to benefit 70,000 teachers by 2024.
The reform will ensure continuous professional development with the establishment of a School of Higher Education and life-long education for school leaders, teachers and school staff. INDIRE (National Institute for Documentation, Innovation and Educational Research), INVALSI (National Institute for the Evaluation of the Education System) and Italian and foreign universities will be involved, with the aim of granting a quality and continuous training system, in line with European standards. The aim is to provide pedagogical and educational training that, together with an in-depth knowledge of the subject, will allow teachers, school leaders and staff to effectively face the challenge of mastering methodological, digital and cultural competences in the context of high-quality teaching.

This is the only reform with a budget, amounting to €34 M.

Two strategic aspects represent the core of the reform: the number of students per class and the sizing of the school network.

The number of students is going to decrease in the coming years due to the falling birth rates, which will lead to a reduction in the need for school personnel: such scenario suggests an opportunity to rethink the organization of the school system.

The final outcome will be a reduction in the average number of students per class, enhancing the quality of teaching and learning.
The two main areas of investment in infrastructure are **school buildings** (new schools, kindergartens and early age schools, canteens and sports facilities, safety) and **innovative and digital learning environments and tools**.
This line of investment is aimed at increasing the educational offer for children from 0 to 6 years of age throughout the national territory, by building new nurseries and new kindergartens or securing the existing ones, in order to improve the quality of service, facilitate families and therefore women’s work, increase the birth rate.

The aim is to achieve the European target of 33% for early childhood services, bridging the existing gap for both the 0-3 and the 3-6 age group, recognizing the right to education for girls and boys since birth and guaranteeing a unitary educational path adapted to the characteristics and training needs of that age group, also thanks to innovative learning spaces and environments.
The objective of this investment plan is to ensure a development of the spaces dedicated to school canteens, by building new canteens or refurbishing the existing ones, in order to narrow a historic gap between the north and south of the country. The investment is in synergy with Extension of Full-Time plan: in order to increase offer of full-time schooling it is necessary to start from a larger availability of school facilities, starting with the canteens (today 26.2% of the schools of the first cycle of education do not have a canteen) and from the structures for sports activities.
This investment plan aims to increase the offer of sports activities, since grade 1 throughout the national territory, also after the curricular school time, through the development of the infrastructures dedicated to sport activities in the schools, which will be equipped with all modern and innovative sports equipment, including, where possible, innovative sport high technologies.

The creation of more extended sports facilities also represents an investment for school communities, allowing school premises to be opened to the territories after curricular school hours. It is crucial to support the development of the skills related to motor and sports activity as they are considerably valuable in terms of fostering healthy lifestyles, ensuring social inclusion, promoting well-being, developing awareness towards and orienting personal attitudes, eventually for the full development of the potential of every student.

Building sports facilities and gyms also represent an investment for school communities, allowing premises to be opened to the territories after curricular school hours.
Aim of this investment plan is to **make the state-owned buildings used as schools for the first and second cycle of education innovative, sustainable, safe and inclusive**. The main interventions shall concern safety, seismic adaptation, energy efficiency and building replacement. School building represents a high priority not only to ensure the safety of school premises, but also to ensure a real and effective usability of teaching environments, seen as actual educational resources contributing to the growth of students.

The investment shall focus on school buildings’ redevelopment, securing and energetic requalification, also aiming to reduce emissions and improve energy classes of buildings, increase seismic safety and digitize learning environments.
This investment line aims to create new safe, inclusive, innovative and highly sustainable school buildings, thus lowering the national nZEB parameters by 20%. School physical environments are a key factor to guarantee quality and innovative teaching and learning. The planned interventions are aimed at creating spaces that can guarantee teaching based on innovative methodologies, stimulating students' creativity and making them and their growth at the center of a future-oriented educational perspective.
Supporting and guiding the digital transformation of the Italian school system, turning the classrooms that were previously dedicated to frontal teaching into innovative, connected and digital learning environments, also strengthening the laboratories for the digital professions: this is the objective of this investment line, in order to complete the modernization of all Italian school environments by equipping them with technologies useful for digital teaching. Transforming the physical spaces of schools, laboratories and classrooms by merging them with virtual learning spaces is a key factor in fostering changes in teaching and learning methodologies, as well as for the development of digital competences fundamental for a successful access to the new jobs available in the field of digitalization and artificial intelligence.
Investments in competences concern digital education, equal opportunities and the reduction of territorial disparities, technical and vocational education, and the development of multilingual and technical-scientific competences.
mentoring initiatives to enhance competences and contrast early school drop-out

820,000 students to be involved

OBJECTIVE

With this investment plan we want to potentiate the basic competences of students and contrast early school leaving, with actions tailored on territorial contexts and students’ needs. Interventions will be developed in a 4 year span, promoting academic success and social inclusion. A special focus shall be given to schools experiencing particular difficulties with educational and academic performances. The plan provides for actions specifically aimed at contrasting school drop-out, promoting educational success and social inclusion, with programs and initiatives aimed at tutoring, counseling and active and professional guidance. A national portal for online training with courses for teachers shall also be developed.

TIMING

2021
Implementation of the platform

2022
mentoring activities and launch of post-diploma courses

2024
implementation of mentoring activities

2025
820,000 students participated in the activities

2026
reaching 10.2% abandonment rate
The goal is to increase the educational offer of higher technical institutes, investing on teacher training, allowing the ITS system, in synergy with the relative reform, to double the number of professionals trained, developing the infrastructures in laboratories tailoring them to the new training needs required by the green transition (Energy 4.0, Environment 4.0, etc.) and the digital transition (Enterprise 4.0), increasing the training offer and professional paths, creating a national platform comprehensive of all the Institutes and active courses, that allows students to know the job offers for those who acquire a professional qualification.

Thanks to such an improved offer, the aim is to increase the number of ITS subscribers (+100%).
This investment line aims to promote digital teaching practices and training of school personnel on the digital transition, two key elements to improve learning quality and accelerate innovation in the education system. More in depth, the development of an Italian national training centre for teachers and school staff on digital education, the creation of an integrated network of territorial training hubs, the activation of a catalogue of about 20,000 training courses in all the disciplines of the school curricula; the creation of a platform to host the contents of digital education and innovative teaching methodologies for teachers, students and families and the realization of “inclusive and sustainable “Pacts for digital education and skills for the future” are the measures planned.
The objective of the present plan of investment is to ensure equal opportunities and gender equality, in education and guidance in the choice of STEM subjects (science, technology, engineering and mathematics), computer science and multi-language skills, for all school cycles, from early age school to secondary school, in a multi-disciplinary perspective and with a particular attention on female students. The goal is to foster scientific culture and the necessary mindset in schools to favour a different approach to the development of computational thinking since the early stages of the learning process. In addition, the plan aims to strengthen the internationalization of the school system and the multilingual skills of students and teachers through the extension of Erasmus+ counselling and information programmes.

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**TIMING**

- **2021**: implementation of the digital platform
- **2025**: certification of competences, adoption of STEM guidelines in schools

**NEW COMPETENCES AND LANGUAGES**

- **ensuring equal opportunities and gender equality**
- **encourage the study of STEM subjects**
- **increase multilingual knowledge**

**BUDGET**

- € 1,1 B
The aim is to increase the training offer and to support the contrast to early school leaving, thanks to the activation of full-time in the schools where it is not provided for yet.

The extension of school hours, the redistribution of the educational offer over the full day and the promotion of educational activities aimed at potentiating students’ transversal competences, is expected to improve the whole school educational offer and promote the contrast against early school leaving.

The opening of schools in the afternoon allows to reinforce the role of the school within their territories, promoting equity, inclusion, social cohesion, creativity and innovation.

The plan is in synergy with respect to the redeveloping of infrastructures, in particular canteens, in order to guarantee an effective extension of school time.