EDUCATION IN TUSCAN INNER AREAS

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OUTLINE OF THE PRESENTATION

1. Definition of inner areas

2. Coverage and mapping of inner areas

3. Educational offer in inner areas

4. Educational choices in inner areas

5. Educational outcomes in inners areas

6. Conclusions and policy recommendations

1. WHAT ARE INNER AREAS?

Municipalities are classified as:
- Hubs (or *inter-municipal hubs*): all 3 services available locally
- Belts: within 27 minutes from the nearest hub
- Inner areas, subdivided into:
  - *Intermediate* (27–40 min)
  - *Peripheral* (40–66 min)
  - *Ultra-peripheral* (over 66 min)

The definition of *inner areas* is based on **travel time to essential services**:
- Upper secondary schools
- Hospitals with emergency services (DEA)
- Railway stations of at least *"silver"* level (RFI classification)

1. TWO TYPES OF INNER AREAS

1. **SNAI Areas – "National Strategy for Inner Areas in Italy"**
    - Composed of **peripheral or ultra-peripheral** municipalities
    - Must show **negative demographic trends** and a **small population size**
    - Receive targeted funding from:
        - National Budget Law
        - EU Funds (ERDF 5.2, FSE+, FEASR, FEAMP, FSC)
        - Local resources and the **NRRP**

2. **Non-SNAI Inner Areas**
    - Mainly **intermediate** municipalities
    - Still benefit from **regional incentives** (≥ 30% of total resources) coming from multiple EU and national funding streams.
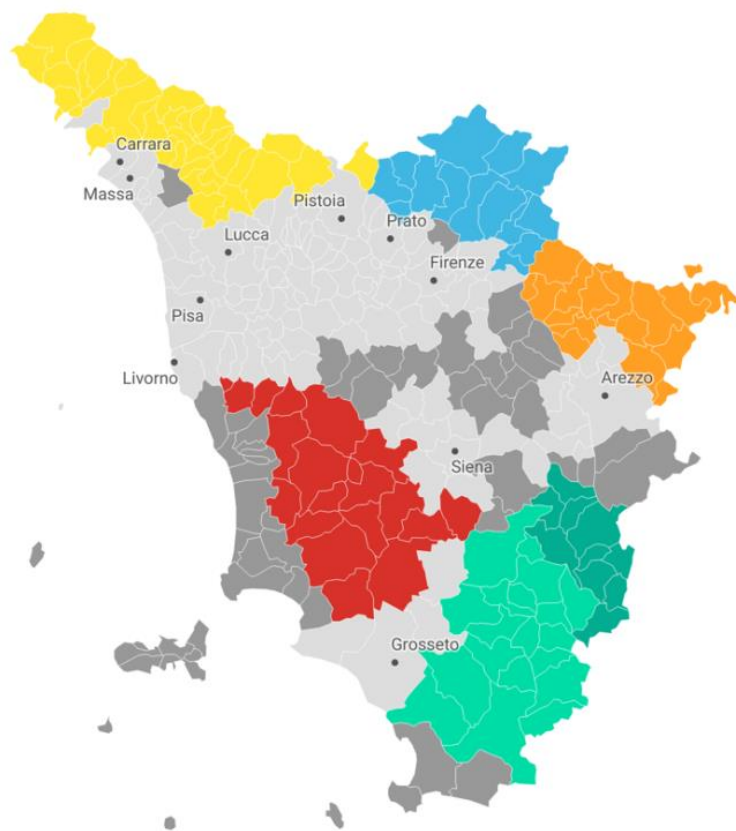
2. TUSCAN INNER AREAS IN A NUTSHELL

9 inner areas: **6** SNAI areas + **3** additional (non-SNAI) areas

Inner areas cover:
- 60% of Tuscany's municipalities (164 over 273)
- 67% of Tuscany's territory (more than 15,000 km²)
- 24% of Tuscan population (880,000 residents)

2. MAPPING TUSCAN INNER AREAS

SNAI INNER AREAS (COLOURED) AND OTHER INNER AREAS

ALL INNER AREAS

1. Lunigiana-Garfagnana-M.Valle-Appennino P.se
2. Valdarno-Sieve-Mugello-Bisenzio
3. Casentino-Valtiberina
8. Valdelsa-Chianti
7. Valdarno aretino
8. A. Valdera-A.V.Cecina-Metallifere-Merse
6. Valdichiana-SI/AR
9. Costa Sud e Isole
5. Amiata Val d'Orcia-Fiora

Fonte: elaborazioni IRPET su dati CIPESS e Regione Tosca

3. EDUCATIONAL OFFER IN INNER AREAS
Students and classes

|	AREA TYPE	STUDENTS	CLASSES	MULTIGRADE CLASSES	STUDENTS PER CLASS
Primary	Non-inner areas	103,359	5,225	5	19.8
	Non-SNAI inner areas	16,086	865	4	18.6
	SNAI inner areas	15,223	927	34	16.4
	Total	**134,668**	**7,017**	**43**	**19.2**
Lower Secondary	Non-inner areas	73,273	3,339	2	21.9
	Non-SNAI inner areas	10,964	534	4	20.5
	SNAI inner areas	10,977	582	13	18.9
	Total	**95,214**	**4,455**	**19**	**21.4**
Upper Secondary	Non-inner areas	143,115	6,509	–	22.0
	Non-SNAI inner areas	15,260	727	–	21.0
	SNAI inner areas	13,390	714	–	18.8
	Total	**171,765**	**7,950**	–	**21.6**

INVALSI

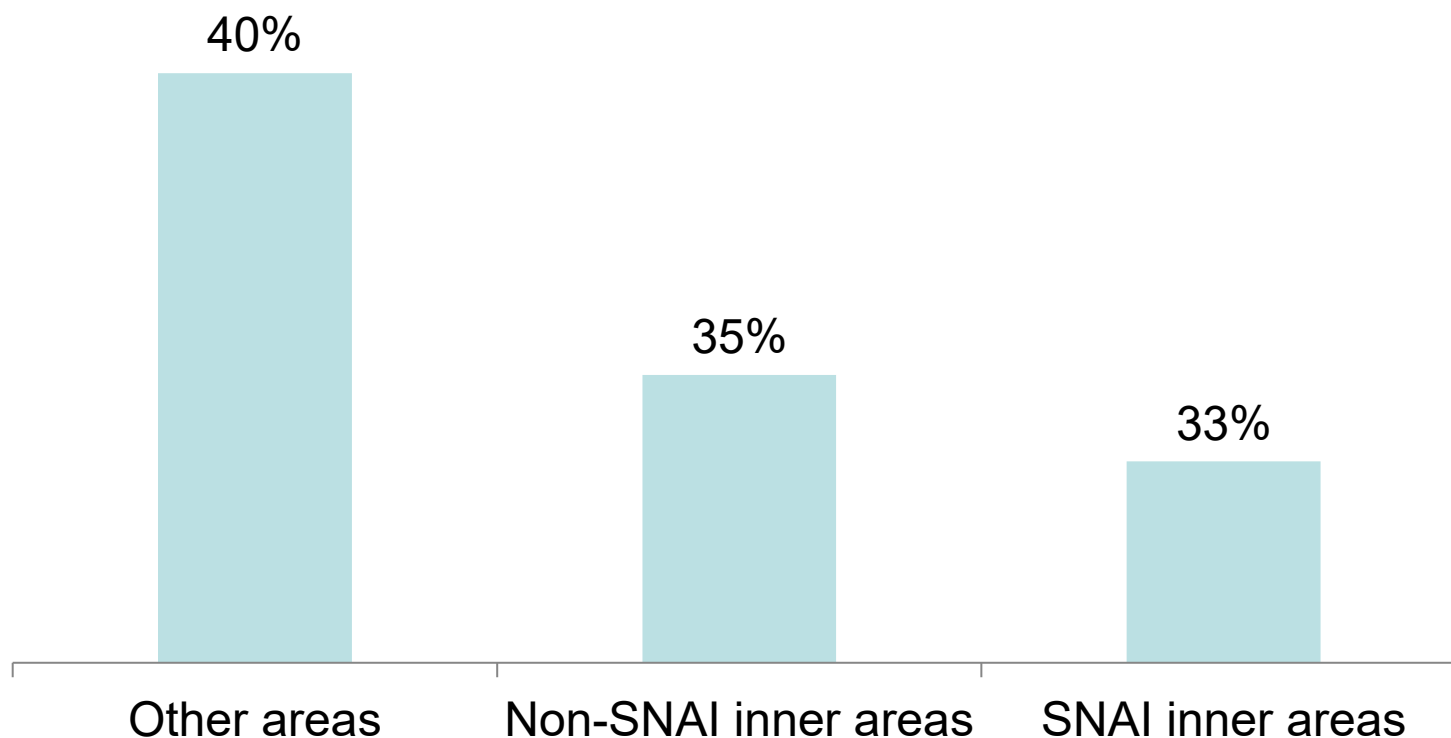# 3. EDUCATIONAL OFFER IN INNER AREAS
Percentage of primary pupils in full-time education
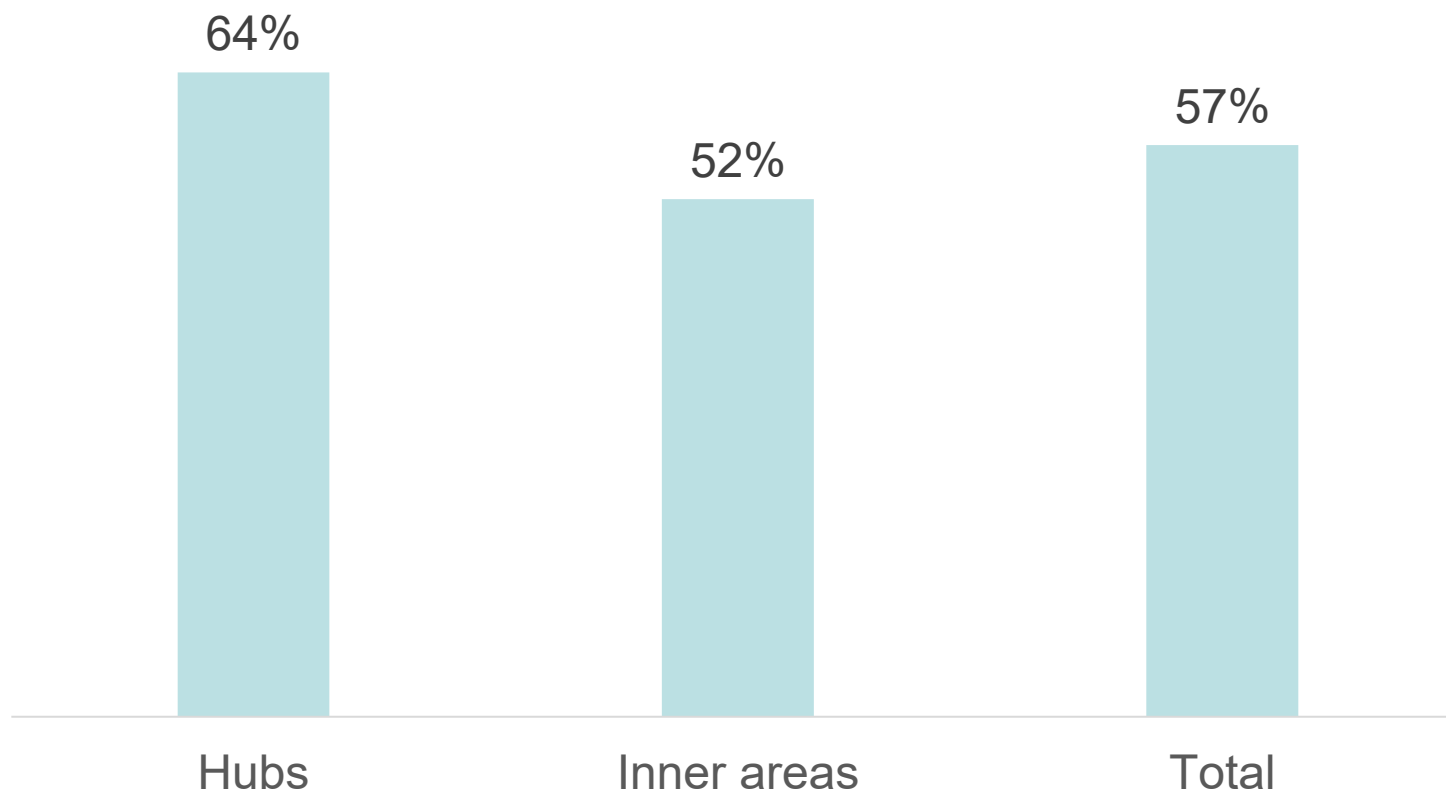
3. EDUCATIONAL OFFER IN INNER AREAS
Percentage of first-year students
enrolled in technical and vocational programmes

47%   48%   59%

Other areas   Non-SNAI inner areas   SNAI inner areas
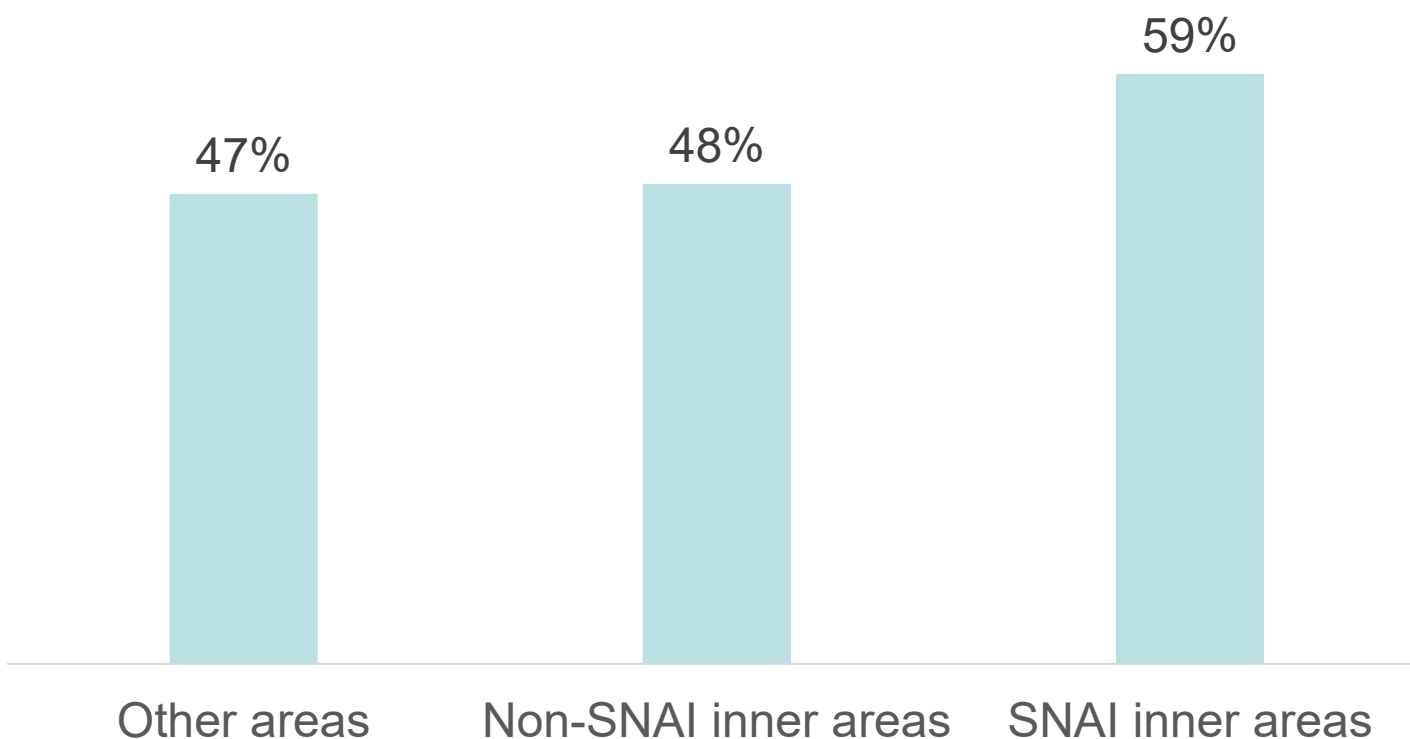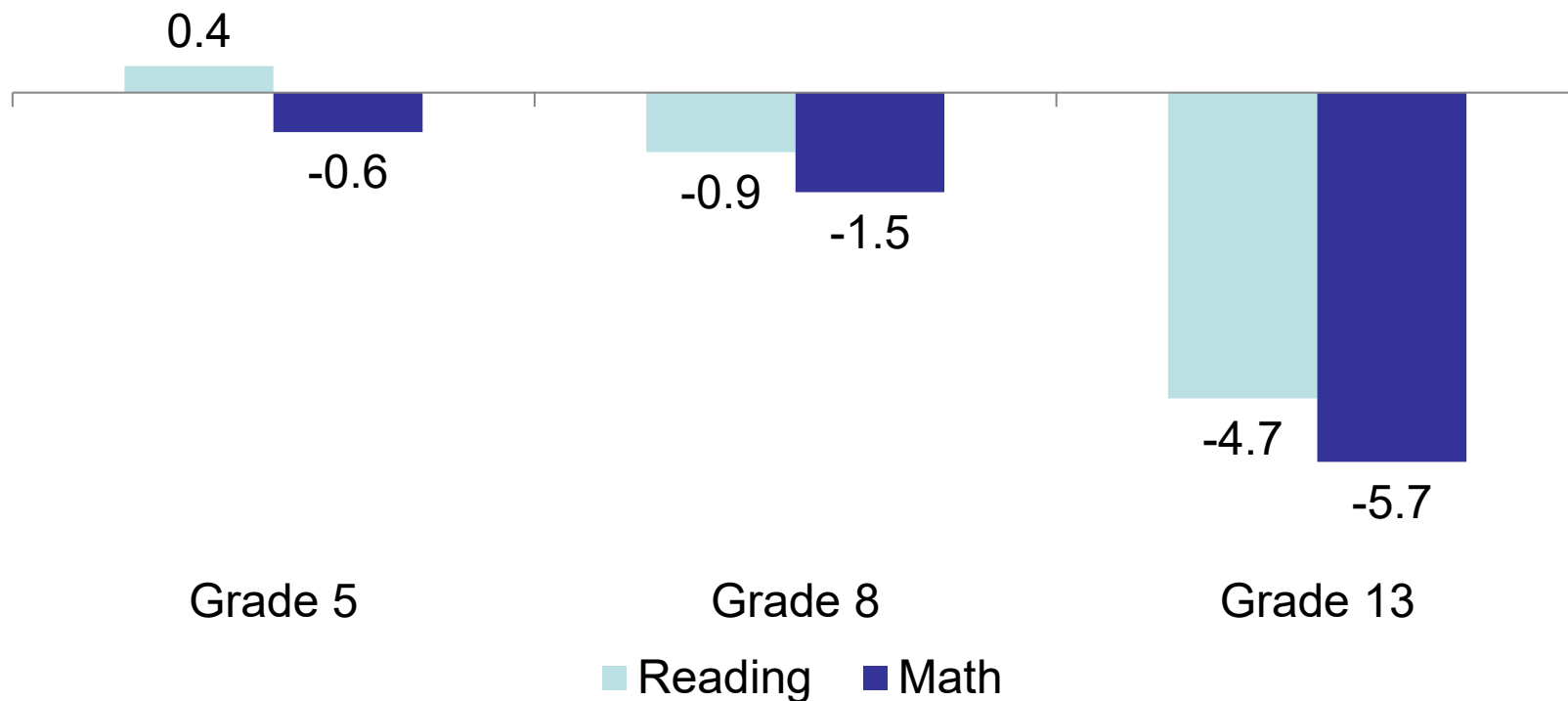
4. EDUCATIONAL CHOICES IN INNER AREAS
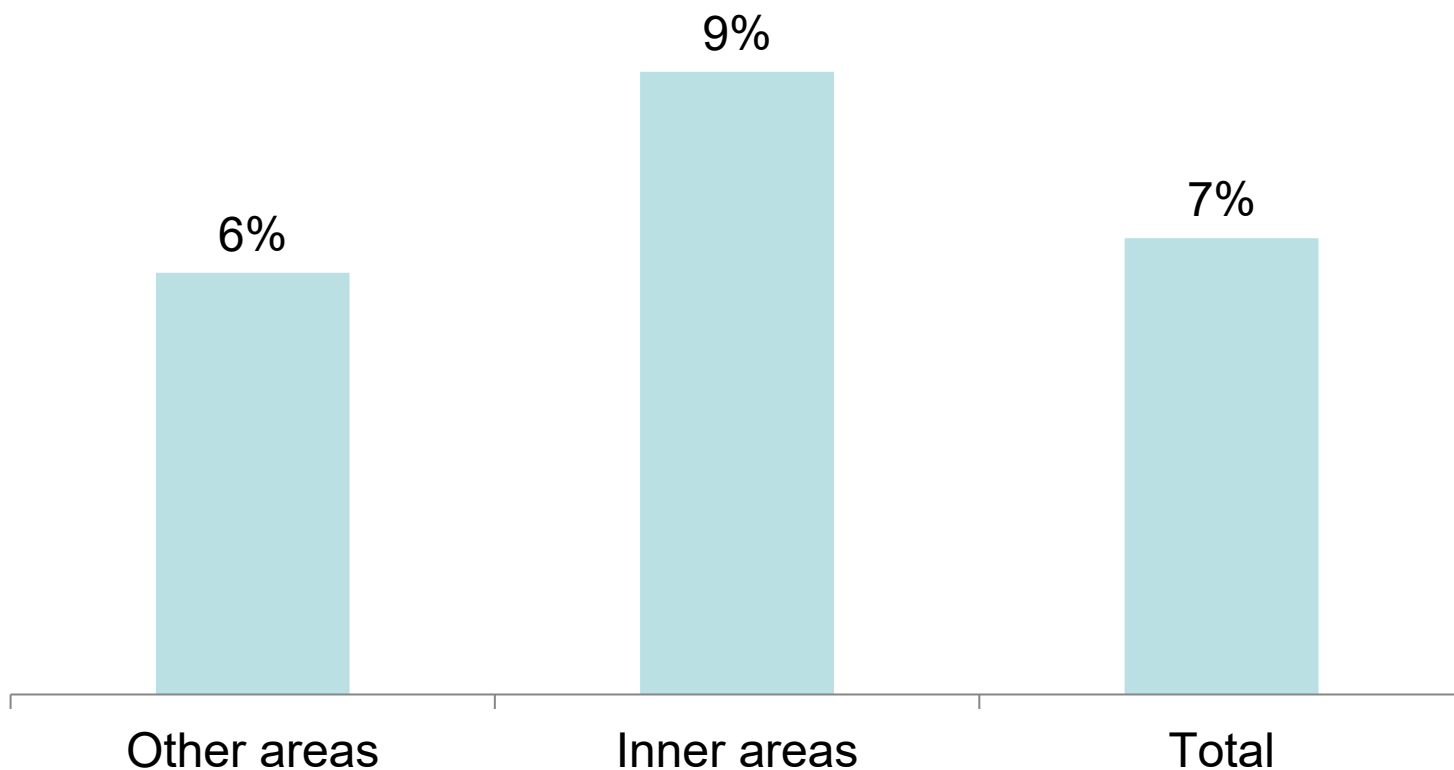## University enrollment rate

5. EDUCATIONAL OUTCOMES IN INNER AREAS
Invalsi Achievement Gap between Inner and Non-Inner Areas

5. EDUCATIONAL OUTCOMES IN INNER AREAS
Share of Students in Implicit Dropout
at the End of Upper Secondary Education

5. EDUCATIONAL OUTCOMES IN INNER AREAS

Grade 8	DICOTOMICAL VARIABLE	
	Italian	**Math**
Female	7.5	-7.7
Month of birth	-0.6	-0.5
First generation foreigner	-40.7	-27.3
Second generation foreigner	-23.7	-11.0
Class avg ESCS	7.2	6.2
Student ESCS	7.3	7.4
Inner area	**-1.6**	**-2.3**
1_LUN-GARF-MV-PT		
2_VARNO-SIEVE-MUG-BISEN		
3_CASEN-VALTIB		
4_ERA-CECINA-METAL-MERSE		
5_AMIATA-ORCIA-FIORA		
6_VCHIANA SI e AR		
7_MONTEVARCHI		
8_VALDELSA-CHIANTI		
9_COSTA SUD ISOLE		
Constant	205.7	212.7
Observations	25323	25355
Second level groups	1504	1504

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Month of birth	-0.6	-0.5	-0.6	-0.5
First generation foreigner	-40.7	-27.3	-40.8	-27.3
Second generation foreigner	-23.7	-11.0	-23.8	-11.0
Class avg ESCS	7.2	6.2	7.1	6.1
Student ESCS	7.3	7.4	7.3	7.4
Inner area	-1.6	-2.3	0.0	0.0
1_LUN-GARF-MV-PT			-0.7	-4.2
2_VARNO-SIEVE-MUG-BISEN			-3.0	-2.3
3_CASEN-VALTIB			6.6	6.8
4_ERA-CECINA-METAL-MERSE			-4.6	-9.0
5_AMIATA-ORCIA-FIORA			-4.8	-4.3
6_VCHIANA SI e AR			0.6	-2.9
7_MONTEVARCHI			5.2	7.3
8_VALDELSA-CHIANTI			-7.1	-0.2
9_COSTA SUD ISOLE			-5.6	-7.1
Constant	205.7	212.7	205.6	212.7
Observations	25323	25355	25323	25355
Second level groups	1504	1504	1504	1504

CONCLUSIONS AND POLICY RECOMMENDATIONS
Rethinking Education in Inner Areas

• Inner-area schools face **multiple** structural and pedagogical **challenges** that cannot be solved by simply replicating urban models.

• **Real innovation** is needed — moving beyond the mere preservation of small, fragile schools.

• Developing **"community schools"** in less remote locations may be more effective: high-quality institutions acting as both **educational and civic hubs** for local families.

CONCLUSIONS AND POLICY RECOMMENDATIONS
When Small Schools Stay: Didactic Innovation

- Where small schools remain, **digital technologies** can link remote classes, creating **"networked classrooms"** and supporting collaboration across territories.

- The **Small Schools movement** promoted by INDIRE fosters hybrid models that blend in-person and online learning.

- Approaches like **Senza Zaino (No Backpack)** encourage **collaboration, autonomy, and peer learning** in multigrade settings.

CONCLUSIONS AND POLICY RECOMMENDATIONS
Strengthening Upper-Secondary Education and Local Skills

• The challenge is to **keep programmes locally,** aligning them with **territorial vocations** to reduce long-distance commuting and related dropout risk;

• Promote **short vocational pathways** and locally based training opportunities without forgetting general education.

• To avoid mismatch and support local activities, it is important to support a continuous **dialogue between schools and firms** for co-designed curricula, enhanced work-based learning, and use of first-level apprenticeships and Botteghe Scuola

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X Seminar
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