



ACTIVE CITIZENSHIP
AND DECENT WORK



Erasmus+

ACTIVE CITIZENSHIP AND DECENT WORK (ACTWORK)
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**Young adults with fewer opportunities in Italy.
Analysis of the current situation, gaps and needs to
access the labor market and the social life**

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1. Methodology

To get a job is an important way to ensure the social integration of those who live, for various reasons, in a state of social disadvantage, disparities and socio-economic discomfort. The condition of young people without work employment, particularly those low-skilled and falling under the disadvantaged groups, is critical in Italy.

The research was carried out through a study of available literature and documents, analyzing the survey of statistics of the Italian labor market and the current training offer for disadvantaged young adults (18-35 years). We noted the main initiatives and practices to implement a social integration of these people, focusing in particular on training in the key skills number 6 ("Social and civic competences") and 7 ("Sense of initiative and entrepreneurship") as defined in Recommendation 2006/962/EC the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning.

We made two insights presented in this report. The first analysis is devoted to the **description of the current situation of the Country**, supported by the updated data of the indicators of work and employment, poverty and social exclusion and active policies for work to fight young unemployment. The second analysis identifies the **training gaps**, that emerged from the survey, and reports the **teaching methodologies and best practices** to teach these skills and in general to teach young adults disadvantaged.

The **National Civil Service**, for young people aged 18 to 28 years, provides a mandatory training program which contributes to the formation of occupational profiles geared to the constitutional principle of social solidarity.

The **ISFOL website**, the Institute for the Development of Vocational Training of Workers, devotes a section to entrepreneurship, a virtual space for sharing documents (text and video), which aims to offer tools useful to all those who deal with entrepreneurship.

The main teaching methodology to train entrepreneurship in schools is the **Simulated Training Company** (in Italian, "Impresa formativa simulata" IFS). Given the difficulties of small and medium-sized Italian companies to have young people in training for long periods, the *Simulated Training Company* methodology virtually built the business model of an enterprise and it is the nearest teaching methodology to *learning by doing*.

The statistics are taken from the National Statistics Institute **ISTAT** portal (<http://www.istat.it>) and **CoesioneSociale.Stat** portal, which collects official statistics produced by the National Institute of Social Security (INPS), by ISTAT and the Ministry of Labour and social policy (<http://dati.coesione-sociale.it/Index.aspx>).

We report updated data (2015, 2014 or 2013) for the following indicators:

- employed and employment rate at national level to describe the severity of the situation beyond the project target audience;
- young people and young adults under 35 access to employment, employment levels and unemployment rate;
- data on atypical work, involuntary part-time, along with an estimate of the irregular employment rate, as phenomena that directly involve the target audience;
- number of NEET (young people Not in Education, Employment, or Training) among young people and in the population;

- levels of education among the population, school drop-out rates and correlation with entry into the world of work;
- data on youth entrepreneurship, new enterprise and government intervention for the creation of new companies.

2. Description of the situation

Labor and employment: effects of the crisis

In Italy **different social and economic realities coexist**, linked to demographic dynamics, history and economic affairs of the country. The deep economic crisis, began in 2008, has affected the different country regions in different ways, depending on the production specialization, the degree of social cohesion, the quality of services available and, within each area, based on the characteristics of households, the labor situation and the availability of economic and cultural resources.

In terms of work and employment, this has meant, for many people, to **lose the job**, to have a **more difficult access** to employment and to have **longer job search times** for all population categories. But for the most disadvantaged, the situation is even more worrying.

The recent **weak employment growth** in 2014 (+ 0.4% employed, +0.2 points employment rate) affected only the richest and most attractive areas (both for internal and foreign migration) of the North-central Italy. The Southern Italy, however, suffered a further decline, for a total of half a million employees lost, since the crisis start (-9.0%) (Inps 2015).

Young adults: access to job and unemployment

Young people are among the most **vulnerable social groups that need support**, especially young people from disadvantaged families, with a history of unemployment that lasted for generations, low parental education, dependency on social services or with immigrant or minority background.

The **waste of human capital consisting of young people** and young adults, who fail to enter the labor market, is a problem that lasts for years in Italy, although the phenomenon has taken over time different aspects: media talk about "talent drain problem", "Neet", "inactivity" etc to describe different aspects of the same problem.

In Italy the employment rate of young people is 16 points lower compared to the EU average (39.1%) (Istat, chap. 4 Annual Report 2015).

The **strong reduction in employment levels of young people** has been a constant that has characterized the whole crisis. In 2008-2014, compared with a demographic decrease of 947,000 young people under 35 years (-6.8%), those employed in the same age group fell by almost two million (-27.7%). At this strong decline corresponds a drop of 11.3 percentage points in the employment rate, which stood at 39.1% in 2014 (Inps 2015).

Employment rate decreased for all levels of education, but the decline was smaller for tertiary level graduates. The employment rate has the lower value for young less educated and skilled (42.0%, 4.0 points less than in 2008, down 0.2 compared to 2013) (Inps 2015).

Unemployment increased in all age groups (fig.1), but 8 jobless out of 10 have less than 49 years. Especially among people under 35, unemployment rate comes to 24.4%, representing a total population of this age group almost doubled compared to 2008 (from 6.7 to 12.6% in 2014) (Inps 2015).

In January 2016 the **unemployment rate of under 35** was between 39.3% in 15-24 age group and 17.2% in 25-34 age group. Even more worrying the **inactivity rate**: the 49% of 15-34 age group are inactive, and they range from 74.6% of those under 24 to 27.2% of people potentially most skilled (25-34 years). Compared to 2013, when the growth of the unemployed was almost 80% due to former employees, in 2014, 7 out of 10 unemployed are seeking their first job (+114 thousand) (Inps).

The **long-term unemployed continue to grow**, over 60% of the total. In 2014, unemployment lasts on average 24.6 months, but if we consider only those seeking their first job it lasts 34 months. Compared to the previous year, the average length of unemployment has increased by 2.3 months (almost 3 months for those seeking their first job).

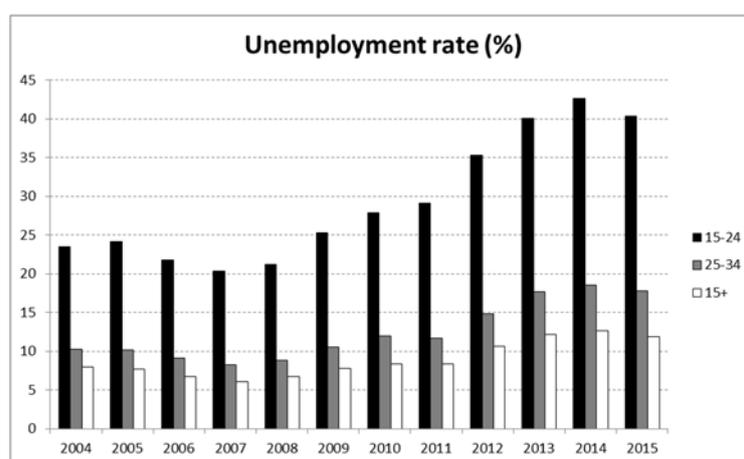


Fig. 1 - Unemployment rate age groups 15-24 and 25-35 compared to the total (15+), Istat data series.

In the second quarter of 2014 **atypical work** has started to grow again. Atypical work is very common among young people aged 15-34 years: only a little more than 1 worker on 4 performs fixed-term work or collaboration (Inps 2015).

The 56% of under-25 workers is **precarious** in 2014. The percentage of under-25 workers with temporary contracts has increased by more than 3 percentage points from 2013 (52.7%), almost 14 percentage points from 2007 (42.2%) and nearly 30 points since 2000 (26.6%). Also in 2015 the weight of "precarious employment" on total "payroll employment" increased. As noted by the OCDE, this condition of insecurity is often not temporary: only 55% of temporary job has become a permanent contract after 10 years. Young people under 25 who keep their job for less than 12 months are 40% (OCDE 2014).

Only **part-time work** continues to grow almost continuously since the beginning of the crisis. The use of part-time was one of the companies strategies to cope with the crisis. In Italy, the incidence of part-time employment is higher among young people (22.6% for those up to 34 years) and decreases as the education and qualification level grows. (Inps 2015).

Irregular employment rate is estimated, for 2012, at 12.6% of total employment. It concerns particularly the weaker segments and disadvantaged areas in the labor market. Units of high

irregularities characterized, among other groups, young people less educated and still living with their parents.

Young people under 35 more skilled continue to move their work projects abroad, hoping to find more opportunities, better contracts and higher wages.

But 1 in 4 young people in Italy is part of the **NEET** category (27.3% in the range from 15 to 34 years old). It is **over 2 million potential workers** which includes people unemployed, temporary workers and illegal workers (Inps 2015, fig.2).

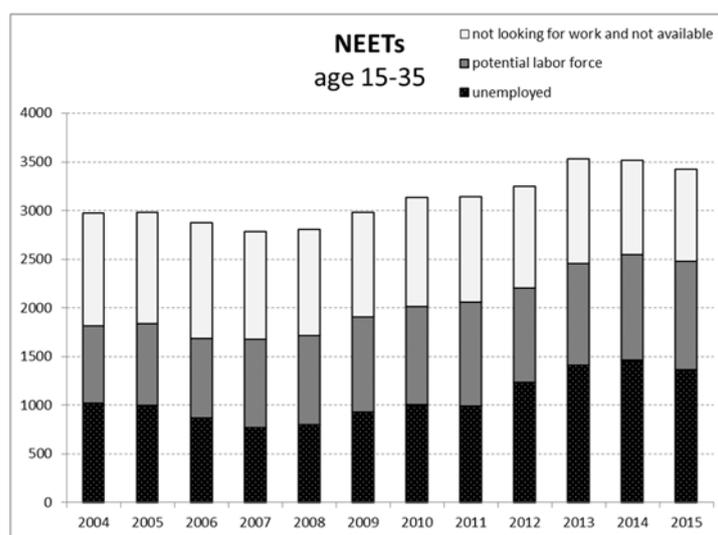


Fig. 2 - NEET increase in the last decade. Istat data series

Overall the **level of education of the Italian population is gradually rising** (fig.3). The upper secondary education attainment rate in 2012 was 68.7%, with a marked difference between the Italians results (70.4) and those of foreigners (43.6%). However half of the foreign students enrolled in the secondary schools of first and second grade would like to continue their studies and enroll at the University. The rate of participation in higher education is lower in socio-economically disadvantaged areas and for foreign residents (Inps 2015).

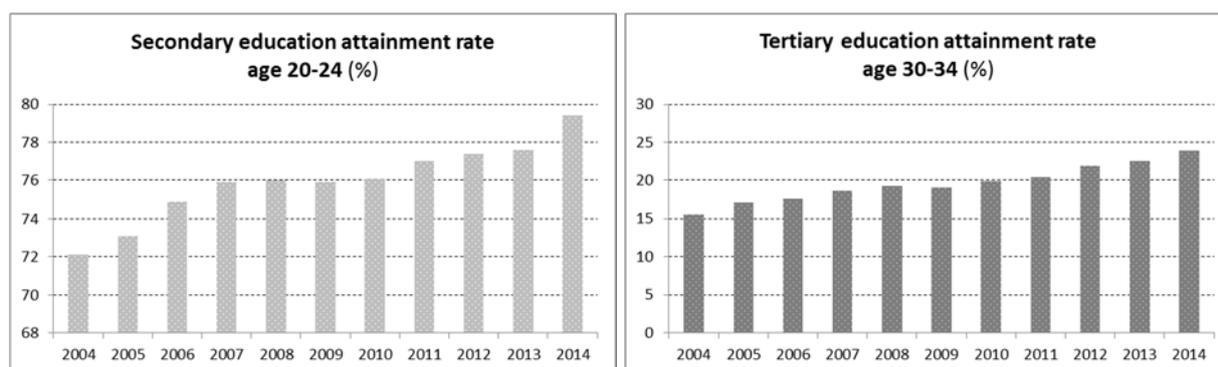


Fig. 3 - Secondary and tertiary education attainment rates. Istat data series

The indicator of **early school leavers** (18-24 age class) without obtaining the upper secondary qualification, after a reduction of 8 points in 10 years, declined further (18.2% in 2013) but is still far from EU average of 13.5% (Inps 2015).

Early school leaving is **not related with the entry into the working world**. The regions where the dropouts are higher, are not those in which the employment rate is higher (Ministero del lavoro e delle politiche sociali, 2013, Quaderni della ricerca sociale 23 - Governance ed inclusione sociale le regioni a confronto).

School systems are still far from the business world. Young people too educated ("overeducated") or with a curriculum that does not match the work done ("mismatched") during the crisis years have increased more and more, at all education levels.

Taking a look at **vocational training promoted by public authorities**, in particular by the regions, decreases the percentage of the population aged 18-24 with up to ninth grade, that has abandoned and has not completed a 2 years training course and does not attend school courses or conducts other educational activities (fig 4).

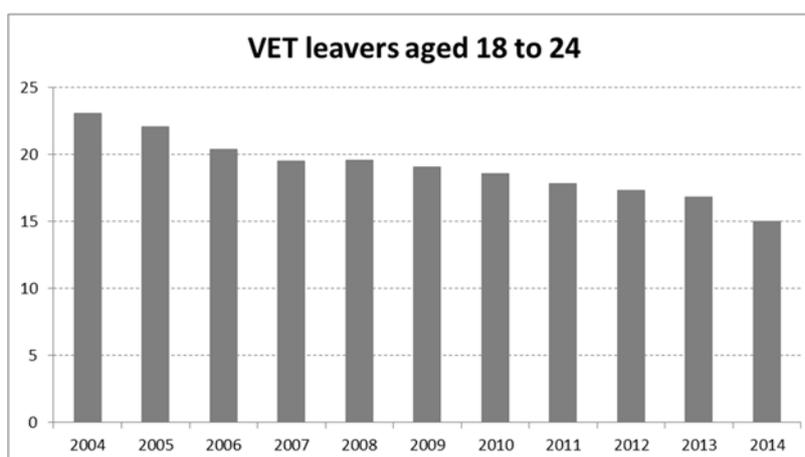


Fig. 4 - Decline in the VET courses dropout rate. Istat data series

Tens of thousands of small and medium sized companies in Italy did not survive the crisis. **Innovative companies** with promising employment expectations, that can replace those who have already left the markets, are still few. It is not clear whether the public intervention in favor of the new entrepreneurship (the so-called "Startup Act") will be effective at promoting the creation and development of innovative startups in the D.L. 179/2012 "Further urgent measures for the country's growth".

According to a study of the Confindustria Study Centre the number of entrepreneurs and self-employed in Italy is higher than the rest of Europe (2.2% of entrepreneurs and 24.9% of independent workers on total employment, over twice as much as France and Germany). But youth entrepreneurship decreases without interruption, for 14 years now (fig.5).

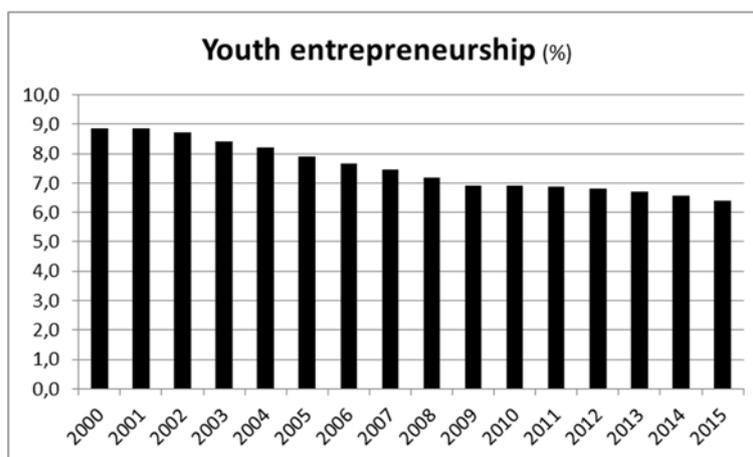


Fig. 5 - Decline in the rate of entrepreneurship in young people. Istat data series

Youth entrepreneurship includes many micro-initiatives, confirming the fact that **starting a business is motivated by the search for a job**: in 76% of cases, the neo-youth enterprises are individual companies (Movimprese, quarterly survey from April to June 2015 Unioncamere-InfoCamere).

There are two factors that decrease the entrepreneurial potential of Italy, compared to the European level, according to an analysis of new entrepreneurship in Italy from 2001 to 2014 (GEM Report 2014): the **"fear of failure"** and the **lack of "entrepreneurial education"** especially in school. Education plays an important role in promoting the qualities of creativity and recognition of opportunities that lead to the generation of new entrepreneurs.

Labor active policies to fight youth unemployment

In this scenario of widespread distrust and demotivation of young people in the country, the **regions** have tried to limit the negative effects of the crisis on youth employment defining **integrated policies for training and work**, based on the strengthening of guidance activities in schools and on strengthening of the dual system (training-work).

The **Italian Government** has set up two instruments to combat youth unemployment: the "Jobs Act" and the "Youth Guarantee" programme (www.garanziaiovani.gov.it).

The **Jobs Act** has among its goals the reduction of temporary work, the growth of employment contracts of indefinite duration and greater efficiency in mediation between demand and supply of labor (reform of the Employment Services). The attempt to simplify the contracts for young people has been welcomed.

The **Youth Guarantee** programme, was founded in response to the recommendation of the EU Council of 22 April 2013 calling on the member states to provide young people with a job offer, or an offer of apprenticeship or training or superior education, within 4 months after becoming unemployed or after leaving school. The goal is primarily to provide a response to young people, who annually join the labor market after finishing their studies. In the specific Italian context, the project will also include actions targeted at young unemployed and discouraged. The Youth Guarantee programme also provides specific incentives related to entrepreneurship and self-employment education and entrepreneurship incentives.

Nationally about 70% of the Youth Guarantee programme financial resources are focused in three steps: Orientation and accompaniment at work, Training and Apprenticeship extracurricular.

Young Guarantee preliminary results are a bit disappointing. Increased the number of young people registered to the programme website, but the number of the effective proposals remains small: only **35%** of young people registered was proposed at least one of the measures of the programme (March 31, 2016). Anyway the first programme phase ended December 31, 2015 and we will see really the evolution of Youth Guarantee in terms of effective proposals made in the second programme phase.

The public national portal where young should match demand and supply of labor and should integrate training and guidance services, is **Cliclavoro** (www.cliclavoro.gov.it).

FILO (<http://www.filo.unioncamere.it/>) is the portal for training and work of Chambers of Commerce and is specialized on entrepreneurship education.

3. Identification of gaps

Good practices for inclusion in school system

Since the school has stopped talking in terms of "integration" and introduced the "inclusion" concept, all different handicaps (physical, mental, social and cultural) have been grouped together under the common denominator of BES, that is "special educational needs". For BES there is great availability of documents and materials for teacher training and best practices, available on the following websites:

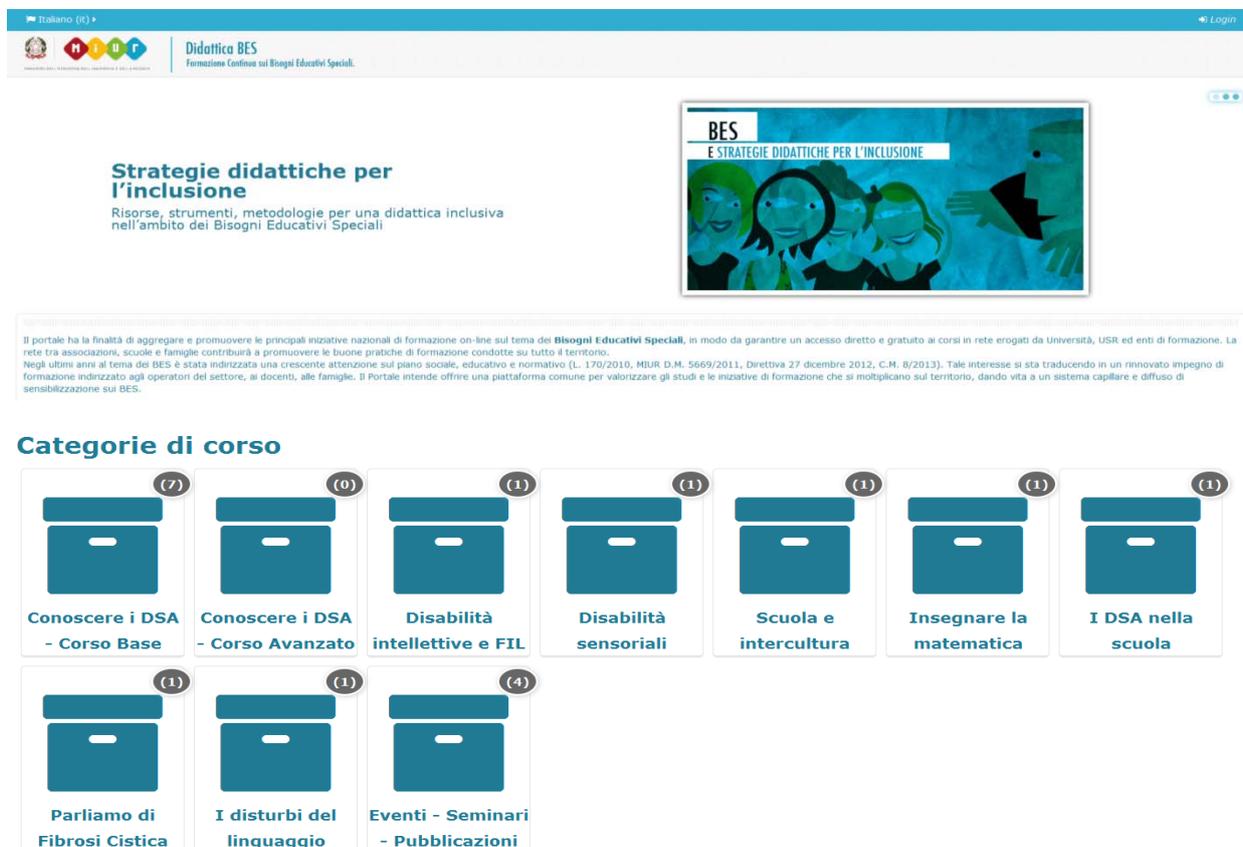
–**Regional Education Office Emilia Romagna**, <http://istruzioneer.it/bes/>; it also contains materials for teacher training;

The screenshot shows the website of the Ufficio Scolastico Regionale per l'Emilia - Romagna. The main heading is "BES - Bisogni Educativi Speciali". Below the heading, there is a detailed text explaining the concept of BES and its implementation. A navigation menu at the top includes "Home", "Organizzazione", "Contatti", "Archivio fino ottobre 2011", "Archivio da luglio 2011", and "Feed". On the left side, there is a sidebar with "Tematiche" and a "Pagina di ricerca" box. The main content area features a grid of buttons for different categories: "Disturbi Specifici di Apprendimento", "Autismo", "Alunni con particolari problemi di salute", "Varie condizioni speciali", "Alunni stranieri, nomadi e migranti", "Miscelanea", "Alunni adottati", "Dati e statistiche", "Materiali per la formazione dei docenti", and "Norme nazionali e regionali". On the right side, there are logos for "URP", "Amministrazione Trasparente", "FATTURA", "Sistema Nazionale di Valutazione", and "FONDI STRUTTURALI EUROPEI pon 2014-2020".

–**BES - INDIRE**. The Italian portal of school inclusion, <http://bes.indire.it/>; it hosts available on-line lectures on various topics and provides access to numerous resources for teacher training.



–**Didatticabes** - Ministry of Education (MIUR), <http://www.didatticabes.it/>; portal of Continuing Education on Special Educational Needs; online courses for teachers.



Training in social and civic entrepreneurial skills outside of school

The **National Civil Service** requires that young volunteers, besides carrying out the project activities, receive a mandatory training (both general and specialist) aimed at developing skills in **civic education** and disseminate knowledge of the **Italian Constitution**. Apart from that, at the moment there is no offer of Regional professional training courses aimed at developing social and civic competences.

Looking for at least partially related issues, there are courses on **Communication skills** (11.7% of the courses, 16th place) and courses on **Relationship management** (10.9%, 20th place). The ranking of the subjects taught is driven by **Information technology** (37.4%).

In **Self-employment and entrepreneurship**, however, it focuses 12.1% of regional training activities (15th place) (ISFOL, OFP Survey 2012 "on the Offer Survey of Professional Training in Italy"). Generally these courses **are not targeted** to young people with fewer opportunities.

For people with fewer opportunities, is used mostly the project tool for the realization of the training courses.

To cite just one example, the project "**Shops in the square: knowledge, crafts, self-employment**" (ended in July 2013) was promoted by the Vocational Training Centre "A. Simonini" (part of the association *FormaRe*, Emilia Romagna Region) and was designed to train in entrepreneurship and self-employment 14 people in physical, mental and social disadvantage (<http://www.fondazione-simonini.it/area-disabilita-e-svantaggio/item/156-botteghe-in-piazza-saperi-mestieri-autoimprenditorialita-terminata-a-luglio-2013>).

FormaRe is just one of the associations, that, across the nation, are concerned to bridge training gaps and support disadvantaged workers and people in a lifelong learning program.

Training offer in social and civic competences

Social and civic competences include personal, interpersonal and intercultural skills. These skills cover **all forms of behavior that allow people to participate effectively in social and working life**, particularly in our increasingly complex and diversified societies. These skills specially at work ensure adaptability to new contexts, analytical skills and ability to learn.

To know and understand the **codes of conduct** accepted in different contexts, environments and in different societies is essential for effective social participation. To be aware of basic concepts relating to individuals, groups, labor organizations, equality and non-discrimination between sexes, society and culture is critical. It is also essential to understand the multicultural dimension of society and the way in which national cultural identity interacts with the European identity. The common basis of this competence include the ability to collaborate, communicate and negotiate openly and constructively in different environments, expressing and understanding the different points of view. Stress and frustration should be expressed in a constructive way, being careful to keep separate the personal and professional spheres.

According to ISFOL, the acquisition of these skills occurs mostly in informal experiences or oriented to achieve different official results. People acquire social skills in all forms of social interaction, with their parents or with other people, playing, studying or working.

VET Teachers still have little knowledge and mastery of methods to enhance social skills (RE-Chance project guidelines).

The ISFOL analysis showed an advantage when these skills are developed with an integrated training and interdisciplinary approach. ISFOL noted that these skills can be taught starting from the educational curriculum cycle, for as conceived in the most recent governmental reforms in education and training systems. The activities that develop social and civic competences benefit from **practical training, networking, active involvement of local institutions and actors**.

The problem is **measuring** and **certifying** these skills. **Cognitive performance tests** show partial efficacy in measuring social intelligence. Therefore it is better the **monitoring of the behavior**, based on repeated observations of (social) behavior, held in different (social) situations (group discussions, role plays etc.) (RE-Chance project guidelines).

Among the projects and initiatives aimed at strengthening the training in these skills we report below the most recent and significant.

The guidelines for the (general and specific) training, during the National Civil Service, show the basic content provided for mandatory training of volunteers. The objectives of the **general training programs** are:

1. to understand the **values and identity of the National Civil Service**, which is unarmed and non-violent civil defense of the Country; to understand the historical and cultural ties of the Civil Service with the **conscientious objection**;
2. to acquire **civic education** as a discipline to learn the political, social, legal and economic institutions, in order to learn the rules of conduct and values necessary to live and interact successfully with the community; to know the Constitution of the Italian Republic;
3. to understand the role of the young volunteer, its function, the methodology for typical projects of the Civil Service and the procedures for exercising of rights and duties within the entity.

The general training programs should use **lecture-style instruction** (interactive lectures thanks to debates), for not less than 30% of the total number of hours, and **not-formal techniques** (group dynamics, horizontal and interactive methods, peer education and so on) for not less than 40% of the predicted number of hours. Some issues may be provided in **FAD** (e-learning with testing, online exercises and simulations, mentoring, inter-group communication tools, final evaluation and certification of skills acquired).

The National Office for Civil Service has the task to carry out **monitoring** on the general training provided to volunteers, to ensure that training activities carried out complies with legal requirements, with the guidelines and the project.

Specific training programs are relevant to each individual project. It allows to learn concepts and practical knowledge related to the sector and the specific field in which the young volunteer is

engaged during the year of Civil Service. The guidelines outlined indications on the timing for providing training and certification of acquired skills.

"Education for Citizenship: from good practice to vertical curriculum" is a project made by a number of **schools of the Varese Province** (all documents and materials produced are downloadable from <http://www.istruzione.lombardia.gov.it/varese/CittCost2014/index.htm>). The project was aimed at the creation of a vertical curriculum on **citizenship and legality**, based on good practices already existing in the territory, and has provided useful methodological indications.

In school systems, Citizenship and Constitution teaching should be considered an eminently **multidisciplinary area**. While reserving a purposeful leadership to the Italian and History teacher, the Philosophy and History teacher, or the law professor (according to the orders and the specific type of curricula), *education to an active and informed citizenship is the duty and responsibility of every teacher as an adult even before professional in education.*

The project built a **vertical curriculum** in terms of competences and educational development, so that there is a thematic and methodological theme that gives the work a **progressive approach**.

The methodology is **active** and **learners centered**, with workshops and group work and provides for a final event/product to share with other classes, parents and the wider public. The activity is aimed at a dialogue rooted in the territory.

The teacher should become a mentor, should renew the educational environment and reflect on inputs and steps of the work, continually monitoring the class and providing learners with verification and feedback on the work done.

It is important to identify a concept and/or a conceptual framework '**selector**' as an element that drives the educational planning according to the vertical curriculum.

The approach must be comprehensive and should include various types of intelligences as well as a balance between emotional and rational activities.

The **teaching modules** if detected from the experience already concretely implemented in schools do not require time and exceptional ways. Each module is a proposal, a working path which can be changed according to class needs and their own operational work.

The **formats** considered most effective by educationally experts were the following:

Format 1: **Thematic Map**

It consists in expanding a theme presented by identifying links and relations, developments in the vertical curriculum of the key concepts, starting from the contents of the report and other materials prepared by the lecturer (repertoires of ideas/content, essential maps, meaningful short texts; links).

Format 2: **Role-playing Game**

It consists of a debate centered on a conflict between opposite positions (work and health; livability of city center and mobility; legality and personal benefits), proposed by the lecturer. At the end of the game the group reflects and identifies: perceptions, prejudices, values, paths to resolve disputes, unresolved problems, little explored resources.

Format 3: **Areas for Exercising Citizenship Skills**

It is offered to teachers to carry out a wide-ranging exploration of the possible and concrete environments in which young people can effectively exercise the key competences of citizenship, with a particular attention to memberships and identities as well as the possibility of building inclusion and cohesion. References to best practices already consolidated, or to possible alliances and partnerships with local actors are useful. The lecturer will offer a range of possible resources of the territory, also with links to further information.

Format 4: **A Taxonomy**

Teachers realize, each group for the reference age, using diagrams and maps provided by the lecturer, a description of possible: knowledge, insights, feelings/emotions, decisions, actions that pertain to the sphere of citizenship and its exercise in the school and in the city, in the age of reference. The 1 and 3 format can be a valuable frame of reference.

Format 5: **Curriculum Tests**

Each group of teachers will try to outline a trace of Work Unit within the established themes, identifying interventions for the specific, the integrated and the cross curriculum.

Format 6: The training phase "in presence" creates a common language, needed to start a smaller discussion phase. The aim is implementing a model of arguments ready to use in classroom practice. The materials offered by the lecturer and those produced in the teachers groups were the basis for building the action-research to be developed in the second year of training (2013/14).

"RE! CHANCE: Raising employment chances of social disadvantaged young people" is a Leonardo da Vinci project carried out by a Community partnership (Austria, Germany, Poland, Bulgaria, Portugal, Italy and Czech Republic) and it focused mainly on social skills. The project is specifically aimed at young people from disadvantaged families, with legal problems or immigration history with a dual purpose: on the one hand, to help young people to break the cycle of demotivation, social exclusion and poverty, to train social, methodical and personal skills of young people in difficult circumstances and to foster and repair their confidence in their own abilities; on the other hand, to offer advice to parents, teachers and youth workers on the possibilities for improvement of social skills.

The project has adapted and implemented the training modules developed in the previous project SOCO-VET:

- Conflict management
- Interaction and communication success
- Motivation
- Tolerance
- Decision making
- Perception

- Teamwork and cooperation
- Stress management
- Skills strengthening

Output of the project is the "**Guide for teachers and trainers. Development of social skills with disadvantaged young people**" that illustrates a training method based on a triangle of complex and mutually related activities that consists of:

1. **theoretical training** (indoor activities): lectures and laboratory aimed at training social, methodical and personal skills in vocational education and training. All course materials are available on the project website <http://www.rechance.eu>;
2. **outdoor activities**: creation of the group activities, orienteering, walking, activities in public also together with institutions and politicians, such as the "city rallye" and "challenge in finding a job in the City", meditation;
3. **individual counseling**, evaluation (ex-ante, in-itinere and ex-post) and monitoring, through personal interviews.

Training modules:

- Overcoming personal barriers;
- Identifying and building strengths;
- Building self-confidence;
- Improving social and interpersonal skills;
- Building trust towards the ability to learn;
- Facilitating a successful transition to independent life, through vocational training or work.

The project developed a teaching module of **Outdoor Education** addressed to teachers and instructors responsible for training, consultants, parents and other people who work with young people. The module aimed at:

- introducing the Outdoor Education;
- presenting some exercises, ready to use and easy to adapt, for VET teachers;
- giving inspiration to approach this sector.

The project "**ARTERY: Art - Education - Therapy**" (510260-LLP-1-2010-1-PL-GRUNDTVIG-GMP) by another Community partnership, aimed at promoting the use of theater and communication games techniques to **improve social skills and personal and social welfare of people (adults) belonging to socially vulnerable groups**. Output of the project was the "Manual for training in art social skills - training - therapy", which contains guidelines for people wishing to develop in vulnerable people social skills, in order to promote social inclusion. In the manual there are theoretical and practical exercises tools to perform with groups (<http://www.arteryproject.eu/> downloadable from website).

The idea that the theater promotes social skills has for long been supported by theatrical therapists, psychologists and educators. Many studies show the benefits of educational theater activities, especially for people in vulnerable situations, because they allow people to learn and practice new skills and social behavior. Slade (1998), a pioneer of the theater as a tool for change, has highlighted the contribution that theater can give to the development of the sense of "social self".

Social skills that the project aims to develop are:

1. Self-esteem and confidence with a positive outlook on life
2. Feelings management and recognition
3. Empathy and assertiveness, including the understanding of diversity
4. Communication skills
5. Interpersonal skills for cooperation with other
6. Skills in problem solving, negotiation and planning
7. Creativity

Training offer in sense of initiative and entrepreneurship

Regarding entrepreneurship, Italy is among the last countries in Europe both in terms of teaching for students and training for teachers. The *enterprise culture* is not a compulsory subject for teacher *initial training* and no official data on *continuing training* are available. In addition, our country is among those that do not involve *external stakeholders* in planning of (possible) courses for teachers. The 2016 Eurydice report on "Entrepreneurship education in schools" warns us about this and also describes the European "state of the art" on entrepreneurship training initiatives, starting from the analysis of those made in European schools, year 2014/2015. The EU considers entrepreneurship training initiatives as a priority in the fight against youth unemployment

Italy is among countries where the so-called **dual-training systems** - learning and working - is planned but falls in the autonomy of schools and teachers. And also states that the new law entitled "The Good School" has set the **minimum standards for training on the job** (200 hours in high schools and 400 in technical and professional) which may also include testing of "Simulated Training Company".

At the moment the **gap between school and business world** is not bridged. Education and training remain far from companies and the world of work. The support for young and socio-economic disadvantaged people employability is even more difficult to do.

The sense of initiative and entrepreneurship includes the **ability to turn ideas into action**. It includes creativity, innovation and the ability to take risks, as well as the ability to plan and manage projects in order to achieve objectives. It helps people to be aware of the context in which they operate and to assess the opportunities available and is a starting point for more specific skills and knowledge. It should include awareness of ethical values and promote good governance.

According to ISFOL, it is necessary that the school systems educate students from an early age to develop their business ideas. Entrepreneurship education does not necessarily correspond to the training for the creation of a company.

In order to bring teachers closer to issues and current problems of society and economy, it is essential, according to ISFOL, enter entrepreneurship education from the teachers initial training, in order to become capable of accompanying students in the growth process, in the process of acquiring autonomy and responsibility, in the process of self-realization, developing transversal skills and the mastery of their use.

Especially in entrepreneurship education, the awareness and the preparation of teachers promotes the creation of steady partnerships with companies. The dialogue between teachers and companies helps build modular paths, based on students interests and fields of study, and selects the most significant sectors for local development.

The business professionals, managers and entrepreneurs must be involved through social responsibility projects in the learning process and enter into a direct relationship with young people. The development of networks in the territory is critical for the feasibility of projects for young people, both in and out of school. These networks must be flexible and not predetermined and should be formed when necessary to resolve problems. Projects may differ in features but have a common denominator: the enhancement of youth resources and the development of the territory and the local community. In these purposes is fully embedded the promotion of active citizenship projects (ISFOL, 2013, Guidelines for effective entrepreneurship education activities for young people).

The training in this skill takes advantage of the use of innovative teaching tools and new technologies that improve the direct involvement of learners (active learning). **Learning by doing** and **Work Based Learning** allows learners to participate in activities and hands-on projects, through which they can make a concrete experience and meet companies and entrepreneurs. Therefore, they constitute the most appropriate tools for educating this skill (ISFOL).

A survey conducted by ISFOL in 2012 (collection of national case studies) showed that the direct participation of young people in the activities can foster a more effective and more concrete learning. A useful tool to encourage the creation of a business plan is the **startup weekend**, which facilitates the creation of a work team that develops the design idea of an individual with the help of professionals, from technicians (designers, programmers, graphic designers etc.) to experts in business management and marketing.

The direct participation of young people can be also realized through **inter-generational meetings** for the transmission, through the practice of oral storytelling, of knowledge and cultures bound to the past, that are now rediscovered and upgraded.

More and more diffused is the use of **online platforms** that can be used not only for FAD, but also to partners search, for the exchange of ideas and knowledge through community spaces and for networking of products for dissemination purpose.

The **dual education system** as a teaching method allows to combine classroom learning and work experiences, by fostering collaboration between educational institutions and companies, in order to offer more training chance and opportunities to experience. Beside the acquisition of specific skills the goal is approach learners to work organizations, deepening functions, rules, structure and roles. It may therefore also have value for students orientation, as it allows to make

an independent assessment of their interests and abilities in a real context. An appropriate methodological support of teachers and tutors, both in the preparation and during the experience and in the follow-up, can help learners to broaden the perspectives

The **Simulated Training Company** (Ifs) provides students with real working processes by simulating the creation and management of virtual companies that operate on the network, backed by real companies. Given that small and medium-sized Italian companies hardly manage to have young people in training for long periods, the company simulated reconstructs in "laboratory" the working model of a real company. It is the nearest teaching methodology to learning by doing. The Erasmus+ National Agency Indire has developed a simulation environment, called "Ifs Network" (www.ifsnetwork.it), which offers students and teachers the opportunity to grapple with the challenges of creating and running a company, similar to the real ones. The simulation of the operating environments of a company, consists of a succession of steps which, in optimal conditions, extends for three school years.

Ifs methodology aims in particular to develop problem solving skills in young people. Learners in this way do not have the passive role of users, but they are the protagonists of the project management, without renouncing the dynamic workshop and learning group method. The Ifs method is an opportunity to transfer into practice everything that students have learned in theoretical form.

An example of application of the business simulation methodology in the field of VET, can be found in the experience of the Don Calabria of Ferrara, from which is headquartered the National simulation Central Office. The Central Office manages the **Simulimpresa Programme**, which targets unemployed graduates or people who have completed their compulsory schooling; students of the secondary school level, technical institutes and professional institutes; workers included in corporate innovation processes, which therefore need to improve and / or update their professional skills. The training covers the administrative and accounting fields, tourism sector and industrial production. As a full member of the European network, the Italian headquarters is in the global database and then allows qualified young great mobility and flexibility on the international labor market.

The ISFOL website devotes an entire section to **entrepreneurship education** (http://www.isfol.it/temi/Formazione_apprendimento/educazione-allimprenditorialita-1). It is an online space for sharing documents (text and video) which aims to offer tools useful to all those who deal with entrepreneurship.

The website shows the projects, networks and national organizations that develop youth entrepreneurship promotion initiatives and transfer of good practices (such as project "To create enterprise in school" Aldini Valeriani Foundation; the project Junior Achievement: the network for economic and entrepreneurial education of young www.jaitalia.org etc.) describing critical issues and strengths. Among the strengths, the use of active teaching, the peer-to-peer approach, the partnership between teachers and entrepreneurs etc.

In many of these projects in the schools, the students had to simulate the creation of mini-innovative companies. The best projects participated in national and international competitions. Among the successes of the initiative, all teachers have reported that also pupils not brilliant in their school curriculum did their best to win.

Methodology To Teach: proposals

The presentation "Other BES: socio-economic disadvantage and language" (Coloberti, Centro Territoriale Servizi Cremona) suggests theoretical insights and dynamics to be implemented to stimulate collaborative learning and facilitate the inclusion of young people in the socio-economic disadvantage and linguistic.

Socioeconomic disadvantage is a situation (even transient) of difficulty and marginalization in which an individual or a family unit are for economic or social causes; low level of education of parents and other parental figures; situations of unemployment or underemployment; unfavorable housing conditions; phenomena of deviance; family breakdown; child labor; poor linguistic and cultural skills, even for the different geographical origin or ethnicity. These cases are characterized by the deficiency of the relational context, then for:

- poverty of relationships;
- low quality in achieving the parental role of mediator between the child and the rest of the world;
- unmet childhood emotional needs;
- family economic and social isolation.

Among the possible indicators there are poor attention and concentration skills, poor motivation, poor personal cleanliness, repeated and unjustified absences from school, tales of serious family problems, family unemployment.

Young people in the socio-economic disadvantage need psychological support, economic aid, coaching in and out of the classroom for learning.

To ensure the effectiveness of training initiatives, ISFOL indicates the use of active teaching methods and techniques, which are able to involve the learners in real situations and encourage an active role of young people in the learning process.

Learning by doing and **cooperative learning** are effective approaches to stimulate the involvement of young.

Active teaching and cooperative learning allows to acquire:

- knowledge
- prosocial behavior
- trust and mutual respect
- individual responsibility

Strategic resources for inclusive education:

- survey of specific learning needs;
- use of audiovisual material and graphics to contextualize the lesson;
- linguistic simplification;

- adaptability of curricular programs;
- intensive workshops (ie. Italian language) and relational facilitation paths (ie. use of materials in different languages).

PROPOSALS to stimulate teamwork and collaborative learning

–PUZZLE: the class is divided into groups; a topic is divided into equal parts, the parts are divided among members of various groups; members from different groups but with the same study materials (“experts of...”) come together and confront each other; then return to their original group; in the original group, each member explains his piece of content and learn the other parts exposed by other members.

–ROUND TABLE: to a teacher's question, each student writes his answer on a common sheet, using a different color pen; final group evaluation of all the answers looking for a common response shared.

–NUMBERED HEADS TOGETHER: learners are assigned a number and then work together to find an answer to a teacher's question; the teacher is raffling a number; the learner that matches the number drawn exposes the answer for the group.

–TEAM WORD WEBBING: each group builds on a billboard a **concept map** on a content assigned; the theme is written in the center; in turn, each student adds a topic related to the central theme (step 1); each student in turn adds another topic related to the central theme but more distant than the first (step 2); in turn each student trace a connection between the different concepts reported; in this way each learner builds a semantic network, connected to that of the other; map presentation to the class (step 3).

Possible variants: to build a scheme, a sequence, a map of the city, a table, an image in which every learner adds his piece.

–THE CONTROVERSY: to encourage the class to think about a subject, the teacher chooses two opposing themes and provides materials for and against a certain position; each pair has to prepare a common argument in defense of its position, expose it to the rest of the class; exchange of ideas and discussion looking for weaknesses in other people's positions; Finally exchange (who defended a certain position went to defend the opposite one) trying new arguments, which have not emerged from the survey of the previous group; the class seeks an original conclusive position shared by all, taking into account the discussions made.

–CONTROL IN PAIRS: student-1 must solve problem-1 and learner-2 monitors and corrects his work; then they change roles: student-2 solves problem-2 and learner-1 monitors and corrects his work; then two couples get together in groups of four people in which comparing exercises and solutions, correct and evaluate.

A lesson lasting about one hour should be divided as follows:

20': the teacher introduces the topic and formulates questions that involve learners; then divides the class into groups;

20': learners work in groups on the assigned topic; the teacher is between groups but limits its intervention to the necessary;

10': the teacher shall obtain the tasks performed; assessment and conclusions on the issues discussed

10': reflection of the class, on group work done

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