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Care2Entrepreneurship (C2E)

Good Practices Identification Form

ITALY

"THE CONTENT OF THE PRESENT MATERIAL REPRESENTS THE EXCLUSIVE RESPONSIBILITY OF THE AUTHORS AND THE NATIONAL AGENCY OR THE EUROPEAN COMMISSION WILL NOT BE HELD RESPONSIBLE FOR THE MANNER IN WHICH THE CONTENT OF THE INFORMATION IS USED"



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GLEAN

Growing Levels of Employability/Entrepreneurship in Agriculture for NEET

IDENTIFICATION	
Name	GLEAN - Growing Levels of Employability/Entrepreneurship in Agriculture for NEET (www.glean-project.eu)
Country and area (Region, City...) of implementation	GLEAN is an Erasmus + funded project that involves 6 partners in 3 European countries: Greece, Italy and Spain
Territorial scope (does it operate to the entire territory or only in part of it?)	The project was implemented only in a part of the territory
Period of execution	Start: 1-09-2014 End: 31-08-2016

CONTENT
<p><u>- Description of the good practice</u></p> <p>The Glean project aims to open career paths both in employability and entrepreneurship, in the agricultural field for disadvantaged people. It consisted in a blended course, which combined face-to-face training as well as online/self-learning training, while maintaining a focus on the hands-on experiences.</p>
<p><u>- General and specific goals</u></p> <ul style="list-style-type: none"> • Collecting good practices at an European level; • Launching NEEP, (NEET Employability/Entrepreneurship Programme), a learning programme for the development of technical and soft skills; • Activating 3 learning pathways in the 3 country partners • Producing guidelines and recommendations to make NEEP available for other institutions • Secure employment for at least 50% of the people who participated in the programme within 3 months since the end of the project.
<p><u>-Targeted groups</u></p> <p>Disadvantaged youth, such as young people Not in Education, Employment or Training, (NEET) and long-term unemployed.</p>

FOUNDATION

Does the practice respond to the aims of the project? Does it contribute to the promotion of entrepreneurship education and social entrepreneurship among young people in the care sector?

Yes, the project addresses specifically NEET and disadvantaged youth in order to exploit the potential of the agricultural field for employability and entrepreneurship. Moreover, it promotes the social role of agriculture as an inclusion factor. It is relevant to notice that in Italy, the main factor for young people between 15 and 29 to be NEET is the responsibility of care towards a family member (Italia lavoro, 2014).

RELEVANCE

DO you consider the practice relevant for:

- Supporting employability and entrepreneurship skills in young carers:

Yes

- Recognising skills of informal carers in general (entrepreneurship skills might be a part of them):

The training does not target specifically informal carers, but since it addressed disadvantaged youth and NEET, we believe there are high chances that there could be young carers among them, due to the fact that the majority of NEET in Italy are caregivers. Furthermore, since the structure is replicable, it can be aimed to young carers in the future.

- Supporting employability and entrepreneurship skills in young persons which – for their characteristics – can be particularly suitable for young carers

Yes, it does support employability and entrepreneurship skills in young persons, and it can be suitable for young carers.

MATURITY

Has it had enough time to evolve so as to stabilize the processes involved and the results obtained?

The project lasted 2 years, there are no data on its further applications, although all the resources and outcomes are free and made available online.

EVALUATION AND MONITORING

Are monitoring mechanisms in place? Are its results regularly evaluated?

The results of the training were evaluated in the final report. There are no data collected after the end of the project. **All the publications** <http://www.glean-project.eu/about.html>

TRANSFERABILITY

Is the experience applicable in a different context? Does the practice have mechanisms and tools in place to enable other organizations to adopt the experience? Has it been replicated with positive results in other organizations?

Yes, since all the developed resources and material are available online for free, it is possible to adopt the experience in other contexts. There are no data regarding its further application after the end of the project.

SUSTAINABILITY

Does the practice enjoy the technical, human and financial conditions to ensure its continuity over time?

No

INNOVATION

Has it created or adopted a novel approach to the problem? Has it generated different alternatives to the traditional options for managing the problem?

The Glean project designed a blended course that combines soft skills and general technical skills. The outcome of the project testifies a significant growth of the participants both on personal and collective grounds.

GENDER IMPACT

Precise the gender of the persons involved and explain the trends in terms of gender equality. Is the gender equality taken into account?

No, gender is not taken into consideration.

RESOURCES

– **Human**

N/A

– **Economic (public/ private)**

N/A

– **Technological**

N/A

A free online course is available in the project website, plus reports and outcomes.

IMPACTS

Has the practice produced demonstrable impacts? Does it help to solve the problem? Does it show outcomes with a positive trend? Does it contribute to achieving the goals?

The final report of the project describes positive feedback from the trainers point of view and from the beneficiaries. However, no specific data are delivered regarding the initial objectives of the project (e.g. securing employment for at least 50% of the participants).

WIT Women in Technology

IDENTIFICATION

Name	WIT – WOMEN IN TECHNOLOGY (www.mondodigitale.org)
Country and area (Region, City...) of implementation	Italy. It target girls from 3 southern regions: Calabria, Sicily and Campania
Territorial scope (does it operate to the entire territory or only in part of it?)	It operates only in 3 southern regions: Calabria, Sicily and Campania
Period of execution	June 2016 – May 2018

CONTENT

- Description of the good practice

Since the project is made in collaboration with Costa Crociere Foundation, a cruise company, students worked in groups to develop a business idea around the travel experience. They created innovative solutions and built prototypes in digital manufacturing laboratories. Through the phyrtual.org crowdfunding platform, the participants got in touch with potential stakeholders in order to further develop their project idea.

- General and specific goals

The aim of the project is to encourage girls to enter the labour market by supporting their

business projects in the technology field and ICT.

-Targeted groups

150 young girls from high-schools in 3 southern regions of Italy: Calabria, Sicily, Campania. These 3 Regions have the highest percentage of female NEET in the Italian territory.

FOUNDATION

Does the practice respond to the aims of the project? Does it contribute to the Promotion of entrepreneurship education and social entrepreneurship among young people in the care sector?

Yes, even if it does not target specifically young carers.

RELEVANCE

DO you consider the practice relevant for

- Supporting employability and entrepreneurship skills in young carers:

Yes

- Recognising skills of informal carers in general (entrepreneurship skills might be a part of them):

No, the project does not target specifically informal carers. However, it involves 150 girls from high school, it is possible that a percentage of them was also a young carer.

- Supporting employability and entrepreneurship skills in young persons which – for their characteristics – can be particularly suitable for young carers:

Yes

MATURITY

Has it had enough time to evolve so as to stabilize the processes involved and the results obtained?

The project lasted 2 years, there are no data about its further development.

EVALUATION AND MONITORING

Are monitoring mechanisms in place? Are its results regularly evaluated?

No, there are no monitoring mechanism. The results are available on the website www.mondodigitale.org



ANS

Anziani e non solo
società cooperativa sociale

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TRANSFERABILITY

Is the experience applicable in a different context? Does the practice have mechanisms and tools in place to enable other organizations to adopt the experience? Has it been replicated with positive results in other organizations?

Yes, the experience could be replicated with other private companies. However, there are no tools available in order to enable other organizations to adopt the same good practice. Furthermore, there are no data regarding the further development of the experience by other organization.

SUSTAINABILITY

Does the practice enjoy the technical, human and financial conditions to ensure its continuity over time?

No

INNOVATION

Has it created or adopted a novel approach to the problem? Has it generated different alternatives to the traditional options for managing the problem?

The project combines hard and soft skills: the transmission of technical skills and support in the development of skills for life (entrepreneurship, leadership, problem solving). Furthermore, through the learning by doing approach, female students were invited to use the knowledge acquired in the formulation of their own entrepreneurial idea in the technological and ICT sector. Identifying one or more problems to be solved are accompanied in defining the development plan of one's business idea or social innovation with a clear description of the objectives, results, strategic approach, etc.

GENDER IMPACT

Precise the gender of the persons involved and explain the trends in terms of gender equality. Is the gender equality taken into account?

Yes, the project is addressed to young girls.

RESOURCES

- **Human**
N/A
- **Economic (public/ private)**
N/A
- **Technological**
N/A

IMPACTS

**Has the practice produced demonstrable impacts? Does it help to solve the problem?
Does it show outcomes with a positive trend? Does it contribute to achieving the goals?**

No, there are no documented outcomes of the good practice.

EMILIA ROMAGNA REGIONAL LAW NO. 2/2014

IDENTIFICATION

Name	Emilia Romagna Regional Law No. 2/2014, Rules for the Recognition and the Support of Family Caregiver (person that provide care and assistance voluntarily),
Country and area (Region, City...) of implementation	Emilia Romagna region
Territorial scope (does it operate to the entire territory or only in part of it?)	The law operates only in the territory of Emilia Romagna region
Period of execution	Since 2014

CONTENT

- Description of the good practice

For the first time in Italy, **Emilia Romagna Regional Law No. 2/2014** introduced a regulation concerning the informal family caregivers, who are now recognized in Emilia Romagna region. The law recognizes and protects the family caregiver's needs and provides for support actions.

For the first time, the art. 2 of the law introduced a definition of family caregiver and the art. 6 provides for the recognition of the family caregiver skills acquired during the care experience. The objective is facilitating the work reintegration of the caregiver.

In 2017 the region issued the **Guidelines concerning the Law No. 2/2014** where are specified some provisions important for improving the life of young family caregiver:

- **Recognition and enhancement of family caregiver in the assistance network:**

In case of fragility situation, the territorial services they activate eventual support actions (e.g. young caregivers who, due to the care commitments, have difficulties at school and at social level). In this case it is possible to promote a network with schools for supporting the student, through the personalization of the study plan.

- **Recognition of family caregiver skills:**

Family caregiver can ask for the recognition of skills acquired.

Concerning young caregivers attending schools, the educational institution have the possibility to enhance the caregiver status through the use of the training credits instrument.

- General and specific goals

The law has the aim of:

- recognizing and promoting family care and solidarity as social goods
- recognizing and enhancing the figure of the family caregiver
- recognizing and protecting the family caregiver's needs
- defining support actions towards family caregivers
- facilitating the integration of the family caregiver's activities within the social-healthcare regional system of intervention
- recognising the skills acquired by caregivers during the informal care work

- Targeted groups

Informal family caregiver, in general, and young family caregiver, in specific

FOUNDATION

Does the practice respond to the aims of the project? Does it contribute to the promotion of entrepreneurship education and social entrepreneurship among young people in the care sector?

The practice recognizes the general skills of the family caregivers, also young caregivers, however it doesn't focus specifically on entrepreneurship abilities.

RELEVANCE

Do you consider the practice relevant for:

- Supporting employability and entrepreneurship skills in young carers

Yes

- Recognising skills of informal carers in general (entrepreneurship skills might be a part of them)

Yes

- Supporting employability and entrepreneurship skills in young persons which – for their characteristics – can be particularly suitable for young carers

Yes



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MATURITY

Has it had enough time to evolve so as to stabilize the processes involved and the results obtained?

No

EVALUATION AND MONITORING

Are monitoring mechanisms in place? Are its results regularly evaluated?

Yes, the Emilia Romagna region periodically monitors the actions realized for the implementation of the law No. 2/2014 and of the Guidelines

TRANSFERABILITY

Is the experience applicable in a different context? Does the practice have mechanisms and tools in place to enable other organizations to adopt the experience?

Yes, other regions in Italy are creating their regional law taking inspiration from the experience of Emilia Romagna region. Also the law No. 2/2014 inspired the design of a national draft law.

Has it been replicated with positive results in other organizations?

In this moment, this is the unique positive example existent in Italy.

SUSTAINABILITY

Does the practice enjoy the technical, human and financial conditions to ensure its continuity over time?

Yes

INNOVATION

Has it created or adopted a novel approach to the problem? Has it generated different alternatives to the traditional options for managing the problem?

Yes, the law No. 2/2014 is something new in Italy and, for the first time, has officially recognized the family caregiver and his/her needs.

GENDER IMPACT

Precise the gender of the persons involved and explain the trends in terms of gender equality. Is the gender equality taken into account?

The law is applicable to all people resident on the territory of Emilia Romagna region, without distinction based on gender.

RESOURCES

- **Human**
Social services; municipalities; local health authority; local educational institutions; job centres

- **Economic (public/ private)**
Regional public funds

- **Technological**
N/A

IMPACTS

Has the practice produced demonstrable impacts? Does it help to solve the problem? Does it show outcomes with a positive trend? Does it contribute to achieving the goals?

Yes, a demonstrable positive impact is the experience of the professional high school "Versari Macrelli" of Cesena.

In 2017 the school included, for the first time in Italy, the family caregiving among "special educational needs", giving students the possibility to have a personalised teaching plan (scheduled oral exams; setting minimum goals for some subjects; assistance of a classmate tutor; if necessary, derogating to the maximum limit of school absences; etc.).

Another positive example is the "Nazareno" professional school of Carpi (MO). The school provided for the figure of a scholastic tutor that supports vulnerable students (including care givers) in their educational path and a social counselor that helps them in case of necessity.

JA ITALIA

IDENTIFICATION	
Name	JA Italia - www.jaitalia.org
Country and area (Region, City...) of implementation	Italy
Territorial scope (does it operate to the entire territory or only in part of it?)	JA Italia operates on the entire territory
Period of execution	Since 2002 onwards

CONTENT
<p><u>Description of the good practice</u></p> <p>JA Italia has been set up in 2002 and since then works in the field of financial literacy and entrepreneurship education with school (elementary, middle and high schools) students.</p> <p>Main projects in the field of entrepreneurship education directly involving young people are:</p> <p>- Crescere che impresa!</p> <p>Face to face training for middle school students with the aim of:</p> <ul style="list-style-type: none"> • Introducing innovation and entrepreneurship basic concepts • Identifying needs of the community • Practicing to recognise opportunities among problems • Knowing how to create value • Knowing how to explain simple economic concepts (e.g. Import-Export, Outsourcing, eCommerce) • Defining one's interests and professional inclinations • Believing in one's ability, for achieving desired results <p>- Impresa in azione</p> <p>Face to face training for high schools students with the aim of:</p> <ul style="list-style-type: none"> • To Stimulate self-entrepreneurship, acting on positive attitudes such as enterprise, spirit of innovation and creativity • To approaching to the job world, presenting business models and practices, professional roles, sectors that offer more employment opportunities • Making students aware of entrepreneurial choice <p>After the face to face training, students can participate to an online course</p>



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"Entrepreneurial Skills Pass" which has the aim of:

- Making students aware of what they have learned during the Enterprise experience in action and how this can be spent in the workplace
- Offer an internationally recognized certification of entrepreneurial skills

- Innovation & creativity camp

Competition for high school students in a company with the aim of:

- To deepen current economic and social issues through a motivating and challenging learning modality
- Confronting with other school students and quickly creating a cohesive group with the aim of achieving goals
- Experiencing creativity, innovation, problem solving skills, negotiation
- To present an idea in public and to take an interview

- Green jobs

Face to face training for high school students of Lombardia region with the aim of:

- Understanding how to develop a green business idea
- Knowing the organizational and business management models
- Discovering professionals involved in the green production world
- Increasing proactivity and knowledge about the territory in which students live
- Enhancing individual and collective creativity

- STEM Lab for Children

Face to face training for elementary and middle school students with the aim of:

- Promoting scientific and technological culture, in particular among girls
- Stimulating the Design Thinking method of analysis and resolution of problems
- Developing skills in the "social and emotional" sphere, such as self-efficacy, collaboration and team working, communication, enterprise

- Io e l'economia green

Face to face training for secondary school students of Valsugana and Primiero with the aim of:

- Understanding the importance of skills such as innovation, entrepreneurship and environmental sustainability
- Approaching to a conscious management of money
- Learning the basis of entrepreneurial process

General and specific goals

One of the main goals of JA Italia is improving entrepreneurial skills in young people for facilitating their economic, cultural and social development. The objective is increasing employability and enhancing the quality of life.

JA entrepreneurial trainings aim to develop various skills in young people, such as:

- Increasing awareness of their choices and opinions
- Giving value to money and being conscious of purchasing power

- Being able to analyse risks and opportunities of investments
- Being conscious about the importance of responsibility and work as means for building a future
- Greater understanding socio-economic context in which young people live
- Developing critical thinking ability through active learning based on the analysis of real problems and the finding of possible solutions through the use of available resources

Targeted groups

- Elementary, middle and high school students
- University students
- Teachers

FOUNDATION

- Does the practice respond to the aims of the project?

Yes

- Does it contribute to the promotion of entrepreneurship education and social entrepreneurship among young people in the care sector?

Yes.

JA projects involve students from elementary school to university.

If we consider that in Italy there are about 416.000 young caregivers aged 15-24 (Istat 2015), and that the compulsory schooling is at least 10 years of education starting from elementary school, we can presume that JA projects contribute also to the promotion of entrepreneurship education and social entrepreneurship among young carers.

RELEVANCE

Do you consider the practice relevant for

- Supporting employability and entrepreneurship skills in young carers

Yes

- Recognising skills of informal carers in general (entrepreneurship skills might be a part of them)

The main objective of JA is enhancing and increasing those skills that are important for promoting employability and entrepreneurship among young people in general.

- Supporting employability and entrepreneurship skills in young persons which – for their characteristics – can be particularly suitable for young carers

Yes

MATURITY

Has it had enough time to evolve so as to stabilize the processes involved and the results obtained?

Ja Italia works in the field of financial and entrepreneurship education since 2002 with about 303.500 students aged 6-30, 5.900 teachers, 3800 schools and universities on the whole national territory

EVALUATION AND MONITORING

Are monitoring mechanisms in place?

N/A

Are its results regularly evaluated?

N/A

TRANSFERABILITY

Is the experience applicable in a different context? Does the practice have mechanisms and tools in place to enable other organizations to adopt the experience?

Has it been replicated with positive results in other organizations?

The JA projects are already applied in the general school and university context and involve students without any distinction.

For their characteristics these projects are applicable to every context (different types of schools, universities, youth organisations, etc.)

SUSTAINABILITY

Does the practice enjoy the technical, human and financial conditions to ensure its continuity over time?

Yes, JA Italia work in the field of financial and entrepreneurship education since 2002.

INNOVATION

Has it created or adopted a novel approach to the problem? Has it generated different alternatives to the traditional options for managing the problem?

Yes, they put in contact students with companies and involve companies in the entrepreneurship training of students through the use of an active learning methodology.

In the educational path "Impresa in azione", students can also obtain the European certificate "Entrepreneurial Skills Pass (ESP)".

It certifies the theoretical and practical knowledge acquired in the economic, financial and entrepreneurial area, with the aim of giving students more job opportunities, facilitating the transition from school to work.

GENDER IMPACT

Precise the gender of the persons involved and explain the trends in terms of gender equality. Is the gender equality taken into account?

Gender equality is taken into count. The JA projects involve students without distinction, from elementary school to university.

Also, JA Italia has some projects expressly dedicate to girls, for example "STEM Lab for Children" educational path, a face to face training for elementary and middle school students, which has the aim of promoting scientific and technological culture among girls.

RESOURCES

- **Human**
Trainings are provided directly by voluntary "company experts".
The collaboration with companies occurs by the means of Corporate Social Responsibility which. Voluntary employees of the partner companies support students in mentoring projects sharing with them their professional experience and some economic, financial or business knowledge

- **Economic (public/ private)**
N/A

- **Technological**
Online courses; online materials; projects for the implementation of scientific/technological/IT competences

IMPACTS

Has the practice produced demonstrable impacts? Does it help to solve the problem? Does it show outcomes with a positive trend? Does it contribute to achieving the goals?

Yes, JA Italia created a strong network with schools, universities, institutions (Italian and European) and companies.

These projects put students directly in contact with the job world and help students to develop skills and abilities usefull for their future, certifying knowledge acquired.

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