



Youth Wiki national description

Youth policies in Italy

2021

The Youth Wiki is Europe's online encyclopaedia in the area of national youth policies. The platform is a comprehensive database of national structures, policies and actions supporting young people. For the updated version of this national description, please visit <https://eacea.ec.europa.eu/national-policies/en/youthwiki>

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Italy

In Italy, youth policies are relatively new compared to other sectors of public policies.

The first legal reference about “young people” is contained in Art. 31 of the [Constitution](#), which states that “The Republic protects mothers, children and the young by adopting necessary provisions”.

Youth policies are based on the principle of concurrent jurisdiction between the State and Regions, and on the principle of subsidiarity, with the active involvement of the Third Sector and of youth organizations.

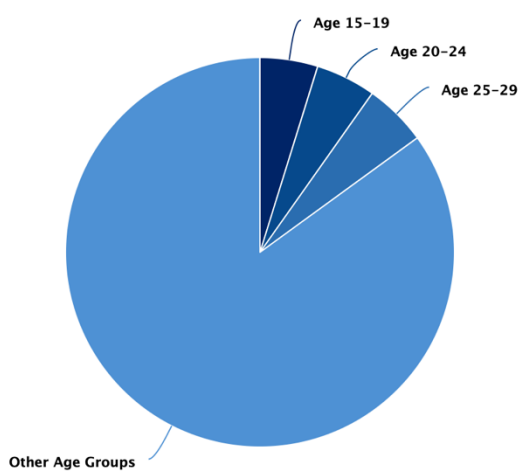
Youth policy-making takes place at various levels.

At the central level, youth policies are under the direct responsibility of the Prime Minister or of his/her delegated political Authority, usually an Undersecretary or a Minister. On 13th February 2021, the On. Fabiana Dadone was appointed Minister of Youth. The [Department for Youth Policies and Universal Civic Service \(DPGSCU\)](#) of the Presidency of the Council of Ministers is the institution responsible for supporting the political Authority in the promotion and coordination of all Government actions aimed at ensuring the implementation of youth policies. The DPGSCU also manages the [Universal civic service](#), the national volunteering programme for youth.

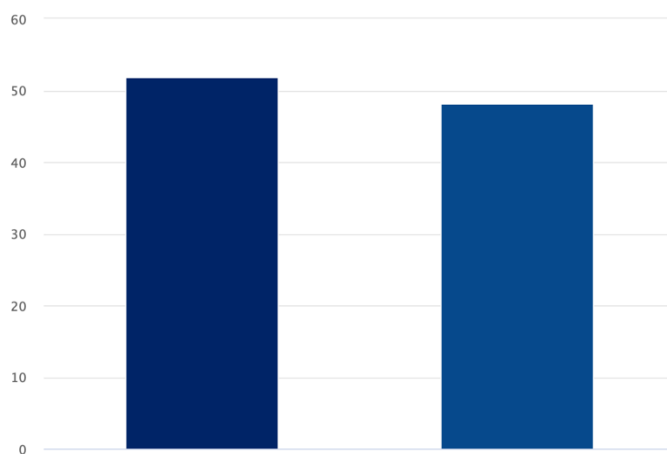
At the territorial level, the Regions and the autonomous Provinces enact youth laws, while local authorities, the Third Sector and youth organizations are actively involved in both its bottom-up design and implementation.

The “Unified Conference” (Conferenza Unificata) - that includes the National Government, the Regions, the Autonomous Provinces of Trento and Bolzano, the [National Association of the Italian Municipalities](#) (Associazione Nazionale dei Comuni Italiani - ANCI) and the [Union of the Italian Provinces](#) (Unione delle Province d'Italia - UPI) - allows for a dialogue on youth among the different policy making actors.

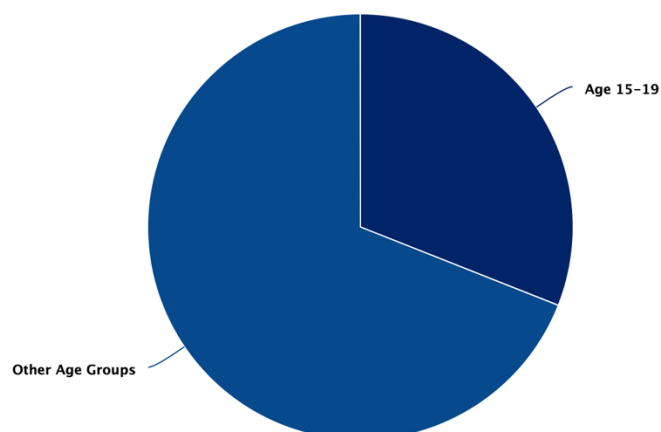
Ratio of Young People in the total Population on 1st January (2021)



Ratio of Men and Women in the Youth Population (2021)



Young Immigrants Age Group 15-29 (2021)



Statistic references

Ratio of young people in the total population (2020): Eurostat, `yth_demo_020` [Last update: 12-02-2021].

Ratio of men and women in the youth population (2020): Eurostat, `DEMO_PJANGROUP` [last update: 11/03/2021].

1. Youth Policy Governance

In Italy, youth policies are developed at various levels. There are many national laws in favour of young people in different fields, such as education, employment, health, culture, etc. The organizational system is a multilevel governance, with it being a democratic form of government in which decisions arise from the collaboration of many actors that influence each other.

At the central level, the [Department for Youth Policies and the Universal Civic Service](#) of the Presidency of the Council of Ministers deals with the promotion and connection of the Government actions aimed at ensuring the implementation of youth policies, while also managing the [Universal civic service programme](#).

Youth policies are based on the principles of concurrent jurisdiction and subsidiarity. Therefore, the central Government, the Regions, and the Autonomous Provinces concur in drafting youth legislation, while local authorities, the Third Sector and youth organizations are actively involved in both its bottom-up design and implementation.

The “Unified Conference” (Conferenza Unificata), that includes the National Government, the Regions, the Autonomous Provinces of Trento and Bolzano, the [National Association of the Italian Municipalities](#) (Associazione Nazionale dei Comuni Italiani - ANCI) and the [Union of the Italian Provinces](#) (Unione delle Province d'Italia - UPI), allows for a dialogue on youth among the different policy making actors.

1.1 Target population of youth policy

In Italy, the definition of “youth” is not regulated by the law and varies according to the specific field of application.

The lower age limit of the juvenile population is generally set at 14 years, both at national and regional level, while the upper age limit varies according to the specific legislation and target groups of the measures adopted in favour of young people.

The target of the actions adopted by the [Department for Youth Policies and the Universal Civic Service](#) is represented by the age group 14 to 28/35, depending on the specific measures adopted.

The National Statistics Institute ([ISTAT](#)) set up the information system [#GIOVANI](#) that collects data on youth in the age range from 15 to 34.

1.2 National youth law

Existence of a National Youth Law

In accordance with Article 31 of the [Italian Constitution](#), the Republic shall protect young people “*by adopting necessary provisions*”.

According to Article 117 of the [Constitution](#), youth matters are covered by concurring legislation. Therefore, the legislative powers on youth matters are distributed among the central Government, the Regions and Autonomous Provinces. The determination of the fundamental principles is laid down in State legislation.

At a national level, a framework law on youth has not been adopted yet.

Out of the 20 Italian Regions, 16 adopted a legislation on youth policies in compliance with the constraints set by the Constitution, the current European and international legislations and the national strategy for youth (Cf. 1.3). At the end of 2020, there is no evidence of the existence of a framework law in the following Regions: Abruzzo, Calabria, Lombardy and Molise.

At present, Italian youth policies are based on a bottom-up approach, which is a distinctive feature of the Italian youth legislation.

Scope and Contents

The current Regional laws (or autonomous Provinces laws) on youth policies are the following:

Basilicata Region: [Regional law 11/2000](#), “Recognition and promotion of the role of the young generations in the regional society”

The law promotes youth citizenship rights, their autonomous participation in civil society, and regional institutions, as well as the full development of their personality on the cultural, social and economic levels. It provides for the adoption of biennial plans for youth policies, identifying the main areas of intervention. It establishes a Regional Youth Forum and a Committee for Youth Policies.

Campania Region: [Regional law 26/2016](#), “Building the future. New policies for young people”. The law promotes the following measures in favour of young people:

1. well-being and personal development:

2. active citizenship and leadership;
3. promotion of competencies and talents;
4. formal and non-formal education and training
5. access to the labour market;
6. mobility;
7. dedicated youth spaces.

The law recognizes and promotes youth work; it provides for a regional planning mechanism for interventions, also in coordination with the Municipalities, and establishes a regional Observatory on youth policies and the Regional Youth Forum.

Emilia Romagna Region: [Regional law 14/2008](#), “Norms on policies for young generations”.
The law:

1. establishes a regional Observatory on children and young people
2. promotes access to the labour market for young people;
3. supports the provision of information and orientation in the 338 youth centres;
4. set up a youth portal [GIOVAZOOM](#).

Friuli Venezia Giulia Region: [Regional law 5/2012](#), “Law for the autonomy of young people on the Guarantee Fund for youth opportunities”

The law, addressed at young people in the age group 14-35, promotes the following measures in favour of young people:

1. participation;
2. access to housing and to the labour market, including entrepreneurship;

3. mobility;
4. participation in cultural, social and sports' activities;
5. development of youth centres;
6. information, through [a dedicated website](#) and the development of Eurodesk points.

Lazio Region: [Regional law 20/2007](#) "Promotion of tools for the institutional participation of young generations in political and administrative life".

The law aims to implement the Council of Europe "Revised European Charter on the Participation of Young People in Local and Regional Life". It recognizes the role and favours the establishment, development and interaction of:

1. the Municipal councils of young people (15-25 years).
2. the Municipal councils of children (8-14 years)

The law also established a network of all youth councils, aimed at promoting the exchange of good practices.

Liguria Region: [Regional law 6/2009](#), "Promotion of children and youth policies."

The law aims to implement the Council of Europe "Revised European Charter on the Participation of Young People in Local and Regional Life". It establishes a system of coordination among sectoral policies addressed at youth. It establishes the duties, tasks and responsibilities of the Region, the Provinces and the Municipalities. It promotes youth participation, the creation of a Youth Forum at a Regional level and of youth forums at a provincial level. It supports youth organizations and youth work.

Marche Region: [Regional law 24/2011](#), "Norms on youth policies".

The law is addressed at the age group 16-35. It is a comprehensive text that foresees the development of a Regional plan in consultation with youth organizations, and the annual programming of activities. The law promotes the development of Eurodesk info points and the creation of a dedicated website for youth information. It promotes youth access to housing and to the labour market, including entrepreneurship, and the development of talents. It promotes youth participation at political, cultural, and social levels.

Piemonte Region: [Regional law 6/2019](#), “New legislation on youth policies”.

The law aims to develop youth policies in coordination with Municipalities and youth organizations and supports the activities with a financial contribution of €350.000 per year. It is addressed to the age group 15-29 and introduces and supports the professional role of the youth workers. It envisages the creation of a Youth Forum composed of 25 local administrators under 30 years of age and 25 representatives of youth organizations. The law set up a Roster for youth organizations, that will enable them to receive public funding. The [dedicated portal](#) provides information on youth policies.

Puglia Region: [Regional law 14/2020](#), “Regional measures in favour of adolescents”.

The law promotes participation, active citizenship, education, health and healthy lifestyles, and the leadership of young people aged 15 to 19. The law enhances the figure of “youth workers” and supports their training. It establishes a Regional Forum for adolescents to encourage a dialogue among regional, local authorities and adolescents.

Sardegna Region: [Regional law 11/1999](#), “Initiatives and coordination of activities for youth”.

The law promotes, inter alia, the following measures:

1. participation;
2. representation, associations and consultative bodies;
3. social inclusion;
4. access to the labour market.

Sicilia Region: [Regional law 6/2019](#), “Norms on youth policies”.

It establishes a Regional Youth Forum and a Regional Observatory on Youth Policies. The law aims to implement the Council of Europe “Revised European Charter on the Participation of Young People in Local and Regional Life” and European youth policies. It promotes, inter alia, the following measures in favour of youth in the age group 14-35:

1. participation and active citizenship;
2. social inclusion;

3. information;
4. formal and non-formal education;
5. access to the labour market.

The law established:

- the Regional Committee for the coordination of youth policies;
- the Commission for the inter-sectoral integration of youth policies;
- the Permanent Observatory on the youth condition;
- the Regional Youth Forum and Provincial and Municipal Forums.

Toscana Region: [Regional law 81/2020](#), "Promotion of regional youth policies".

The law takes inspiration and consolidates the experience gained since 2011 by "Giovanisi" (<https://giovanisi.it/>) the region's project for the autonomy of young people. "Giovanisi" is a system of opportunities structured in 7 macro-areas: internships, housing, civic service, business development, education and training, job market. It also promotes participation, culture, legality, social actions and sports. The beneficiaries of the project are young people aged 16 to 40 and the opportunities are funded through regional, national and European resources.

Trentino-Alto Adige (Bolzano e Trento):

- Bolzano Autonomous Province: [Provincial law 13/1983](#), "Promotion of youth services in the Province of Bolzano".

The law:

1. sets up a bureau that promotes youth work, also through training of volunteer and paid youth workers;
2. provides financial support to youth organizations;

3. supports the creation of youth centres and youth spaces.

-Trento Autonomous Province: Provincial laws [5/2007](#) and [7/2009](#), relating to the development, coordination and promotion of youth policies; the provincial civic service; the Provincial Youth Council. In 2018, [Provincial law 8/2008](#) modified some provisions of the previous legislation on youth. In particular, the law simplified the procedure for granting public funding to youth organizations. The law promotes, inter alia, the following measures in favour of youth:

1. participation, active citizenship;
2. creativity, entrepreneurship;
3. volunteering.

Umbria Region: [Regional law 1/2016](#), "Norms on youth policies".

The law aims at the implementation of European youth policies. It promotes - in close collaboration with the municipalities - the following measures in favour of young people in the 14-35 age group: 1. participation and active citizenship; 2. access to housing; 3. formal and non-formal education, certification of acquired skills; 4. access to the labour market, including entrepreneurship and the creation of new jobs; 5. mobility; 6. development of youth centres; 7. volunteering; 8. prevention and fight against bullying and cyber-bullying.

Valle d'Aosta Region: [Regional Law 12/2013](#), "Promotion and coordination of policies in favour of young people". The law promotes, inter alia, the following measures in favour of young people in the 14-29 age group: 1. inclusion; 2. participation; 3. volunteering; 4. access to housing; 5. access to the labour market; 6. training; 7. mobility; 8. information. The law establishes a regional coordination group for youth policies. Every 3 years a regional youth plan sets specific objectives in collaboration with local authorities and youth representatives. The law establishes a local forum and a regional youth forum.

Veneto Region: [Regional law 17/2008](#), relating to the promotion of youth leadership and participation in social life. In line with European youth policies, the law promotes, inter alia, the following measures in favour of youth in the 15-30 age group: 1. inclusion; 2. participation; 3. volunteering; 4. access to housing; 5. access to the labour market; 6. training; 7. mobility; 8. information. The law establishes a regional youth forum.

Revisions/updates

In 2020, the Regions Toscana and Puglia adopted a regional law on youth policies.

More specifically, on 12/08/2020 the Regional Council of Puglia approved with the DGR 1388/2020 a new Programme for Youth Policies, bringing the previous experimentation to a new progress, taking from the valuable experiences and introducing new sectors of activation. If the programme established the guidelines, the definition of the interventions passed through a participatory journey, “Puglia I want you”, that involved young citizens and public and private organisations in discussion meetings around the programme with proposal open for the population. Between July and December 2021 “Puglia I want you” launched:

- an online interview with 2911 young people, representing their perspective on regional youth policies

- a tour of 50 stops on all the regional territory that involved 1152 young people discussing their main needs and the proposals to include in the new Programme (all the reports from the meetings are available on the platform [“Puglia Participates”](#) ([Puglia Partecipa](#)))

- three thematical insight meetings on youth entrepreneurship, creativity and the third sector;

- an online interview and two focus groups dedicated to local administrators appointed to youth policies;

- “[Posters for the Future](#)” ([Manifesti per il futuro](#)), a call targeting young artists that would like to represent the relationship between Puglia and its young population through a poster.

The participatory process ended with the compilation of a [final document](#) approved with the DGR 245/2022, reporting the results of the entire itinerary, drafting a manifesto for the youth policies of Puglia and presenting new interventions for the years 2022-2025, divided into four thematical areas: material and intangible infrastructures, ideas, spaces, civic engagement.

1.3 National youth strategy

Existence of a National Youth Strategy

Every year, the national Government sets up youth policies priorities, upon close consultation with the Regions, and other relevant local Authorities.

The annual strategy is based on multi-year lines of action. For example, in the last five years, the strategy has supported actions in favour of young talents as well as the fight against youth distress.

The strategy is agreed upon in the framework of the “Unified Conference” (Conferenza Unificata) that meets every year. The Unified Conference includes the National Government, the Regions, the autonomous Provinces, the National Association of the Italian Municipalities ([Associazione Nazionale dei Comuni italiani - ANCI](#)) and the Union of the Italian Provinces ([Unione delle Province d'Italia - UPI](#)).

The [Department for Youth Policies and the Universal Civic Service](#) avails of a yearly Fund for Youth Policies aimed at promoting youth rights and implementing the annual strategy. The amount of the Fund is set annually with the budget law. The official act produced by the Unified Conference establishes the division of the fund between the national Government, Regions, and Local Authorities.

The [Department](#) directly manages the part of the Fund earmarked for national interventions through calls for projects open to youth organizations and the civil society. The part of the Fund allocated to the Regions and local Authorities is managed through separate agreements between the Department and the different Regions, and between the Department, [ANCI](#) and [UPI](#). The [Department](#) may also sign agreements with the [National Youth Council](#), the [National Agency for Youth](#) and other entities that carry out activities in favour of young people.

Scope and contents

Since 2006, the national Fund for Youth Policies has been financing measures oriented to promote the following:

- Non-formal and informal education;
- access of young people to the job market, including the development of start-ups and youth entrepreneurship;
- social inclusion, and specific measures to reach out to marginalized and vulnerable groups;
- participation and youth rights;

- cultural activities, development of talents;
- prevention and measures against addictions;
- volunteering and access to international and European programmes and projects.

In 2019, the Minister set the national policy priorities as follows:

- social inclusion;
- participation;
- support to youth autonomy;
- prevention and measures against new addictions.

Responsible authority for the implementation of the Youth Strategy

The Prime Minister is the authority in charge of youth policies and strategy. He/she may delegate the responsibility to a third political authority. Since September 2019, the delegated authority for youth policies has the rank of Minister.

The [Department for Youth Policies and the Universal Civic Service](#) is responsible for the implementation and coordination of the strategy.

Revisions/updates

The first National Youth Plan was adopted in February 2007 by the then Ministry for Youth Policies and Sports Activities (POGAS).

1.4 Youth policy decision-making

Structure of Decision-making

Legislative competence on youth matters belongs to both the National Government and the local authorities (Regions and Autonomous Provinces) (Cf. [1.2](#)).

As far as the national level is concerned, the Prime Minister is responsible for youth policies. The responsibility is generally delegated to a Minister (as is the case at present) or to an Undersecretary of the Presidency of the Council of Ministers (“the Delegated Political Authority”).

The [Department for Youth Policy and the Universal Civic Service](#) constitutes the operating arm. Its mandate includes:

- The implementation and coordination of the youth strategy (ref. [para 1.3](#));
- The promotion of youth rights;
- The management and implementation of the [Universal civic service](#) programme;
- Support to the supervisory functions of the Delegated Political Authority on the [National Youth Agency](#);
- The representation function at a European and international level for youth policy matters.

For the promotion of youth rights, the [Department](#) benefits from the collaboration of local authorities and other stakeholders including the [National Youth Council](#).

Within the Presidency of the Council of Ministers, for the development of specific measures addressed at youth, the [Department](#) has the support of the following sectoral Departments:

- [Department for equal opportunities](#);
- [Department for anti-drug policies](#);
- [Department for family policies](#);
- [Department for sports](#) ;
- [Office for policies in favour of people with disabilities](#) ;
- [Department for cohesion policies](#);
- [Department for information and publishing](#).

However, the promotion of youth rights is not exclusively assigned to the [Department](#). All the Ministries are called upon to develop specific policies in favour of youth. The major programmes

in favour of youth have been developed by the following Ministries:

- [Ministry of education; Ministry of universities and research;](#)
- [Ministry of labour and social policies ;](#)
- [Ministry of economic development;](#)
- [Ministry of Health;](#)
- [Ministry of Cultural Heritage and Activities, and Tourism.](#)

At a local level, according to art. 117 of the Italian [Constitution](#), Regions and Autonomous Provinces are entitled to legislate on youth policies, except for the determination of the fundamental principles, which are laid down in the State legislation (Cf. [1.2](#)).

Therefore, with the contribution of the Provinces and Municipalities (thus involving young people living in the Municipalities), the Regional Departments for Youth Policies can define the needs, proposals, safeguards and rights in the planning and implementation of the measures adopted in favour of youth within their respective territories.

Main themes

In 2019, in agreement with all the relevant institutional actors, the Government placed policies in favour of young people at the centre of its action.

The pillars of the Government's themes are the following:

- Participation;
- Social inclusion of youth with fewer opportunities;
- Employment and entrepreneurship;
- Health and well-being, including programmes for the prevention of new forms of addictions
- Voluntary activities;

- Creativity and culture.

The National Agency for Youth

The “[National Agency for Youth](#)” is the agency implementing the Erasmus+/youth and European Solidarity Corps (ESC) programmes. It is a public body, with organizational and financial autonomy, supervised by the delegated Political Authority by the means of the [Department for Youth Policies and the Universal Civic Service](#). Aside from the Erasmus+ and ESC programmes, the [Agency](#) implements measures in favour of youth in agreement with and funded by the [Department of Youth Policies and the Universal Civic Service](#).

Policy Monitoring and Evaluation

In Italy, the controlling and monitoring of youth policies financed through the Fund for Youth Policies is exercised by the [Department for Youth Policies and the Universal Civic Service](#) and is addressed at:

- verifying the correct use of the resources of the Fund for Youth Policies earmarked for national and territorial interventions;
- the financial planning, administrative and accounting management of the Civic Service Fund.

The [Department](#) produces periodical reports on the progress of all the programme activities implemented by the Regions, autonomous Provinces and Municipalities through the national youth Fund. The [Department](#) has the right to carry out inspections on-site to monitor and verify the correct implementation of the activities.

1.5 Cross-sectoral approach with other ministries

Mechanisms and actors

The norms that regulate horizontal cross-sectoral cooperation among public bodies is contained in [law241/1990](#) regulating administrative proceedings.

To coordinate youth policies at a national level, the [Department for Youth Policies and the UniversalCivic Service](#) makes regular use of two tools, namely protocols of understandings and inter-ministerial tables.

As of February 2021, the Department activated the following initiatives:

- Collaboration with all the Ministries of the Republic and the Departments of the Presidency of the Council of Ministers for the identification of the opportunities offered to young people throughout the country. These opportunities are published on the [Youth 2030 platform](#), active from 15 March 2021;
- Consultation with the [Ministry of the Environment and the Protection of the Territory and the Sea](#) (MATTM) for various initiatives within the 2030 Agenda, including the United Nations Conference of the Parties on climate change (COP26) of which Italy has the co-presidency in 2021. In this context, the global meeting of “Youth for the Climate” (“Youth4Climate”) will be organized;
- Collaboration with the [Ministry of Foreign Affairs and International Cooperation](#) for the drafting of bilateral and multilateral agreements and arrangements for the promotion of cross-border youth mobility;
- Agreement with the [Ministry of Justice](#) for the implementation of the [EU Youth Dialogue](#) with young inmates;
- Inter-ministerial table of the national authorities responsible for the various sectors of the Erasmus + program, in particular the Ministry of Labour, the Ministry of Education, the Ministry of University and Research and the Department of Sport.

1.6 Evidence-based youth policy

??????Political commitment to evidence-based youth policy

In Italy, a number of public and private bodies deal with research and statistics on young people. At a public level, the Government benefits from the following state-funded bodies:

[The National Observatory on Childhood and Adolescence](#) (Osservatorio Nazionale per l'Infanzia e l'Adolescenza) was established with [L. 451/1997](#). It consists of about 50 members, representing the various central Administrations responsible for childcare policies, the Regions and Local Autonomies, ISTAT, other relevant institutions, as well as of eight associations and eight experts.

Every two years, the Observatory drafts the [National Action and Intervention Plan](#) (Piano d'Azione Nazionale) for the protection of the rights of children/young from 0 to 18 years old, and the Report on the Condition of Children in Italy. Every 5 years, it drafts the United Nation Report for the Convention on the rights of the child.

The Observatory includes the [National Centre for the Documentation and Analysis for childhood and adolescence](#) (Centro Nazionale di Documentazione e Analisi per l'infanzia e l'adolescenza), which carries out studies and publications, organizes seminars and training courses on juvenile issues.

The [National Institute for the Analysis of Public Policies](#) (Istituto Nazionale per l'Analisi delle Politiche Pubbliche - INAPP) is a public research institution (supervised by the Ministry of Labour and Social Policies), which monitors and evaluates public policies on labour, education, training and welfare.

According to art. 99 of the Italian Constitution, the [National Council of Economy and Labour](#) (Consiglio Nazionale dell'Economia e del lavoro - CNEL) is the Parliament and Government advisory body. The Council has also legislative initiative powers.

The main topics of its research and studies on young people include: welfare, employment, education, training, immigration.

[The Institute for Research on Population and Social Policies](#), which is part of the National Research Council (CNR), carries out studies on demographics and migrations, welfare, social policies, sciences, information technology.

In addition, the [National Youth Council](#) collaborates with the Government in the collection of information useful for guiding public policies.

Some Regions set up Observatories on Youth with a view to develop, monitor and evaluate their policies.

The main Observatories are in the Region Campania, developed in collaboration with the University of Salerno ([Regione Campania](#)), and in the Region Emilia-Romagna ([Regione Emilia Romagna](#)).

Cooperation between policy-making and research

At a national level, the cooperation between policy makers and the research community is also developed on specific subjects.

Recently, the Department for Youth Policies and the Universal Civic Service financed the following studies:

1. In 2019, the study “Condition of Italian youth”, which was conducted by the private research institute Ipsos, was aimed at orienting the €16 million call for proposals [Fermenti](#)”, which was then launched by the Department;
2. In 2017, the national civic service programme was the subject of two studies conducted by two private research companies CLES Ltd. and Eulab consulting Ltd.. The studies analysed the strengths and weakness of the national programme, its impact on youth, with particular reference to the skills acquired through informal education. They were conducted in preparation of the reform of the universal civic service, which was approved at the end of 2017.

At a regional level, the [Regional Youth Policy Observatory](#) operates at the Directorate General for education, training, work and youth policies of the Campania Region and carries out, on the basis of the political priorities of the Region, the following tasks: • collection, analysis of data relating to the social, economic and historical-cultural aspects of youth situations; • monitoring the characteristics, expectations and needs of young people from Campania in relation to the rest of the country; • information and communication on issues relating to youth policies; • creation of a database of services offered to young people.

In addition, the [Childhood and Adolescence Observatory](#) of the Emilia-Romagna Region carries out support and orientation activities for regional actions. The Observatory elaborates specific data at the request of the [regional Guarantor for childhood and adolescence](#), of local authorities, provinces, districts, the third sector and researchers, for the orientation of the planning, programming and elaboration of regional legislation, monitoring and evaluation of the offer of services.

National statistics and available data sources

The National Institute for Statistics ([Istituto nazionale di statistica](#)), is the public authority that deals with general censuses of the population, sample surveys on families and economic surveys at a national level.

Data and indicators on youth, in the age range from 15 to 34, are collected annually by ISTAT and are available on-line in the dedicated information system “Youth” ([#GIOVANI](#)).

The key areas that are the subject of data collection are the following:

- Population and families;
- Education and training;
- Employment;
- Health and life styles;
- Culture, leisure and use of media;
- Social and economic conditions;
- Participation;
- Juvenile delinquency;
- Welfare and social protection.

Ad-hoc indicators by different age groups are produced on NEETs and youth unemployment.

Budgetary allocations supporting research in the youth field

The Government finances all the above-mentioned public research institutions that institutionally carry out research in the youth policy sector.

1.7 Funding youth policy

On this page

1. [How Youth policy is funded](#)
2. [What is funded?](#)
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4. [Use of EU Funds](#)

How youth policy is funded

Since 2006, youth policies have been funded mainly by the **National Fund for Youth Policies**, established by art. 19, paragraph 2, of [D.L. 223/2006](#). The Fund aims at promoting the right of young people to cultural and vocational training, inclusion in social life, including housing, to facilitate access to credit.

Each year, the Fund is financed through the national budget law. In 2019, over €37 million were allocated for national, regional and local interventions by [L. 145/2018](#). In 2020, the Fund allocated was about €36 million ([L. 160/2019](#)).

On August 4th 2021, the Unified Conference of the State, Regions and Autonomous Provinces and the System of Local Autonomies sanctioned [Agreement no. rep 104/CU](#) on the breakdown of the increase of € 35 million for the year 2021 of the "National Fund for Youth Policies" pursuant to art. 19, paragraph 2, of the decree law 4 July 2006, n. 223, converted, with modifications, by the law 4 August 2006, n. 248.

For 2022, the Fund is 81,400 million.

The **Universal Civic Service Fund**, with an endowment of € 299,286,531.00 for 2021, finances the civic service programme on the basis of an annual programme approved by the State-Regions Conference, and operates under a special accounting regime as required by the law. The Fund for 2020 amounted to € 224,133,221.11 (of which € 41,806,354.11 management savings) and in 2019 to € 231,765,320.00 (of which € 44,050,000.00 management savings). The finances used for the implementation of the intervention programmes of the Civic Service are 311.581.036,00 for 2022 (current legislation). At the paragraph 2.4 there are more insights on this specific aspect.

Part of the national interventions finds financial support from other specific dedicated funds, for example the Youth Credit Fund and the Guarantee Fund for mortgages for the first home (the latter managed by the [Ministry of Economy and Finance](#)).

Moreover, since 2013, the Department for Youth Policies and the Universal Civic Service manages the funds of the [Action and Cohesion Plan \(ACP\)](#) which finances projects carried out by Third Sector organizations in the 5 “Convergence” Objective Regions (Basilicata, Calabria, Campania, Apulia and Sicily).

What is funded

As of February 2021, the main national programmes financed through the **National Fund for Youth Policies** are the following:

- ["Enzymes" \("Fermenti"\)](#) call for projects: it financed 101 youth entrepreneurship projects of a social and cohesive nature lasting 18 months, proposed by young people between 18 and 35 years of age, and aimed at improving the living conditions of young people and their community. The overall budget was approximately € 19 million. There are five “social challenges” identified as priorities:
 - - “Equality for all genders”;
 - “Inclusion and participation”;
 - “Training and culture”;
 - “Spaces, environment and territory”;
 - “Autonomy, welfare, well-being and health”.
- ["Support for young talents"](#) ("Sostegno ai giovani talenti") call for projects: funds initiatives in support of talents and creativity of young people between 18 and 35 years old. Total funding: € 2.5 million. The projects are implemented by the Third Sector and last up to 24 months. The activities are close to conclusion;
- ["Prevention and contrast to youth distress"](#) ("Prevenzione e contrasto al disagio giovanile") call for projects: financed, with resources from several funds, initiatives to prevent and combat youth distress in favour of young people between 14 and 28 years, promoting their social inclusion, with 8.5 million euros, of which 1 million euros coming from the Fund for Youth Policies. The activities are nearing completion;

- [“Young talents orientation and placement”](#) (“Orientamento e placement giovani talenti”) call for projects: aims to promote job placement for young people between 15 and 28 years, to support the self-entrepreneurship of young talents, and the link between education and the labour market. With a total funding of € 4.5 million, the call finances 33 project proposals;
- [GIOVANI2030](#) web platform: offers news, insights on volunteering, training, education, culture, entertainment, sport, describing the opportunities to be had to grow in a participatory way (see chapter 8.4). The platform was inaugurated on May 6th 2021. Funds allocated in 2020 € 2.5 million;
- [National Youth Card \(CGN\)](#): from mid-March 2021, the CGN allows for concessions to access goods, services and opportunities on the national and European territory. The Charter is linked to the European Charter managed by the European Youth Card Association (EYCA) which the Department for Youth Policies and Universal Civil Service joined (see chapter 8.4). Allocated funds: 5 ml for each of the years included in the three-year period 2020-2022.

At a local level, the National Fund for youth policies finances projects proposed by local Authorities through special agreements with the Regions, the [National Association of the Italian Municipalities \(ANCI\)](#) and other institutional actors, including the [National Agency for Youth \(ANG\)](#) and the National Youth Forum (now National Youth Council), or joint partnerships in projects proposed by different subjects.

For 2020, the Fund financed the project proposals of the 19 Regions, for a total budget of approximately € 8.7 million (in 2019 approximately € 9.7 million). The municipalities, through the ANCI, have been allocated a total of approximately € 7.4 million (in 2019 approximately € 8.2 million), and to the Provinces, through the Union of Italian Provinces (UPI), approximately € 1 million (in 2019 approximately € 1.1 million).

In the Agreement made with the Regions, Autonomous Provinces and the system of local autonomies at the Unified Conference for 2020, it was established that the priority areas of intervention are the following: • social inclusion; • participation of young people in the social and political life of their territories; • support for autonomy and promotion of the participation of young people in cultural and sporting activities; • non-formal education; • prevention and measures against new addictions.

With the 2022 Financial Law, Government has also introduced some measures targeting young people

- **Bonus Cultura**: a 500 euros coupon to be spent in cultural activities for people who have just turned 18. This bonus has been active since 2016 and allows to buy many products and services, from books to tickets for concerts, museums, exhibitions as well as cultural events and many others. The system is called 18app and the only requirement is to sign-up and provide your data in order to spend the bonus as you like.

- Bonus wedding: targeting people living in Lazio that can ask for up to 2.000 euros to cover the expenses for their wedding.
- Bonus driving licence: it allows a maximum of 2.500 euros to cover the costs for applying to driving schools and take the final exam.
- Bonus rent: until 31 years old it's possible to have benefits for the signing of leasing contracts for an entire property or a portion of it to be used as a main accommodation. The bonus includes a tax benefit for the first four years, a deduction of the gross tax for 20% of the lease fee up to 2.000 euros.
- Simplified loan for people under 36 who decide to buy a house. This measure implies the execution of payment for different expenses: registration tax, the mortgage and the land registry. There is also the possibility to obtain a loan for better conditions having the State as a guarantee in case the subject would end up in default.

The **Universal Civic Service Fund** financed the participation in the national volunteering programme of 42.050 volunteers (aged 18 to 29) in 2019 and 31.866 in 2020. For 2021 the first data on volunteer initiations, show that by May 25th 2021, 26.360 young people has started the civic service. The call included the participation of 55.793 young people, meaning that 47,2% of them have already started. On the 9th of March 2022 it was closed the selection to apply for 56.205 places for the civic service to be held in Italy or abroad between 2022 and 2023 within one of the 2.818 projects of the civic service

Years Deployed in Italy Deployed Abroad Total Volunteers

2019	41.297	753	42.050
2020	31.115	751	31.866
2021	55.057	736	55.793

In 2020, through the funds of the **Action and Cohesion Plan** (ACP) the following calls for projects were approved:

- the [“Youth for the social” \(Giovani per il Sociale\)](#) call, for a total amount of € 9 million, dedicated to private social entities to finance projects of social inclusion and personal growth for young people between 14 and 35 years of age;
- the [“Young people for the enhancement of public goods” \(Giovani per la valorizzazione dei beni pubblici\)](#) call, for a total amount of € 5 million, aimed at creating spaces for young people in renovated public buildings.

The **Youth Credit Fund** (or "Study Fund") allows deserving young people, but lacking

sufficient financial means, to continue their studies after high school, enrolling in university or to attend post-graduate specialization courses or further knowledge of a language, thanks to a loan guaranteed by the State (up to a maximum amount of € 25,000).

The initiative does not constitute a “non-repayable” grant, but it is a “revolving” guarantee fund financed by the DPGSCU as part of access to credit. The repayment of the loans has to be done over a period in between three and fifteen years. The purposes and methods of use of the Fund - whose initial endowment was € 20 million - were determined by the Inter-ministerial Decree of 19 November 2010 (issued by the Ministers of Youth and the Economy and Finance).

Financial accountability

The [Department for Youth Policies and the Universal Civic Service](#) finances measures aimed at younger generations through different types of instruments. Therefore, the “financial responsibility” is different based on the type of intervention.

With regard to the resources assigned to the Regions, full autonomy is recognized to these institutions. The resources are used directly by the Regions that send their monitoring tools (periodic reports and tables) to the Department that verifies the progress of the project activities. Therefore, this activity allows to obtain information on the use of the funds, providing useful elements to identify and assess any shortfalls and possible corrective actions.

The funds allocated to the Union of Italian Provinces (UPI), to the National Association of Italian Municipalities (ANCI), and to other organizations are expressly regulated by ad hoc agreements, which establish the procedures for monitoring the projects and the mutual responsibilities and commitments.

With regards to the funds assigned to private non-profit organizations, in order to guarantee public co-financing, the Administration requires the presentation of adequate bank guarantees or insurance policies for the first tranche received; the guarantee must be valid for the whole duration of the project eligible for funding. The subsequent instalments are paid further to the presentation of adequate documentation of expenditure.

The institutions involved must also ensure compliance with legal, tax, social security and labour provisions, the traceability of financial flows and the anti-mafia certification.

In addition, the Department can carry out inspections at the project sites (by its representatives and/or specialized persons or companies specifically designated) to verify the progressive implementation of the activities.

The preventive supervision on the legality of the administrative action, which is the responsibility of the Department, is exercised by the Court of Auditors, which is an independent body.

The Office of the Budget Presidency of the Council of Ministers exercises the administrative-accounting regularity control on all the expenses.

With regard to external responsibility, the principle of transparency, introduced by L. 15/2005,

allows all citizens to verify the administrative procedures undertaken by the Public Administration.

The Public Administration disseminates information that must be made public in their own institutional websites under a section called “Transparent Administration”.

These publication requirements concern, among other things, the organization and the activities of public administrations, the use of public resources and the services provided. The principle of transparency promotes the prevention of corruption, including a “social control” by the citizens (the so-called “civic access”).

As previously reported, the [Department for Youth Policies and the Universal Civic Service](#):

- is responsible for the financial planning, administrative and accounting management, and related disputes management of the National Fund for the civic service;
- is responsible for the management of European resources for the implementation of the projects assigned to the Department;
- verifies the correct use of the resources assigned for interventions of national relevance in the field of youth policies.

Use of EU funds*

Through the 2014-2020 Partnership Agreement, Italy identified its own strategy, priorities and methods of use of the European Structural and Investment Funds (ESIF).

The total community resources assigned to Italy are reported below:

For the two Structural Funds of the cohesion policy - European Regional Development Fund (ERDF) and the European Social Fund (ESF) € 32.7 billion have been allocated (instead of the € 31.1 billion allocated in the previous programming);

For the European Agricultural Fund for Rural Development (EAFRD) the resources allocated are € 10.4 billion, while for the European Fund for Maritime Affairs and Fisheries (EFMAF) the resources allocated are € 537 million.

These two funds do not specifically finance youth policies. However, social inclusion and professional development are part of their objectives, thus they can finance projects that benefit young people.

In addition, Italy is the second largest recipient among the Member States of the Youth Employment Initiative.

The thematic objective of the National Operational Plan (NAP) Youth Employment Initiatives (YEI) Axis 1 Youth Employment NEET consists of promoting sustainable and quality employment and supporting worker mobility. The financial allocation for the Youth Guarantee programme amounts to €

1.513.363.329 (out of which € 567.5 million from the YEI, the same amount from the ESF, and € 378 million from national co-financing).

Resources were allocated to the Regions taking into account the unemployment rate of the age group 15-24 (based on data of the 2012 ISTAT survey).

The Youth Guarantee will continue until 2020, thanks to additional European resources, which amount to € 343 million for Italy.

In January 2022 it has been launched the formal negotiation with the European Commission for what concerns the programming period 2021-2027, following the deal reached in the unified conference on December 16th 2021 with the approval of the CIPESS during the session of December 22nd 2021, according to the article 10 and ensuing of the EU Regulation 2021/1060, reporting the common arrangements on funds. The activities have been launched since 2019 and they have been initially organized into five thematical tables, one for each Strategic Objectives of Policy (OP), content of the EU Regulation 2021/1060.

*The information included in this section refers to the European seven-year programming period 2014-2020 and will be updated as soon as the new data related to the 2021 - 2027 programming period will be available.

1.8 Cross-border cooperation

Cooperation with European countries

Slovenia: “Collaboration Agreement in the field of Culture and Education”, signed in Rome on 8 March 2000 and entered into force on 29 April 2018.

International cooperation

Multilateral:

Council of Europe: The [Department for Youth Policies and the Universal civic service](#) represents Italy in the [European Steering Committee for Youth](#) (CDEJ) of the Council of Europe, which coordinates and promotes youth policies among the 49 member States, with focus on young people's access to human and social rights. The Department also represents Italy in the [Partnership between European Commission and the Council of Europe](#) in the field of youth.

Adriatic Ionian Initiative: Italy is part of the Adriatic Ionian Initiative established in May 2000 through the "Ancona Declaration". It aims to facilitate the enlargement of the EU in the Western Balkans. Today, the AI initiative counts 8 members: Albania, Bosnia and Herzegovina, Croatia, Greece, Italy, Montenegro, Serbia and Slovenia.

United Nations. Agreements for the participation of young people under 30 years of age in the Junior Professional Officers programme of various United Nations Agencies: FAO, UNICEF, UNDP, ILO, UNEP, WHO, etc.

Bilateral:

Algeria: “Memorandum of Understanding on Youth Policies”, signed in Algiers on 20 January 2007.

Canada. New [Agreement between Italy and Canada on Youth Mobility](#), made in Rome on 11 December 2020. The Agreement expands the scope of the current Work-Holidays Memorandum by introducing the possibility of participating in exchange programmes for students of a post-secondary study course (International Co-op) and for those who, already in possession of a post-secondary qualification, intend to acquire professional experience in the host country (Young professionals). Once in force, the new Agreement will provide young people from the two countries between the ages of 18 and 35 with new opportunities to enrich their curriculum and to identify further employment opportunities.

Israel. [Cooperation program](#) in the fields of education, science, culture, youth and sport between the Government of the Republic of Italy and the Government of the State of Israel for

the years 2020-2023. ([Programme](#) of educational, scientific, cultural, youth and sports cooperation between the Government of the Republic of Italy and the Government of the State of Israel for the years 2020-2023)

Russia. [Agreement](#) between the Government of the Italian Republic and the Government of the Russian Federation on cooperation in the youth field, made in Rome on January 15, 2001 and entered into force on July 2, 2003 with [ratification law 153/2003](#).

Qatar: “Memorandum of understanding on cooperation in the fields of Youth and Sports”, signed in Rome on 20 November 2018.

1.9 Current debates and reforms

Forthcoming policy developments

During 2020, a debate was launched regarding a framework law on youth policies, with specific attention to the recognition of youth work.

Ongoing debates

A discussion is currently underway on a legislative framework initiative in the field of youth policies, which should also include the recognition of youth work.

In January 2022, the Youth National Agency has established [a national working group on youth work](#), which involves youth workers, youth organisations and researchers on the formulation of recommendation and directions for the policies aiming at the regulatory recognition of the figure of the socio-educational instructor (youth worker). The Italian representatives at the third European Youth Work Convention (7-10th of December 2020) have been invited to join the group, together with several actors who joined through a call launched by the national Agency.

Finally, considering the recent PNRR, young people prove to be the transversal, direct and indirect targets of several points of the plan. Addressing the different missions of the PNRR, those who are most immediately correlated with young people are:

- the Mission 1 (digitalization, innovation, competitiveness and culture), that will have an impact on young people for job opportunities and through the interventions for digitalization aiming at, among other things, the completion of school connectivity.
- Mission 4 (education and research), that involve reforms and investments to reduce the structural weaknesses of the Italian educational system.
- Mission 5 (cohesion and inclusion), targeting young people especially in relation with the improvement of job perspectives and of inclusion in situations of marginality and vulnerability.

2. Voluntary Activities

At a national level, volunteering is a widespread phenomenon with a long tradition. The national legal system recognizes the social value and function of volunteering as an expression of participation, solidarity and pluralism.

The provisions of the Third Title of the Third Sector Code (l.d. 117/17) also apply to youth volunteering. The article of the code on the promotion of the culture of volunteering invites public administrations, within the limits of available resources, to support volunteering among young people, also through specific initiatives to be carried out on the premises of schools and universities, and with the involvement of volunteering organizations and other entities of the Third Sector.

On a national level, one of the main tools for promoting youth volunteering is the Universal Civic Service - Institute of the Republic regulated by a specific law (Legislative Decree 6 March 2017, n.40) which was established as an instrument of the unarmed and non-violent defense of Homeland - accessible to young people between the ages of 18 and 28, managed by the Department for Youth Policies and Universal Civic Service of the Presidency of the Council of Ministers.

2.1 General context

On this page

1. [Historical developments](#)
2. [Main Concepts](#)

Historical developments

In Italy, volunteering has historically developed through some influential cultural roots: the main ones are those of Catholic origin, linked to the work of the evangelization of the Church and based on the concept of Christian *pietas*; and the ones of worker and socialist origin developed from the nineteenth century and the liberal matrix.

The Italian Constitution provides an important stimulus for social solidarity. Articles 2 and 3 provide for compliance with the fundamental duty of solidarity and assign joint responsibility to the community and public administrations. In this regard it is also worth mentioning Art. 18 "Citizens have the right to associate freely [...]".

In the first decades of the Republic, the prevailing model of volunteering was of a philanthropic type, mainly oriented towards assistance. Since the end of the 1970s, volunteering has become increasingly important in the public sphere, also as an opportunity to engage and exercise active citizenship as well as a subject for the protection and promotion of citizens' rights.

In 1991, the first framework act on volunteering was approved (law 266/1991) after a parliamentary debate that lasted fifteen years. The law defines the legal profile of volunteering organizations and regulates their relationship with public institutions, recognizing the social value and the function of volunteering as an expression of participation, solidarity and pluralism.

Art. 2, paragraph 1, clarifies: "[...] voluntary activity must be understood as that provided in a personal, spontaneous and free capacity, through the organization of which the volunteer is a part, non-profit, even indirectly and exclusively for of solidarity". Article 3, paragraph 3 establishes that the articles of association of volunteering organizations must explicitly mention "...the absence of profit, the democratic nature of the structure, the electivity and gratuitousness of associative positions as well as the gratuitousness of services provided by the members [...]".

Legislative decree 460/1997 defines the role of voluntary organizations and the related tax regulations.

Subsequently, a radical reform of the Third Sector was undertaken. In 2017, the Third Sector Code (Legislative Decree 117/2017) brought together in a single text all the types of Third Sector Entities, i.e., those organizations dedicated to volunteering in the broadest sense. The

Code also repealed the previous legislation, including two historical laws: that on voluntary work (l. 266/1991) and that on social promotion associations (l. 383/2000).

At a national level, the involvement of young people in social and civil life is linked to the historical development of conscientious objection and civic service. The Italian Constitution provided for compulsory military service. This led to the birth of the movement of conscientious objectors and to the law 722/72 which recognizes those who do not want to carry out any form of military service for reasons of conscience and substitute it with civic service as an alternative.

With the suspension of conscription in 2005, civic service became voluntary for young people of both sexes in the 18 to 28 age group. In 2017, Legislative Decree 40/2017 transformed “national” civic service into “universal” civic service, setting itself the goal of offering this experience to all young people who intend to do it.

Main concepts

Volunteering is a deeply rooted and widespread phenomenon on a national level. It has a long tradition recognized by legislation. The law recognizes the social value and function of volunteering as an expression of participation, solidarity and pluralism. In Italy, there are also various forms of unorganized volunteering, with spontaneous and free activities undertaken for the benefit of others.

After the repeal of the framework law on voluntary work 266/91, legislative decree 117/2017 defines the volunteer as “a person who, by his own free choice, carries out activities in favour of the community and the common good, also through a Third sector entity, making his time and skills available to promote responses to the needs of the people and communities benefiting from his action, in a personal, spontaneous and free way, non-profit, not even indirect, and exclusively for solidarity”.

The Voluntary Operator of the Civic Service has a distinct status from other forms of volunteering and is governed by specific legislation.

Legislative Decree 40/2017 defines the “Volunteer Operator” of the Universal Civic Service as “a volunteer engaged in the implementation of the Universal Civic Service in Italy or abroad”. The same decree establishes Universal Civic Service for the unarmed and non-violent defense of the homeland, education, peace among peoples, as well as the promotion of the founding values of the Republic.

2.2 Administration and governance of youth volunteering

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1. [Governance](#)
2. [Cross-sectoral cooperation](#)

Governance

In 2017, the Third Sector Code (Legislative Decree 117/17 - Third Sector Code) significantly reformed the Third Sector and volunteering organizations.

In implementing the Third Sector reform, Legislative Decree 40/2017 regulates the governance system of the civic service, the roles and participation procedures of public institutions, civic service bodies and young people.

The main actors involved in the governance of global volunteering at a national level are the following:

The Ministry of Labour and Social Policies is responsible for the implementation of the legal provisions on volunteering. It is also responsible for promoting the development of volunteering taking into account three key concepts: active citizenship, sharing of values ??and participation in the community.

The Ministry is responsible, *inter alias*, for the following:

- Promote research and studies in Italy and abroad on voluntary work, the third sector and active welfare state policies;
- Collaboration with the Regions for education and updating courses for the provision of services;
- The Technical Secretariat of the National Observatory for volunteering and work group activities;
- Administrative management of funds granted to volunteering associations and NGOs for the purchase of equipment and ambulances to be donated to public health services;
- Financing, administrative and technical support of pilot projects implemented by volunteering organizations, financed by the Fund for Voluntary Service;
- Monitoring of the Service Centres for Volunteering;
- Cooperation with European and international organizations of the voluntary sector and the

third sector.

The Department for Youth Policies and Universal Civic Service is the reference structure of the Presidency of the Council of Ministers for the promotion and coordination of youth policies and the management of the Universal Civic Service established by Legislative Decree 40/17.

The Department is responsible for the organization, management and overall monitoring of the Universal Civic Service and the experimentation of the Civic Peace Corps, a contingent of young volunteers employed in non-governmental peace actions in areas of conflict and risk of conflict and in areas of environmental emergency, provided for by law 147 of December 27, 2013. The Department deals with the financial planning and administrative management of the National Fund for the Civic Service. Furthermore, the Department promotes and supports young people's access to civic service projects.

The National Observatory for Volunteering, founded in 1990, is chaired by the Minister of Labour and Social Policies and is composed of ten representatives of volunteering organizations active at least in six regions, two experts and three representatives of the main trade union organizations. The Observatory has the task of providing for the census of volunteering associations, promoting research, approving experimental projects and providing consultancy services.

The national supervisory structure is a foundation with a legal status under private law with full statutory and managerial autonomy. It was established by a decree of the Minister of Labour and Social Policies 6/2018. The foundation has a unique nature among other private foundations. Following Legislative Decree 117/17 - Third Sector Code, the foundation is responsible for the allocation of funds to the Service Centres for Volunteering.

The Service Centres for Volunteering, established by the framework law on volunteering n. 266/1991 and the reform of the third sector (legislative decree 117/17), are structures aimed at developing volunteering at regional level. The Centres provide technical assistance to volunteering organizations in the field of promotion, training and communication. Promoting a culture of volunteering among young people is one of their main objectives. The Service Centres are present in all the Italian regions. The Single National Fund ensures their financing through donations from banking foundations. Volunteer Service Centres may also make use of different resources which must be included in separate accounts.

CSV-Net is the national association of Volunteer Service Centres. It is inspired by the Charter of values of volunteering and the Charter of representation. It aims to strengthen the collaboration, exchange of experiences and good practices between the Service Centres, through technical assistance and training while carrying out research on non-profit organizations.

The Regions and the Autonomous Provinces have the task of establishing and updating the Single Register of the Third Sector, which lists voluntary organizations, social promotion associations, philanthropic bodies and social enterprises. Only organizations that have duly registered in the register have the right to apply for financial support.

In the context of the national civic protection service, the Regions and Autonomous Provinces have, among other functions, that of organizing the use of organized civic protection and voluntary work at local level, as well as the related forms of representation on a democratic basis (Legislative Decree 1/2018). Many Regions and Autonomous Provinces have issued specific regulations in relation to voluntary civil protection and report the requisites that the subjects providing the voluntary services must have. The following are the Regions that have a regulation on volunteering:

- Calabria, [regulation updated to 2019](#)
- Campania, [regulation drawn up in 1993](#)
- Emilia Romagna, [regulation updated to 2010](#)
- Friuli Venezia Giulia, [regulation updated to 2019](#)
- Lazio, [regulation updated to 2019](#)
- Lombardia, [regulation updated to 2018](#)
- Marche, [regulation drawn up in 2018](#)
- Piemonte, [regulation drawn up in 2012](#)
- Puglia, [regulation drawn up in 2016](#)
- Sicilia, [regulation drawn up in 2001](#)
- Toscana, [the latest regulation was drawn up in 2013](#) (The document refers to the Regional Council of Civic Protection which, among other tasks, has that of promoting the growth of youth civic protection volunteering)
- Veneto, [regulation drawn up in 2019](#)

Intersectional cooperation

The Department for Youth Policies and Universal Civic Service has the function of coordinating government actions targeting young people and measures regarding civic service.

The Minister of Education, University and Research encourages the promotion and awareness of students in the field of solidarity and voluntary work through the signing of specific agreements with the Minister of Labour and Social Policies as well as memoranda of undertaking with subjects of the third sector operating at a national level.

The Minister of Labour and Social Policies, in agreement with the Regions (State-Regions Conference), the Minister of Education, University and Research and the Minister of Public Administration are responsible for defining the criteria for the recognition of skills acquired in

volunteering.

Public administrations (State, Regions, Provinces, Municipalities) have the task of promoting and raising awareness on the culture of volunteering, in collaboration with schools, universities, volunteering organizations and other third sector entities.

2.3 National strategy on youth volunteering

On this page

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2. [Scope and contents](#)
3. [Responsible authority](#)
4. [Revisions/ Updates](#)

Existence of a national strategy

The national strategy on volunteering, which is also addressed to youth, is not contained in an *ad hoc* document, but is inferable in the dispositions of the Title III of the [Legislative Decree 117/2017](#) of the Third Sector Code where there are identified subjects and methods for the “promotion of the volunteer culture”.

The Universal Civic Service (Legislative Decree 40/17) represents a further step in the strategy of involving young people in activities aimed at the non-armed and non-violent defence of the Homeland, education, peace among peoples, promotion of the founding values of the Republic with particular reference to the fulfilment of the duties of political, economic and social solidarity (see paragraph 2.1).

Scope and contents

The Code protects the volunteers from possible cases of exploitation. For example, volunteers shall not work for the organization where they serve as volunteers. In addition, the law requires insurance cover for third party liability as well as a comprehensive medical insurance. Moreover, volunteers cannot be remunerated, but may receive reimbursement for expenses incurred for the activity performed within the limits established in advance by the entity. These provisions do not apply to voluntary operators of the Universal Civic Service, to personnel employed abroad on a voluntary basis in international development cooperation activities, as well as to voluntary mountain rescue and speleological operators.

To encourage voluntary activities, the volunteer can request work permits, and obtain the certification of the skills and competences acquired. Schools and Universities may recognize the certification as credits for extra work done.

The Universal Civic Service allows young people between 18 and 28 years of age to voluntarily participate in projects lasting between eight months and one year in different areas of employment at the end of which it is issued a certificate of the activities carried out and of the skills acquired. The civic service operators receive a monthly fee of about €440.

Schools and universities can recognize these certifications as training credits for students and public administrations can recognize the service provided in the context of job selections.

Responsible authority

The Minister of Labour and Social Policy has among his competences the promotion, development and support of activities and projects carried out by third sector organizations, with particular reference to voluntary organizations.

The [Department for Youth Policy and the Universal Civic Service](#) is the responsible Authority for volunteering in the framework of the Universal Civic Service.

Revisions/updates

Currently there are no revisions or updates.

2.4 Youth volunteering at national level

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1. [National Programme for Youth Volunteering](#)
2. [Funding](#)
3. [Characteristics of youth volunteering](#)
4. [Support to young volunteers](#)
5. [Quality Assurance](#)
6. [Target groups](#)

National Program for Youth Volunteering

The main national program for the promotion of values of solidarity and social participation is the [Universal Civic Service](#) accessible to young people in the age group 18 to 28.

The National Civic Service was set up in 2001 with [Law 64/2001](#). In 2017, with the Reform introduced by [legislative decree 40/2017](#), the national civic service became "universal". The legislator used the term "universal" to stress the importance of guaranteeing access to volunteering to all young people who wish to do so. However, accessibility depends on the amount of funds, which are available yearly.

The responsible authority for the implementation and coordination of the programme is the Department for Youth Policies and the Universal Civic Service of the Presidency of the Council of Ministers.

The Universal Civic Service is a programme that includes several actors:

- the volunteers, i.e., young people who decide to dedicate a period of their life to the Country and to others, carrying out the civic service activities in the intervention sector of their choice;
- the sending organization, which promote the projects. They are public or private entities enrolled in the Civic Service Register;
- the entire community, which reaps the benefits thanks to the implementation of the civic service projects;
- the State, through the Department for Youth Policies and the Universal Civic Service, the Regions and the autonomous Provinces that manage the entire system.

The sectors of intervention of the civic service projects, which are implemented in Italy and abroad are the following:

- Assistance;
- Civic protection;
- Environmental heritage and urban regeneration;
- Historical, artistic and cultural heritage;
- Cultural, landscape, environmental, sport, sustainable and social tourism promotion and education;
- Agriculture in mountain areas, social agriculture and biodiversity;
- Promotion of peace among peoples, nonviolence and unarmed defense; promotion and protection of human rights; cooperation for development; promotion of the Italian culture and support for Italian communities abroad.

Since 2001, about 500,000 young volunteers have been involved in civic service projects and of these, about 7,000 have worked in foreign territory. It started in 2001 with the commissioning of 181 young people to reach a peak of over 53,000 in 2018. For 2019-2020, nearly 40,000 places have been made available in approximately 3,800 projects. In 2021 11.352 volunteers have been initiated to Civic Service. For 2022 is currently active the call for the selection of around 64.331 volunteer to deploy in Universal Civic Service projects in Italy and abroad and in the areas of the Pon-log of Garanzia Giovani. It's the highest number ever recorded for the Universal Civic Service in recent years.

All sending organizations participating in the programme are registered in the Universal Civic Service Register, which is continuously updated. The database contains information on the organizations, on the project activities and on the deployed volunteers. Annually, the Department publishes a Report to the Parliament which contains the main summary of data regarding the performance of the civic service programme.

The reform introduced a number of innovations, some of which will produce results in the years to come. Among them, it is worth mentioning the three-year programming, which became operational in 2019. The 2020-2022 plan drafted by the Department with the involvement of all the stakeholders was developed taking into account the objectives of the 2030 Agenda for the sustainable development of the United Nations and the Conclusion of the Council of the European Union of 9th of April 2019, where the importance of the youth dimension in the 2030 Agenda and the key role that young people can play in achieving the objectives of sustainable development are recognized.

The reform also introduced the possibility of availing, during placement, of 3 months deployment in a European member State or of 3 months of tutoring aimed at facilitating access to the labour market.

Funding

According to the Legislative Decree 40/2017, the Universal Civic Service is financed through an ad hoc National Fund (established by law 230/1998, art.19) and managed by the Presidency of the Council of Ministers. In addition to the national resources, the Fund also receives European financing.

In 2019, the financial endowment of the Universal Civic Service was equal to € 231.7 million (departmental decree 355/2019), i.e. the equivalent of 40,651 voluntary placements.

The European financing for 2020 are the following:

- €53 million from the Youth Guarantee Programme (European Social Fund 2014-2020) in favour of NEETs;
- For 2021 and 2022, following a political debate on the need to increase and stabilize the national fund for the civic service and that involved intellectuals and academics of different backgrounds and the Government, the Committee of Ministers approved a maneuver and provided the Parliament with a stability law for 2021 that secures additional 200 million for the years 2021 and 2022.

Characteristics of youth volunteering

- Gender: females are slightly more than males (62.40%);
- Age: the most represented age group is that including people between 24 and 26 (31.78%), while the least represented is the age group between 18 and 20 (16.48%);
- Education: the majority have a high school diploma (59.74%), followed by those who have a bachelor's degree (25.25%); only a few have a junior high school degree (14.61%) and a primary education license (0.39%).

The Universal Civic Service is open to citizens of EU countries and to non-EU citizens legally residing in Italy.

The reform of the Universal Civic Service introduces additional measures to support the participation of specific target groups of young people with fewer opportunities (young people with recognition of disabilities; young people with low education and young people with economic difficulties). It provides for the possibility of carrying out a period of civic service, of a maximum duration of three months, in one of the countries of the European Union or, alternatively, to take advantage of the same period of tutoring aimed at facilitating access to the labour market.

As anticipated (see § Financing), with ad hoc European resources, further target groups were also reached: unemployed young people and NEETs and young citizens of third countries who are under international protection.

Support to young volunteers

Young civic service volunteers receive the following benefits:

- training (minimum 80 hours);
- training credits;
- certificate of participation in the civic service;
- recognition of acquired skills;
- recognition of the placement for the pension fund (redeemable);
- monthly allowance of around €440.00; an additional daily allowance of €13 to €15 for placements abroad;
- for placements abroad: free food, accommodation, and 2 round trips;
- leave in proportion to the placement period (20 days over 12 months);
- up to three months tutoring to facilitate access to the labour market (for placements in Italy);
- preferential access in some Universal Civic Service projects, for young people with fewer opportunities.

Furthermore, mentoring is an important supporting measure for volunteers. The Local Project Operator is a volunteer, employee or other contract staff of the sending organization, who possesses specific skills related to the activities and objectives established by the project. They are available on the project site for at least 10 hours per week.

The Universal Civic Service provides for a participation certificate which can be used to obtain credits in public procurement exams. In addition, Universities may recognize volunteering as educational credits.

Training credits

In the universal civic service, the recognition and enhancement of the skills acquired is envisaged with reference, in particular, to the knowledge of an area of intervention of the universal civic service, to greater knowledge of the territory, social and civil skills and the ability to manage the time, through the issue of: a Standard certificate/Specific certificate and a Competence certificate.

Universities can recognize educational credits in favour of students who have carried out certified volunteering activities in voluntary organizations or other third sector entities relevant for professional growth and the curriculum of studies.

Quality assurance

Youth friendly and transparent application process;

Finally, quality is guaranteed by the following additional tools:

- Online application;
- Post placement evaluation by volunteers;
- A constant dialogue between the Department and the representation of former volunteers, who are organized at national and territorial level;

Target groups

The Universal Civic Service is open to EU or non-EU citizens legally residing in Italy in the age group 18 to 28, not having reported convictions in Italy or abroad.

Additional specific target groups are the NEETs and third-country nationals with international protection; both target groups are financed through European funding (see [Funding](#)).

2.5 Cross-border mobility programmes

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1. [EU programmes](#)
2. [Other Programmes](#)
3. [Legal framework applying to foreign volunteers](#)

EU programmes

The ESC programme offers young people - in the age group 18-30 - jobs, traineeships and volunteering opportunities, in their own country or abroad. The Italian National Agency for Youth monitors the number of incoming participants and their country of origin, as well as the number of outgoing participants and the topic of their activities through the European platforms and software.

Other programmes

Legal framework applying to foreign visitors

There is no specific legal framework for young people participating in volunteering activities in the above-mentioned programmes. However, for the EVS and ESC programmes, the Italian National Agency for Youth made an agreement with the Italian Ministry for Foreign Affairs aimed at facilitating the access in Italy of incoming volunteers from non-Schengen countries. The Agency communicates the name of the incoming volunteer to the Italian consulate and requests the visa to enter Italy.

2.6 Raising awareness about youth volunteering opportunities

On this page

1. [Information providers](#)
2. [Key initiatives](#)

Information providers

The [National Agency for Youth](#) plays an important role in disseminating information through the implementation of the Erasmus+ youth program and the European solidarity corps, which foresee the promotion of volunteering opportunities for young people.

There are other third sector organizations involved in volunteering carry out awareness activities for young people. In particular:

- The [Volunteering Service Centres](#) (see paragraph 2.2) supports Third sector organizations in promoting volunteering at local level. They carry out promotion activities in schools also through the “volunteer passport” (passaporto del volontario), a tool that certifies the skills acquired by students during volunteering. It is a personal document that can accompany the student throughout the school career.
- The [Youth Information Centres](#) (Centri InformaGiovani) that provide information and guidance on training, volunteering, leisure, sport and job opportunities.
- [Eurodesk Italia](#) is the official network of the Erasmus+ programme that provides information on programmes and initiatives financed by European institutions in particular: international mobility, culture, formal and non-formal training, volunteering and job opportunities. It is supported by the European Commission DG EAC and the National Agency for Youth.

Key initiatives

The website of the Department of Youth Policy and the Universal Civic Service publishes all news related to the Universal Civic Service (see paragraph 2.4). Moreover, the Government is developing a platform that will gather all the existing information and opportunities relevant for young people, including volunteering.

2.7 Skills recognition

On this page

1. [Policy Framework](#)
2. [Existing arrangements](#)

Policy Framework

[Law 92/2012](#) on the reform of the labour market provides an official definition of lifelong learning: “the term lifelong learning refers to all learning activities formally, non-formally and informally undertaken throughout life with the aim of improving knowledge, skills and competences in a personal, civic, social and/or employment-related perspective”.

Furthermore, the same law foresees the establishment of a national public system for the certification of competences based on minimum service standards and homogenous throughout the country.

‘Certifiable competences’ are a structured combination of knowledge and skills recognisable also as formative credits through a special procedure for the validation of non-formal and informal learning. The certification of competences is defined as a public deed that ensures learning transparency and acknowledgement, consistently with the objectives set by the European Union. A certification, diploma or qualification formally attests that assessment and validation have been carried out by a public institution or an authorised subject. [Legislative decree 13/13](#) – issued in application of law no. 92/2012 - provides the general rules of the national system for competences certification. The decree makes the new National system for competences certification operational; it aims to increase the professional competences acquired at work, as well as those acquired in leisure time in order to promote mobility, foster the meeting together of demand and supply in the labour market, increase learning transparency and the relevance of certifications at national and European levels.

Subsequently, an inter-ministerial decree issued on 30 June 2015, defined the National framework of the regional qualifications. The decree established:

1. a tool for the mutual recognition of regional qualifications,
2. standard procedures and certification for the identification/validation of non-formal and informal learning and the certification of competences.

Finally, the inter-ministerial decree issued on 8 January 2018 established the National framework of qualifications (Quadro nazionale delle qualificazioni - QNQ), which is the tool that describes and classifies all the qualifications released within the National system for the

certification of competences.

Existing arrangements

Young volunteers can request the recognition of their training credits and obtain a certification of their experience following regional legislations.

Within the European Mobility Programs such as Erasmus+ and the European Solidarity Corps, young volunteers have the right to receive the Youthpass which certifies the experience gained and the skills acquired during placement.

2.8 Current debates and reforms

On this page

1. [Forthcoming policy developments](#)
2. [Ongoing debates](#)

Forthcoming policy developments

On 16th of September 2020, the Minister of Labour and Social Policies issued the implementing decree of the single national register of the Third Sector.

The single national register of the third sector (Runts) serves to publicize the existence of a third sector body (Ets) and some fundamental data regarding its structure and activity. It therefore has a function of transparency - also with regard to the application of tax legislation - and of legal certainty with regard to third parties who enter into relations with the ETS themselves.

Registration in the non-mandatory Runts gives the right to access the facilities provided for the third sector and gives the possibility to enter into agreements with public administrations for the carrying out of activities or social services of general interest in favour of third parties. With Runts, a process of redefinition and repositioning of third sector entities is launched.

Ongoing debates

The Youth Policies Department has recently started two trial initiatives related with the Universal Civic Service, one with the call for the [“digital” civic service](#), aiming at the involvement of around one thousand young people all over Italy, and the call related with the [“environmental” civic service](#). This one aiming at the preparation of young people for the challenges connected with the green revolution and the ecological transition, in order to reach the objectives of the UN Agenda for 2030, valuing the institution of the Universal Civic Service, as regulated by the legislative decree n. 40/2017, as a tool for promoting the fundamental values of the Republic.

With the environmental civic service, a series of “green” projects will be proposed by the involved parties that want to join the programme and young people can apply to do volunteering within these projects.

Another news is that related with the “sport” civic service, with whom the Minister of Youth Policies and the State Undersecretary to the Presidency of the Committee of Ministers with the sport mandate, commit to support initiatives of common interest aiming at the valorisation of the role of youth in the Universal Civic Service within projects for social sport at local level.

These initiatives belong to the framework of actions promoted for the strengthening of the Universal Civic Service as a tool for education and development of the new generations, also

referring to the projects of the PNRR and of the resources intended for its implementation.

Among the most recent debates, the 13th of February 2022 it has been announced a law proposal aiming at the revisioning of the discipline of the Universal Civic Service and at the redefining and coordinating of the different governance levels of youth policies. This will be inspected by Ministers and by the Prime Minister and it's now a draft that could be modified during that stage but also during the next steps of its parliamentary journey.

This included the institution of an “Interministerial Committee for the Younger Generations” (CIPG), with the role of ensuring the coordination and the programming of youth policies.

Moreover, it has been foreseen the institution of a “National Plan for Younger Generations” that should guarantee the right for education, the facilitation of access to jobs for young people and the valorisation of their competences and education.

It's also expected the recognition of the profession of the youth worker and the introduction of systematic tools for analysis and verification of the impact generated by public policies on younger generations.

For what concerns the Universal Civic Service, after the abrogation of the Annual Plan envisioned by the decree law nr. 152 of the 6th of November 2021 and the birth in L'Aquila of the “National Centre of the Universal Civic Service”, inserted in the last financial law, this new proposal aims at the simplification for the subscription and the administration of the Entities Register, as well as of the evaluation and approval of the programme of interventions.

The law proposal also intends to enhance the training of young voluntary operators, improving their employability by investing on the validation and certification of the professional competences acquired through formal and non-formal processes, also utilizing institutional digital platforms as databases of the professional competences, formal and non-formal and of the individual digital CV.

Following the bilateral cooperation deal in the youth field between Italy and France, signed in Paris on the 15th of February, there is the will to promote youth mobility and to strengthen the opportunity to perform civic service in foreign countries, especially European ones. The government also plans to increase and evaluating the impact of the programmes of civic service in socially vulnerable areas, through actions supporting intergenerational solidarity.

The Law Proposal after the passage with the Committee of Ministers, must pass the approval by the two chambers. After that the Government could adopt the related legislations within 12 months.

3. Employment & Entrepreneurship

In Italy, the young people's transition to work is a priority, since the country has been facing high rates of youth unemployment and inactivity for a long time. Moreover, the ratio of NEETs (*Not in Education, Employment or Training*) is ??among the highest in Europe.

As a consequence of the ageing population and low birth rate that also characterise Italy, along with the increase in the retirement age, the lengthening of educational pathways, as well as the difficulties of entering the labour market, the proportion of young people among the employed is decreasing. In contrast, the precariousness rate and instability of professional careers is growing.

On the other hand, the education attainment level increases among young people employed. Those who have at least graduated have higher employment rates, as well as lower unemployment and inactivity rates. A tertiary level qualification, however, rewards in terms of employment and salary less than the European average. The production system struggles to increase the demand for high-skilled workers, that is why young graduates often risk being over-educated.

The COVID19 pandemic has of course taken a great toll on the lives of young people, whose working and professional opportunities have been highly impacted and where the precariousness of certain jobs has shown severe consequences. On the other hand the forceful switch towards smart-working and digital related professions showed the importance of young people and their competences in the workfields, where they proved to be a precious asset as those who were most capable to deal with the current challenges imposed by the pandemic.

Several measures have been taken by the Government and public authorities to promote youth employment: tax incentives and hiring subsidies for employers taking on young people; work-based learning programs and measures to facilitate job placement (skills certification systems, continuous vocational training, school-work experience, internships, apprenticeships); self-employment. The main pillar of youth employment policies is represented by the Youth Guarantee program, managed by the Ministry of Labour and Social Policies through the National Operational Program (PON): Youth Employment Initiative. Some other significant measures aimed at sustaining employment and, in particular, entrepreneurship, are not specifically *targeted* at young people, since there is no age limit, even though young people are often among the main recipients.

3.1 General context

On this page

1. [Labour market situation in the country](#)
2. [Main concepts](#)

Labour market situation in Italy

Italy remains the country with the lowest employment rate in the EU-15 after Greece: at the end of 2020, it was 61,9% (63,5 in 2019) against 71,7% of the EU-27, 58,3% of Greece, but 78,3% of Germany and 77,8% of Denmark, as well as 72,1% of France and 65,7% of Spain, [source: [Eurostat– Employment rate by sex, age group 20-64](#)].

The data were widely affected by the COVID19 pandemic, even though a true assessment would be possible probably next year, the most immediate and tragic consequences were still visible. For this reason this year's **Labour Market Report**.[An integrated reading](#), published by the Ministry of Labour and Social Policies with ISTAT, INPS, INAIL & ANPAL is mostly focused on the pandemic scenario.

It's emblematic in this regard that the title of the first chapter is "*2020 Labour market: An unprecedented crisis*", showing the dramatic effects of COVID19 on economy and jobs . Despite the support measures introduced by the governments, which had affected especially in the period between July and November, the job losses were more than 300.000, with a significant percentage in people employed with a fixed-term contract. Some categories were more affected than others and particularly those who represent a huge percentage of the Italian workforce, like small and family owned companies, food and touristic enterprises, an heterogeneous group of independent workers; thus manifesting the structural weaknesses of the national system which made the recovery even harder. The heaviest effects were caused by a drastic reduction in consumption and in the almost total blockage of anything connected with mobility and with import and export activities during lockdowns, which impacted also the GDP, like in all the other countries of the world. Thanks to the positive re-opening effect of the summer, that in Italy was exceptional (+15,9%), the decrease was partially softened but it still stays at a -5%, much higher than those of France (-3,9%) or Germany (-4%), for instance. The same tendency could be recorded also regarding employment rates, which are currently -2,3%, so slightly better than the -3,1% recorded in the first three months of 2020. Between June and November in fact, almost 241.000 jobs were recovered, with a higher percentage of those employed full-time, mainly thanks to a series of support measures aiming at improving the general Italian situation, heavily affected by precariousness even before the pandemic.

Another important change has consequently happened in the job market, showing how the already marginalised groups (young people, women and foreign citizens) were once again the

most penalised, thus worsening the existing gaps. The young people under 35 for instance show a 21% gap compared to the over 50s (it was of 19,3% in 2019). A worrying data is also the incredible increase in those not actively seeking jobs and those unavailable for working, which became +402 thousands, 3,9% more than at the beginning of 2020. Regarding the job market, the most significant swift is the one represented by the change in the ways of performing work, with smart working going from 5% in 2019 to 19,4% in 2020, with figures likely to grow overtime, considering that the comparison between the number of professions that could be (theoretically) performed remotely and the people effectively working from home show a potential yet to be attained.

Other important statistics can be found in the [ISTAT, Annual Report 2021. The situation of the country](#), which shows how higher levels of education acted as protection during the crisis, especially for women between 25 and 64 y.o who have a degree, whose employment rate increased by 4% compared to the ones who have a high school diploma (+0,9%). In this regard it is also always worth mentioning the gap between Northern and southern regions, which even in the case of men with a degree shows to be of almost -10% in employment rates.

Labour market trends and employment dynamics are constantly monitored by the **Ministry of Labour and Social Policies - MLPS** [cf. § 3.2] as well as by the [National Institute of Statistics - ISTAT](#), whose [database](#) can be consulted for free and is documented through annual reports.

Main concepts

The post-crisis decade of 2008 was characterised by **two far-reaching legislative interventions** aimed at improving the functioning of the Italian labour market: the “Fornero reform” and the “Jobs Act”.

The **Fornero reform** (Law 92/2012) intervened on the pillars of labour regulation and labour policies according to the logic of **flexicurity, promoting the liberalisation of labour relations and the strengthening of income support measures, as well as the development of active labour policies**.

The **Jobs Act** (Delegated Law 183/2014 and subsequent implementing legislative decrees) affected the labour market regulation and labour market policies too:

1. Regarding employment regulations, the Jobs Act further consolidated the trend of liberalisation in employment institutions prompted by the Fornero reform, with the aim of relaunching permanent employment, especially among young people. The Jobs Act established the “**contract with increasing protections**” (and encouraged it through tax relief for companies adopting it). The contract provides for the possibility for companies to easily dismiss newly hired employees, who in this case are entitled to a cash compensation proportional to the service period. The Jobs Act further liberalised fixed-term contracts, even if it set a limit to their use; abolished job sharing and contingent work; reviewed the legislation on part-time work, providing for the use of this type of contract also as an alternative to parental leave.
2. Regarding social safety nets, the Jobs Act has contributed to increasing the number of

workers covered by the benefits, first of all, reviewing the unemployment benefits scheme (New social insurance for employment - **NASPI**), introducing the Social Unemployment Insurance (**ASDI**) for the long-term unemployed, and a monthly unemployment allowance (**DIS-COLL**) for contingent workers, doctoral students and postdoctoral fellows. Lastly, it reviewed the Wage Guarantee Fund in a restrictive key.

3. Regarding active labour policies, the Jobs Act, with the Legislative Decree 150/2015, established the **National Agency for Active Labour Policies (ANPAL)** [cf. §. 3.2.], aimed at coordinating the network of services for the unemployed and a single inspectorate for controls on the safety and regularity of work. Furthermore, it promoted the use of apprenticeships for the recruitment of young people up to 29 years of age.

Labour market reforms represented a fundamental piece of the Italian strategy to relaunch employment, including (but not only) youth employment, as well as contributed to defining the regulatory and institutional framework with employment policies aimed specifically at young people, which included:

- the development of school-work experience and the development of the “**dual learning model**” [cf. § 3.5];
 - the implementation of a policy of economic incentives addressed to companies hiring young workers, and a significant investment in the **Youth Guarantee** program [see § 3.6] to counter the NEET phenomenon;
 - the promotion of **forms of self-employment** [cf. § 3.9]
 - the institution of GOL (Garanzia dell’Occupabilità dei lavoratori - *Workers Occupability Guarantee*) of the PNRR (National Plan for Recovery and Resilience) to be built together with Regions as part of the MISSION5 of the plan: cohesion and inclusion.
-

3.2 Administration and governance

On this page

1. [Governance](#)
2. [Cross-sectorial cooperation](#)

Governance

The system at a national level

The main players in the system are:

The [Ministry of Labour and Social Policies \(MLPS\)](#) plans, implements and coordinates labour policy and interventions for employment development, labour protection and adequacy of the social security system, social policies, with particular reference to the prevention and reduction of the conditions of need and social distress of people and families.

The [Ministry of Economic Development \(MISE\)](#) deals with the organisation and management of the functions pertaining to the State in the field of industry, crafts, energy and trade. The main sectors of interest refer to the secondary sector and can be grouped into three thematic areas: development of the production system, foreign trade and internationalisation of the economic system, communication and information technologies. The MISE defines industrial policies and regulates support measures for small and medium enterprises.

The [National Agency for Active Labour Policies \(ANPAL\)](#) has a legal personality under public law and is supervised by the Ministry of Labour and Social Policies.

The role of ANPAL is to coordinate employment policies for job seekers and the reemployment of the unemployed. Therefore, it uses tools and methodologies to support public and private operators in the labour market. Furthermore, ANPAL carries out the analysis, monitoring and evaluation of active policies and employment services, in order to adapt targets and result indicators set by the Ministry of Labour and Social Policies.

The Agency coordinates the **National Network of Employment Services**, promotes the rights to work, training and professional development.

The ANPAL is responsible for the management of the information system of the labour market, where information on job seekers converge. The Agency manages the national register of accredited subjects for active policies, l' [Albo nazionale degli enti di formazione accreditati dalle Regioni e Province autonome](#), the national repertoire of the recruitment incentives and European activities and programs for training and employment [<https://myanpal.anpal.gov.it/repertorio-incentivi/>] and European activities and programs for

training and employment.

The **National Labour Inspectorate (INL)**, established by Legislative Decree no. 149/2015, is responsible for labour inspectorate activities. The activities of ANPAL and INL are placed under the supervision of the Ministry of Labour and Social Policies, who periodically monitor the objectives and the correct management of the financial resources.

The **National Institute for the Analysis of Public Policies (INAPP)** [<https://inapp.org/it>] is a public research institution that carries out the analysis, monitoring and evaluation of labour and employment services policies, education and training policies, social policies and, more in general, the policies which impact on the labour market.

INAPP collaborates with European institutions and is part of the national statistical system (SISTAN). It has the role of methodological and scientific coordination for the actions funded by the USF and is the National Agency of the Erasmus+ Community program for the field of vocational education and training. It represents the National Agency within the European ERIC-ESS consortium, which leads the European Social Survey.

The system at a local level

According to art. 117 of the Italian Constitution, the Italian regions have legislative competency concurrent with the State concerning “complementary and supplementary pensions” and “professions” and “protection and safety of work”, while they have full-residual competence concerning “professional training”.

The regional system of **Vocational Education and Training (leFP)** is one of the channels for fulfilling the obligation of education and the right-duty to education and training established by law.

The **secondary school reform (Law 107/2015)** [see the Good School Law in the Wiki Education and Training section] integrated the regional leFP system within the second cycle of education, recognizing the validity of qualifications at a national level due to their compatibility with the repertoires of professional figures and standards of competences set at a national level.

Intersectoral cooperation

The organization of active labour policies

As foreseen by the most recent reform processes, the Ministry of Labour is responsible for establishing and verifying compliance with the essential performance levels (Lep) of labour active policies to be guaranteed throughout the national territory.

Furthermore, as defined by Legislative Decree 150/2015, art. 2 paragraph 1, the Ministry indicates the three-year guidelines and annual objectives of the action in the field of active labour policies, with particular regard to the “reduction of the average duration of unemployment, service times, the intermediation quota between demand and supply of work”, identifying the result indicators to assess the performance of the operators of the national

network of employment services.

In this context, ANPAL has the role of “management coordination” of the policies entrusted to other subjects of the Network. The ANPAL is entrusted with the creation (in cooperation with the Ministry, Regions, INPS and INAAP) of the “unified information system of labour policies” (SIUL), composed of a national coordination node and regional nodes, as well as the “single portal for registration on the national network of services for labour policies”, through which citizens can access the network.

The Regions carry out functions and tasks related to placement (such as the placement of certain categories of workers, or initiatives for increasing employment and facilitating the matching of labour demand and supply) as well as in the field of active labour market policies, with particular reference to the planning and coordination of the services provided.

Legislative Decree 150/2015 provides for the stipulation between the Ministry and individual Regions of an agreement aimed at regulating mutual obligations in relation to the management of employment services and active labour policies in the territory. The form and extension of the network is variable, differentiated through negotiation.

The Regions are responsible for labour related services. In particular, it is established that Regions provide in-house service, i.e. through its own Employment Centres or through private operators for a wide range of these activities, creating a service model based on a public-private partnership, through the regional accreditation process.

The institution of [GOL \(Garanzia dell'Occupabilità dei lavoratori - Workers Occupability Guarantee\)](#) of the PNRR was born precisely from the cooperation between Government and Regions, with a 4.4 billion funding.

3.3 Skills forecasting

On this page

1. [Forecasting system\(s\)](#)
2. [Skills development](#)

Forecasting systems

The current legislative framework on labour policies provides for the development of analytical institutes and labour market observatories at a regional level. The information systems managed by these study centres allow for the construction and analysis of historical data series on local market trends, also applicable for the construction of forecasting models through which to estimate the evolution of the demand for competences.

The [Excelsior Information System](#), created by Unioncamere and the ANPAL, has been one of the main sources available in Italy on labour market and training issues since 1997 and is included among the official surveys with response obligations provided by the [National Statistical Program](#).

The system provides for monthly surveys of private companies. The sample data are appropriately integrated into a specific forecasting model that evaluates, in a historical series, the data obtained from administrative sources on employment such as the EMens systems (information on insurance at work), INPS (on social security contributions) and Centres for employment (from the newly hired and job seekers) linked to the Business Register.

The data collected by Excelsior provide updated, systematic and reliable knowledge of the job demand expressed by companies in terms of consistency, territorial distribution, size and sector. In addition, the survey outlines the main characteristics of the professional figures required (education, age, experience, difficulty in finding, need for further training and competences), allowing for the reconstruction of the most required profiles in local labour markets.

In relation to the forecasting of the need to update the competencies of employed people, in 2017 INAPP carried out the **PEC Survey** ([Professions and competences in companies, former Audit on needs](#)) on a representative sample of 35 thousand companies with at least one employee. The data deriving from the PEC survey feed the information system [Profession Occupation and Needs](#) which gives detailed information on the job content of all the existing professions in the labour market at a national level and the related updating needs of knowledge and competences. Another important survey conducted by INAPP is the [PLUS \(Participation, Labour, Unemployment\)](#) Survey, conducted every year and that focuses on specific aspects of the job market, like the entrance of young people in the workforce or rate of female participation.

Skills development

At a national level, the skills development system is regulated by the Ministry of Labour and the Ministry of Education, while at a local level the Regions are involved based on the exclusive legislative competence in the field of training and professional education.

Since 2012, the Government has been committed to building **a system for identifying, validating and certifying skills** that support citizens to valorise and spend the skills acquired in a specific geographical context, in the European labour market and in education and training systems. The Europe 2020 strategy places the development of knowledge, skills and competences as a prerequisite for economic growth and employment, in order to improve entry and progression in the labour market, facilitate transitions between work and learning phases, and promote geographical and professional mobility. Enhancing the competences acquired through each learning, even those that take place outside the places traditionally assigned to this (school and university), is a very important topic. Law 92/2012 regulates the national skills certification system, delegating to the Government the definition of general rules and essential levels of performance for the **identification, validation and certification of learning acquired in non-formal and informal contexts**.

With their integration, the **rules** introduced starting from 2012 have launched a systemic and regulatory reform process, providing for a set of provisions for lifelong learning that include the definition of the essential levels of performance for the identification and validation of non-formal and informal learning (see Legislative Decree 13/2013) and the minimum service standards of the National Competency Certification System.

Article 8 of Legislative Decree 13/2013, established the **“National Directory of education and training qualifications and professional qualifications”** which is the unitary reference framework for the certification of skills at a national level. The National Directory is made up of all the repertoires of education and training qualifications and professional qualifications codified by a public body holding at a national, regional or autonomous province level, publicly recognized and meeting the minimum standards.

In function of its progressive reorganisation, the National Directory adopts the **Atlas of Labour and Qualifications** as a device for the systematisation of information. It is the result of an intense collaboration and participation of various institutional subjects, involving in different phases employers and trade unions, bilateral representations, professional associations, sectoral experts and labour system stakeholders.

The Atlas consists of two ordering tools:

- the **National Qualifications Framework**, which correlates the qualifications so as to obtain a descriptive taxonomy of the EU, national and regional systems of the formal lifelong learning offer, while also identifying the different levels of complexity;
- the **Classification of economic-professional sectors**, correlates the qualifications with

regard to a description of the contents of work and professions, while also promoting a better response to the needs for change and innovation expressed by the labour market.

It is organised in three sections:

- Work Atlas which describes the contents of the work in 24 professional economic sectors following a scheme that identifies work processes, process sequences, areas of activity (ADA) and specific activities for each sector.
- Atlas and professions which collects the regulated professions (Directive 2005/36 / EC and subsequent additions), the Repertoire of apprenticeship professions (consisting of all the profiles present in the National Collective Labour Agreements related to the professionalising apprenticeship), the Associations professionals (Law 4/2013) that bring together the professions not organised into orders or colleges.
- Atlas and qualifications that collect the qualifications awarded in the various areas of the lifelong learning system in the same framework: School, Vocational Education and Training, Higher Education and Regional Vocational Training.

The Atlas is therefore the “map” that **connects the world of work and the education, training and learning systems**.

With the Interministerial Decree of 30 June 2015, regarding the definition of an “Operational framework for the recognition at a national level of regional qualifications”, the Ministry of Labour and the Ministry of Education and Universities have taken note of the set of rules and procedures defined by the Regions in order to make the skills and qualifications validated or certified throughout the national territory usable.

It is the Decree and the related technical annexes that define the phases of the **skills recognition** process managed by the accredited entities for work services. The process unfolds in three stages:

- The **identification of the skills**: it is the path of reconstruction of the experiences of the person and their organisation through the development of a “Document to support the transparency of the skills acquired”
- The **validation of skills** is a process that allows access to qualifications (understood as aggregates of competences or individual competencies) through a reconstruction and evaluation of formal, non-formal and informal learning. This opportunity is an integral part of the skills certification system. Therefore, the identification, validation and certification of the skills acquired in non-formal and informal contexts must be understood as an alternative way to the formal one to obtain the qualifications (intended as aggregates of competences or single competencies). The qualifications obtained through validation are potentially accessible even in a formal context and vice versa.
- The **certification of skills** is defined as the procedure and final act of release of the qualifications (intended as aggregates of competences or single competencies). The document always has the value of a third party or is issued on the responsibility of the Entity holder with the support of those who carry out the service as an authorised body.

The certification, if it refers to non-formal and informal learning, normally follows the identification and validation process, except in cases where this is not considered appropriate due to lack of conditions or actual need by the concerned citizen.

In order to guarantee the usability of certified skills at a European level, the Decree of 8 January 2018 established the [National Qualifications Framework \(NQF\)](#) as a means of connection to the European Qualification Framework (EQF). The National Qualifications Framework uniquely defines a series of descriptors for the 8 levels of qualifications, identifying which types of knowledge, skills and autonomy/responsibility are attributable to each level.

Furthermore, the **MIUR** promotes the [National Strategic Plan to Guarantee the competences of the adult population](#). This is a programming plan of multi-year operational interventions, focused on some specific intervention guidelines consistent with the actions already implemented by the institutional subjects that make up the interinstitutional group (Ministry of Labour, MIUR, Regions and Autonomous Provinces, ANCI and UPI) and other socio-economic actors involved in the sector.

Within GOL there is also a precise objective regarding training with the funding of the so called [Dual system](#), learning based on the alternation of training moments "in classrooms" (in a training institution) with moments of practical training in "working contexts" (in companies / organisation), thus favouring transition policies between the world of school and the world of work, allowing young people to orient themselves in the labour market by acquiring skills and shortening the transition times between the training and the professional experience.

Together with the GOL, the PNRR includes in its MISSION 5 the adoption of the [New National Competences Plan](#), promoted by the Ministry of Labour and Social Policies in collaboration with ANPAL and in agreement with the Regions, with the aim of reorganising the training of transition and unemployed workers by strengthening the system of professional training and the definition of essential quality levels for upskilling and reskilling activities in favour of:

- beneficiaries of support instruments (NASPI and DIS-COLL);
- beneficiaries of the citizenship basic income and of workers who benefit from extraordinary instruments or in wage supplement waiver (CIGS, fund for termination of activity, waivers in areas of complex crisis).

The Plan will also integrate other initiatives, regarding measures in favour of young people - such as strengthening the dual system (see investment 1.5) - and NEETs, as well as actions for adult skills, starting with people with very low skills.

3.4 Career guidance and counselling

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Career counselling and guidance services

The most recent reforms of the labour services have aimed at the integration and coordination of education, training and work with the production system. Professional guidance and consultancy services are also provided thanks to the instrumental support of the **Labour Information System (SIUL)**, through which the regional network of Employment Centres is managed, and the characteristics of users and policy actions are monitored, activities started and services provided. The SIUL is made up of national and regional coordination nodes, as well as a single portal for registration to the national network of services for employment policies (Article 13, paragraph 4, Legislative Decree 150/2015). The portal gives access to employment services, as well as the location for the use of information and basic remote services (orientation and basic training). At the same time, it can provide unitary tools to the operators of the Employment Services.

The current framework of employment services retains a strong regional peculiarity. The Regions, through the Regional Agencies or through governance models based on a network of accredited subjects, are holders of the territorial articulation of services and the implementation of labour policies in the respective local systems and ensuring compliance with the essential levels of performance defined at a national level.

The system is structured as follows:

- The **Employment Centres** are public structures which, on the mandate of the Regions and Provinces, favour the meeting between the demand and supply of work in the territory, informing, orienting and giving free advice to those who are looking for a job. They also carry out administrative activities such as enrollment to mobility lists as well as lists and rankings of protected categories, registration of recruitment, transformation and termination of employment relationships with private companies and public bodies.
- **Employment Agencies** are private structures (partnerships, corporations, and cooperatives) authorised by the Ministry of Labour and Social Policies to offer services related to labour supply and demand. They deal with: research and selection of personnel, intermediation between demand and supply of labour, supply of labour to companies.

Based on the type of activities for which they have been authorised, they are divided into Agencies of:

- administration: of a generalist type (when they provide temporary and indefinite labour) and of a specialist type (when they perform permanent administration activities exclusively for the permitted activities);
- intermediation: they carry out mediation between work supply and demand, and deal with the collection of curricula, the preselection, the promotion and management of the match between labour demand and supply the training;
- search and selection of workers;
- support for professional relocation;
- other authorised operators (e.g. public and private universities, secondary education and training institutions, municipalities, chambers of commerce, employers' associations and trade unions, bilateral bodies and patronages, non-profit organisations whose purpose is to protect work), can carry out intermediation activities.

The integrated reform in the field of active labour and training policies (GOL) is accompanied by a specific intervention to strengthen the system of Employment Centres, in order to favour processes to improve the supply of quality services -, analysis of skills needs , definition of individual training plans, effective reception, orientation and care services. The resources have already been allocated to the regions for 400 million euros on the basis of the additional staff units provided in the National Employment Centre Strengthening Plan, financed from national resources (art. 12, par. 3 -bis, Legislative Decree 4/2019 and art. 1, co. 258, l. 145/2018). Operator training interventions and other intervention priorities are provided by the Regions as part of the Regional Employment Centres Strengthening Plans, in line with the guidelines contained in the National Plan (Ministerial Decree May 22, 2020). The additional resources (200 million euros) are functional to the implementation of initiatives to strengthen the Employment Centres:

- Structural investments to favour the proximity of services
- Development of regional labour market observatories to facilitate meeting between supply and demand
- Interoperability of regional and national information systems
- Design and implementation (also through distance learning - FAD) of Training interventions for updating the skills of workers
- Needs analysis (for example on the issues of service standards, consultation of the Unified Information System, alignment of skills with the needs of companies)
- Promotion of skills identification, validation and certification services (IVC) as part of the National Skills Certification System)

- Design and implementation of the contents and communication channels of the services offered
- Promotion of the territorial integration of employment services with other services, especially social ones and those for education and training.

Regarding the youth target, the guidance and professional advice actions take on particular importance in the context of the programs currently active in the fight against unemployment and inactivity, with particular reference to **Youth Guarantee** [see § 3.6].

Universities also play a supporting role in the transition to the labour market for young people. Under the pressure of EU initiatives aimed at reforming education and training policies, and in the direction of a closer connection with the world of work, universities are approaching the production system through offices and placement services. As required by the regulations (Law 276/2003 and Law 183/2010), Italian universities have created databases gathering the curriculum vitae of the graduates in order to favour the match between labour demand and supply, consolidating the role of the University as a subject capable of carrying out intermediation activities. The databases represent a fundamental tool for universities to build a communication channel between students and the production system. Almost all Italian universities provide for a variety of interventions aimed at the labour integration of young people, with particular recurrence to the tool of internships in companies. The balance of competences, guidance and actions aimed at implementing self-entrepreneurship are much less practised.

Regarding the transversal activities to support the upgrading of the competences of the guidance practitioners of the education, training and work systems, on behalf of the Ministry of Labour, ANPAL has been part of the [National Contact Point of the European Euroguidance Network](#) since 2017 and provides information and training activities on transnational mobility throughout the country for operators in the education, training and work systems.

Funding

There are several sources of funding at national and regional levels for career guidance, which is also supported through the European Social Fund (ESF).

Sources of documentation include:

? the [Explanatory Note to the three-year budget law 2019-2021](#)

? the Documents relating to the **Youth Guarantee** Program [cfr. § 3.6].

Quality control system

As part of its institutional prerogatives, the Ministry of Labour and Social Policies carries out statistical analyses on the labour market, social security and social protection.

[ANPAL](#) recently published the [first joint annual report on active policies in Italy](#) within which

the provision of guidance services by the CPI is also monitored.

3.5 Traineeships and apprenticeships

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Official guidelines on internships and apprenticeships

Italian legislation distinguishes two types of internship: extracurricular internships and curricular internships.

Extracurricular internships

The recent evolution of the regulatory framework provides that the competence to **regulate extra-curricular internships** lies exclusively with the Regions and Autonomous Provinces, while taking into account the relevant European provisions.

Furthermore, the Ministry of Labour and Social Policies has published, in collaboration with INAPP, the “[Trainee's Manual](#)” as a practical guide to the extracurricular internship.

The central elements of the new “**Guidelines on training and orientation internships**” (State-Regions Agreement of 25 May 2017) regard:

- the **definition** of the extracurricular internship as an active policy aimed at creating a direct contact between a host and the trainee, in order to favour the enrichment of his/her wealth of knowledge, the acquisition of professional skills and work insertion or reintegration. The internship consists of a period of job orientation and on-the-job training that does not take the form of employment;
- the **activation of extracurricular internships** through the stipulation of a “contract” (the training project) that must be signed not only by the young worker and the host, but also by the promoter, or a third party that has the task of guaranteeing the quality and success of the internship, monitoring the training path and contributing to the evaluation of the learning outcomes. The entities that can promote internships are public employment services, schools, universities and other accredited entities. The activation of the internship also provides for the preparation of an agreement between the host and the promoter;

- **the training contents of the internship** in terms of training objectives and activities to be entrusted to the trainee; the latter must be identified with reference to the “Business Areas” defined in the context of the classification of professional economic sectors;
- **the tutorship to support** the trainee, who must be followed, assisted and supported during his/her training path by a tutor from the host organisation responsible for achieving the training objectives. The trainee is also followed by a tutor from the promoter, who has the task of monitoring the progress of the internship, ensuring an adequate quality standard of the experience and intervening in case of any problems or criticalities;
- **the working conditions** that the host organisation is required to guarantee, providing the trainee with the tools and equipment necessary for carrying out the activities included by the training project, in compliance with the legislation on health and safety in the workplace. Furthermore, the Guidelines establish the maximum daily and weekly duration limits, with reference to the provisions of the collective agreement applied by the host organisation for the activities covered by the internship;
- **insurance coverage** against accidents at work and for civil liability towards third parties. On the other hand, sick leave, the accrual of holidays or the payment of social security contributions are not included, since these are prerogatives connected exclusively to employment;
- **the participation allowance**, a minimum monthly amount which cannot be less than €300. The contribution is higher if the internship is carried out outside the territory of residence, thanks to a voucher parameterized on the basis of the current EC tables of the mobility programs. Failure to pay leads to an administrative sanction whose amount is proportionate to the gravity of the offence committed.

The extracurricular internship is a widely disseminated and applied active policy training measure. As indicated in the first [“National monitoring report on extracurricular internships”](#) edited by ANPAL, in Italy in the period 2014-2017 a total of about 1,263,000 extra-curricular internships were activated.

In 2019 a total of almost 356 thousand internships were activated, with an increase from 2018 and which brings the total volume of internships activated from 2014 to 2019 to approximately 1 million and 970 thousand. In the same period, almost 1 million and 590 thousand individuals were involved in an extracurricular internship experience and just under 530 thousand companies hosted at least one intern.

The launch and implementation of the National Youth Guarantee program certainly contributed to this growth as just over 22% of the total internships started within this program, a percentage that is close to 28% if we consider the age group of 15-19 years old. This contribution is particularly relevant in the central-southern regions, and in particular in Sicily, Tuscany and Puglia, where the experiences launched within this measure are 50.1%, 42% and 39%, respectively.

Curricular internships

Curricular internships are governed by the regulations of schools or universities, which define all

the aspects relating to internship agreements with companies, the promotion of internships and their formative recognition. The general reference legislation that schools and universities must comply with is art. 18 of Law 196/97 and its implementation regulation (Interministerial Decree 142/98).

Curricular internships are experiences provided within a formal education or training course, the purpose of which is not directly to promote job placement, but to refine the learning and training process. This type of path is therefore promoted by subjects and training institutions in favour of their students or schools, universities, vocational training centres affiliated with the Region or the Province, etc.

The educational content of curricular internships must be consistent with the student's academic, educational or university path. The curricular internship, unlike its extracurricular counterpart, does not provide for the obligation of an allowance, although the company can, at its discretion, reimburse any expenses. To start a curricular internship, as for the extracurricular internship, an agreement between the promoter and the host structure is necessary, along with a training project being agreed upon and signed by the three actors: promoter, company and student.

Furthermore, as in the case of curricular internships, the trainee must be followed, assisted and supported by a tutor of the host organisation - who is responsible for ensuring the achievement of the training objectives - and by a tutor of the promoter, who has the task of monitoring the progress of the internship, ensuring an adequate quality standard of the experience and intervening in case of any problems.

Dual system

The already mentioned **dual system** (implemented in Italy through Law 107/2015 and Legislative Decree 81/2015 - implementing decree of the Delegated Law 183/2014) is an integrated training model between school and work which, by creating an ongoing and coherent relationship between the education, professional training and work systems, aims to reduce the skills gap between educational institutions and the company with the ultimate goal of reducing early school leaving and youth unemployment and facilitating the entry of young people into work.

To support the integration of the dual system model, the Ministry of Labour and Social Policies, together with the Regions and Autonomous Provinces, launched the first experimentation of this model within Education and Social Professional Training (IeFP) in September 2015. Starting from the 2015/16 training year, the experiment managed by the professional training centres accredited by the Regions represented an opportunity to implement an integrated training model between the educational system and work. On the one hand, the model favoured the creation of a continuous and consistent relationship between the world of training and work and, on the other hand, as supported the school-work transition, reducing the gap between skills acquired in training contexts and skills required through the productive fabric.

The project lasted two years (formative years 2015/2017) and was carried out along two lines of

intervention:

- **Line 1** - Development and strengthening of the system of Vocational Training Centres provided for the involvement of ANPAL Servizi, which provided support or services for the establishment of guidance and offices at the 300 training institutions. The selected centres received a grant of up to €35,000 with the aim of guaranteeing the direct provision of first-level guidance services, specialist guidance and job accompaniment aimed at activating apprenticeship contracts for a professional qualification and diploma;
- **Line 2** provided for the activation of leFP courses in dual mode. In order to be considered dual, these courses had to include more hours dedicated to work practice than regular leFP and IFTS courses. For this purpose, the use of work experience (school – work) and simulated training with practical application periods of not less than 400 hours per year is envisaged. Alongside these two training methods, the experimental project included the use of apprenticeships for professional qualifications and diplomas, the secondary education diploma and the higher technical specialisation certificate (so-called first level), with contents of practical application not less than 40% of the ordinary time for the second year and 50% for the third and fourth years.

To carry out the experimental project, the Ministry of Labour signed a Memorandum of Understanding with the individual Regions in January 2016, which established the types of intervention and the methods of implementation for each path within their exclusive legislative power on the matter.

The **school-work experience**, recently renamed “**Paths for Transversal Competences and Orientation**” (**PCTO**) as a result of Law 145/2018, art. 1, paragraph 784 is a teaching methodology that has been integrated into the education system with the aim of enriching higher secondary school curricula with skills that can be used in the labour market. The recent reform has redefined the hourly contingent of PCTOs by providing for 90 hours in high schools, 150 hours for technical institutes and 210 for professional institutes over the three-year period. PCTOs can be carried out entirely or only partially abroad.

Apprenticeship

The apprenticeship is a permanent employment contract aimed at the training and employment of young people. It is one of the key tools of the Italian dual system as well as one of the measures included in the Youth Guarantee program. By virtue of its nature, partly work and partly training, it is considered the most suitable contract for facilitating the labour integration of young people between 15 and 29 years of age.

The apprenticeship is divided into three levels:

1. **first level** – apprenticeship for a professional qualification and diploma, upper secondary education diploma and higher technical specialisation certificate for young people aged 15 to 25 aimed at obtaining one of the aforementioned qualifications in the workplace;
2. **second level** - vocational apprenticeship for young people aged 18 to 29 aimed at learning a trade or attaining a professional qualification;

3. **third level** – advanced training and research apprenticeship for young people aged 18 to 29, aimed at obtaining university and advanced training qualifications, including research doctorates, diplomas from higher technical institutes, research activities and the apprenticeship for access to professions with professional orders.

The minimum duration of the apprenticeship contract is 6 months. The contractual level of the young person cannot be lower than two levels compared to that of the worker who carries out the same job. At the end of the training period, the company decides whether to continue the ordinary subordinate employment relationship with “increasing protections” or to terminate it, providing notice according to the terms established by the collective agreement.

The apprenticeship contract, regardless of different typology, must always be accompanied by an **individual training plan (PFI)**, or by a document in which the training path must be outlined, in addition to the methods through which it will be implemented during the employment relationship. In levels I and III, the PFI must provide for the stipulation of a Protocol between the training institution and the company (which establishes the procedures for identifying students and their mutual responsibilities), accompanied by an individual apprentice dossier certifying the learning acquired during the training course, facilitating its subsequent readability and usability.

The PFI is part of the contract and is drawn up jointly by the training institution and the employer in compliance with the legislation and training standards in force at national and regional levels. The PFI establishes the content, duration and learning outcomes of the training courses. For vocational apprenticeships, the PFI can be processed in a concise form, by also making use of forms prepared by collective bargaining or bilateral bodies. As part of the apprenticeship, the employer is required to provide not only the salary, but also the necessary training for the acquisition of professional skills or the requalification of a professional.

Companies hiring with an apprenticeship contract can benefit from **numerous concessions**. To avoid abuses in the use of this type of contract and to be able to hire new apprentices, companies with more than 50 employees must hire at least 20% of the apprentices at the end of the training in the last three years.

Promotion of traineeships and apprenticeships

It is possible to activate **internships in national and transnational geographical mobility** with the aim of promoting training and professional experience outside the region or abroad. The aim is to enrich curriculums and come in direct contact with more dynamic territories and labour markets that may be able to offer greater employment opportunities.

Training, guidance and job placement/reintegration internships are also aimed at people with disabilities and protected categories as per law 12 March 1999, n.68 “Rules for the right to work of the disabled”.

Recognition of learning outcomes

At the end of the traineeship based on the Training Plan (PFI) and the individual Dossier, a final

certificate is issued to the trainee, signed by the promoter and the host. This certification indicates and documents the activities actually carried out with reference to the areas of activity contained in the classification of the professional Sectors, Interministerial Decree 30/6/2015, and therefore facilitates the subsequent readability and usability of the learning gained.

In order to issue the final Certificate, the trainee must have participated in at least 70% of the duration foreseen in the training plan.

Both the dossier and the final certificate constitute useful documentation in the context of the services for identifying, validating and certifying the skills acquired, with specific respect for the competences included in the national directory of education and training titles and professional qualifications [see § 3.3. section Skills Development].

Funding

Pursuant to [Article 68 of Law 114/1999](#), the Ministry of Labour annually allocates €279,109,570.46, distributed between the Regions and Autonomous Provinces, to the Social Fund to support employment and training as well as promote the cultural growth and professional activities of young people through the obligation to attend training activities up to the age of eighteen. This obligation can also be fulfilled in integrated education and training courses: a) in the school education system; b) in the professional training system of regional competence c) in the carrying out of an apprenticeship. The aforementioned amount was further integrated with €50 million with the 2018 and 2019 budget laws, while for the year 2020, the integration amounted to €46.7 million.

Among the total resources, €125 million was allocated in the years 2018 and 2019. With the 2020 budget law, the total amount of €121,700,000 was allocated.

The Regions establish the resources destined to the activation of the internships and the modalities of disbursement of the participation allowance.

The training activities of the apprenticeships are financed through the allocation of funds by the Ministry of Labour (Social Fund for Employment and Training) along with a share of co-financing paid by the Regions and Autonomous Provinces (Regional Operational Plans and other funds).

To this must be added the PNRR funds for GOL, which includes the additional funding of the New National Competence Plan and of the Dual system.

Dedicated incentives

The Growth Decree (Legislative Decree April 30, 2019, No. 34 converted into law with the amendments of Law June 28, 2019, No. 58), provided for an incentive with a dual purpose: to enhance the learning of the professional skills required by the labour market and to favour the integration of young people into the world of work.

In detail, the incentive concerns those who have donations of at least € 10,000 over a year for the creation, requalification and modernization of professional laboratories in favour of

secondary schools of second grade with technical educational paths or vocational education (also with an agricultural orientation) and who, at the end of their school cycle, take young graduates from the same educational institutions with permanent contracts.

The recognized benefit takes the form of a partial contribution exemption (with the exclusion of the premiums and contributions due to INAIL) for a maximum period of twelve months. It is effective from the financial year 2021; in particular, €3 million have been allocated for the year 2021 and €6 million per year starting from the year 2022.

Furthermore, the 2019 incentive reserved for the recruitment of members of the Youth Guarantee Program is also confirmed. This is an exemption from the payment of social security contributions, with the exception of the INAIL premiums and contributions, paid by the employer, for a period of 12 months, for a maximum of € 8,060 per year. The incentive relates to hiring with a permanent contract (also for the purpose of administration) and with a vocational apprenticeship.

The massive measures introduced by the PNRR takes often the form of incentives, like that dedicated to the [Transition 4.0 plan](#), for companies in the South, those dedicated to Space Economy and to the touristic industry, considered as the evolution of the old [Industry Plan 4.0](#), pushing for digital transformation through tax credit for companies for paying research and developments, auxiliary goods and trainings.

Quality assurance

The 2017 Guidelines provide that the implementation of internships is monitored both by the regional administrations - with reference to internships carried out in the respective territories - and by the state administration, which prepares an annual report on the analysis, monitoring and evaluation of the implementation of internships on a national scale.

With the implementation of the provisions of the Guidelines, in December 2019, ANPAL published in collaboration with INAPP the second [national monitoring report on extracurricular internships](#), in which the trends, characteristics and employment outcomes of the extracurricular internships activated between 2014 and 2019 were analysed.

Through the Guidelines, the supervisory activity carried out by the Regions is supported, through the protocols signed together with the territorial offices of the National Labour Inspectorate. With Circular no. 8 of 18 April 2018, the Labour Inspectorate has provided the inspection team with precise operational indications for the verification and assessment of any violations in the use of the institution. Furthermore, the Regions have undertaken to adopt a specific sanctioning system which acts as a deterrent to a distorted use of this training tool.

In addition to the penalties already provided for in the 2013 Guidelines for failure to send mandatory communications or for failure to pay compensation, the 2017 Guidelines introduced differentiated penalties for:

- non-remediable violations punished with the notice of the termination of the internship and the interdiction for twelve months against the promoter and the host from the activation of new internships;
- curable violations for which the aforementioned sanctions are imposed only in the event of failure to accept the invitation to regularisation.

Finally, it should be remembered that the verification of the quality of curricular and extracurricular internships in relation to the provisions of the training projects is the responsibility of the promoter.

For apprenticeship contracts, in addition to the protection of the salary guarantee (the prohibition of piecework remuneration and the introduction of limits to the possibility of classification), and always with a view to protecting the worker, there are social security protections concerning accidents at work and occupational diseases, sickness, disability and old age, maternity and family allowance. The apprentice also falls within the scope of the New Social Insurance for Employment.

If the training obligations are not respected, an economic sanction is imposed on the employer, who will have to pay the difference between the contribution paid and the amount due, with reference to the level of the upper contractual framework that would have been reached by the worker at the end of the apprenticeship period, increased by 100 percent.

In 2019, INAPP published the “**XVIII Monitoring Report on Apprenticeships**”, drawn up in collaboration with INPS. The document gives a detailed analysis of the employment trends of apprentices and the levels of participation in dedicated training courses. The report includes a description of the regulatory status of apprenticeships in regional and provincial legislative provisions as well as in collective contracts.

In 2019, INAPP published the “[Monitoring on the experimentation of the Dual System - AF2016-2017](#)”, which illustrates the progress of participation in the experimental paths of the dual system of the leFP, promoted by the Ministry of Labour and Social Policies and launched following the Memorandum of Understanding of September 24, 2015 and subsequent protocols between the same Ministry and the regional administrations. Moreover INAPP has published its [general report](#) in May 2021 concerning work, training and society in Italy in the passage to the post COVID19.

3.6 Integration of young people in the labour market

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1. [Youth employment measures](#)
2. [Flexicurity measures focusing on young people](#)
3. [Reconciliation of private and working life for young people](#)
4. [Funding of existing schemes/initiatives](#)
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Youth employment measures

In Italy, youth employment is encouraged through both structural and short-term measures. They include the provision of **hiring incentives** (in the form of tax relief) for new employees, direct job creation, support for **entrepreneurship** [referred to in § 3.8-3.10], **active labour market policies** and programmes to strengthen the **school-to-work transition**, developed through the implementation of the European **Youth Guarantee** program.

Hiring/recruiting Incentives

Hiring incentives consist of financial benefits recognized to employers for recruiting specific categories of workers, deemed disadvantaged in the labour market. The **national repertory** of incentives is available on the **ANPAL** website [<https://www.anpal.gov.it/repertorio-nazionale-degli-incentivi>] and further information is provided by the **MLPS** one [<https://www.incentivi.gov.it/index.php/gli-incentivi>]. With reference to young people, specific attention is given, for example, to: students who have completed a period of work-based experience or apprenticeship, NEETs (between 16 and 29 years old) enrolled in the Youth Guarantee program, young people under the age of 35 parents of minors, unemployed young people who receive Naspi for recruitment as a professional apprenticeship, young people who follow specific **training courses** [see for dedicated incentives § 3.5, p. 20].

The 2020 budget law included the **Youth Recruitment Bonus**. The incentive will allow employers who, during 2020, permanently employ young people under 35, to benefit from a relief of 50% of the mandatory INPS contributions for 3 years within the limit of €3,000 per year. The relief will be 100% if the recruitment takes place in the South of the Country and if it concerns the following types of new employees: students in internship or engaged in work-based experiences/“dual” apprentices; young and unemployed in the South; under 29 NEETs enrolled in the Youth Guarantee program. Particularly relevant are the incentives for hiring that imply the detaxing of employers for up to 3 years, to facilitate the access to work for young people under 35, especially women.

Youth Guarantee

The [Youth Guarantee](#) program is one of the pillars of the Italian policies aimed at promoting youth employment and at tackling the unemployment of NEETs up to 29 years of age. The program has two objectives: to promote training and placement in the labour market also through temporary work-based experiences. For this reason, as specified in the **Italian Youth Guarantee Implementation Plan** [\[ITA /ENG\]](#), and in line with the **European Recommendation of 2013** [\[ITA\]](#), but expanding the age range of the target of beneficiaries from 25 to 29 years, Italy guarantees young people under the age of 30 a qualitatively valid offer of work, further education, apprenticeship or traineeship, within 4 months of becoming unemployed or leaving education.

The specific measures provided for by the Program are: counselling, guidance, vocational training and qualification, job searching services, apprenticeships, internships, Civic Service, support for self-employment, professional mobility within the national territory or in EU countries, hiring incentives.

To properly establish the level and characteristics of the services provided and increase their effectiveness, it was decided to introduce a profiling system in the Youth Guarantee that takes into account the distance from the labour market, in order to offer tailor-made measures on the basis of territorial, demographic, family and individual features.

The management of YG is ensured through a **multi-level governance approach**, entrusted:

- at the *national level* to ANPAL [see § 3.2], as the managing authority of the PON (National Operational Program) Youth Employment Initiative (PON IOG),
- at the *regional level* to the Regions/PA of Trento as Intermediate Entities of the PON IOG and as promoters of complementary actions funded under its POR FSE as well as with other regional resources.

Youth-focused flexicurity measures

The recent reforms of the Italian labour market are explicitly based on the logic of **flexicurity** [cf. § 3.1.], and aim to support labour transitions, combining active labour market measures (e.g. employment services and vocational training courses) with income support measures. These are measures generally intended for all workers, without age restrictions: they are therefore not specifically designed for young people, although in some cases young people are among the primary targets.

Under the **Jobs Act** [cf. § 3.1.], young people (also) have the right to benefit from the ordinary monthly unemployment allowance (NASPI), from the Dis. Coll. (monthly unemployment allowance for coordinated and continuous collaborators, including project-based, doctoral students and research fellows who have involuntarily lost their jobs), and other income support measures, if the eligibility requirements are met. Indemnities' clauses have been established: the recipient has the duty to register in employment centres so as to sign a **Personal Service Agreement**

and consequently follow the re-employment project.

Young people, aged 18 and over, if earning an income below a certain threshold, can (also) access the [Citizenship Income\[1\]](#) (RdC). It is a minimum income scheme introduced by the Decree Law of 28 January 2019, n. 4 to combat poverty and exclusion. RdC pursues a twofold strategy: sustaining family income and promoting recipients' employment and social inclusion. Services to support the reintegration of RdC beneficiaries in the labour market are managed by the Employment Services: once they have declared their immediate availability for work (through the **Pact for work**), beneficiaries can access personalised support services. Regarding the support to social inclusion, RdC beneficiaries who are not employable (e.g. due to inability to work, severe disability, caregiving responsibilities etc.) are supported by territorial social services through the **Pact for social inclusion**. INAPP has recently produced a [detailed report](#) assessing the results and effects of the measure.

Italy can access the [European Globalization Adjustment Fund \(EGF\)](#) for supporting workers and even self-employed workers who have lost their jobs due to globalisation or the economic and financial crisis. The EGF finances personalised active labour market measures, such as vocational training and retraining, guidance, job searching services, support for entrepreneurship and self-employment. These are measures aimed at encouraging the disadvantaged unemployed, young and old, to stay or return into the labour market. Specific short-time measures are also financed, e.g.: allowances for job search, hiring incentives, compensation for territorial mobility, subsistence or training allowance or salary supplement for those participating in training and lifelong learning activities. The request for support is made to the European Commission through the [ANPAL](#) and on the initiative of the Regions or Autonomous Provinces where the redundancies occur, in a single company or in the same sector. Under certain conditions, a request for support from the EGF can complement the measures for dismissed workers with a plan of measures aimed at a number of NEETs resident in the same territory in which the crisis occurred, at most equal to the redundancies for which the request is activated.

In order to encourage young people to reach an adequate future retirement income, the **degree redemption measure** was introduced, facilitated by Legislative Decree no. 4/2019. The redemption, also targeted at young and unemployed people, provides for a more advantageous method of calculating the cost than the ordinary one.

Reconciliation of private and working life for young people

The goal of balancing work and private life has long been a priority on the Italian political agenda. National legislation promotes effective policies of reconciliation and equal opportunities, gender and age equity, also by supporting a balanced distribution of paid work and caregiving responsibilities. The Ministry of Labour and Social Policies, the Department of Equal Opportunities, the Department for Family Policies are in charge of establishing regulatory measures in this field. Although the measures are not addressed at age groups, young people tend to be the main recipients.

Reconciliation between private life and work is primarily regulated by maternity, paternity and

parental leave policies, pursuant to the *Consolidated Law* (Legislative Decree 151/2001) and subsequent updates. **Recent labour market reforms** [cf. § 3.1.] intervened on the subject, increasing the protections for parents, e.g. prolonging paternity and parental leave periods, care leave periods for *caregivers* of people with disabilities and not self-sufficient people; favouring part-time work. This with the aim of universally extending these protections to all male and female workers, employees and self-employed.

As part of the national and regional programming under the **European Social Fund** [\[ITA / ENG\]](#) in support of employment and inclusion, the promotion of work-life balance translates into two main lines of action: the improvement of care services and the development of occupational welfare at a firm level.

Many Regions, with the resources of the European Social Fund, have started the experimentation of *territorial networks for work-life balance*, with the establishment of “Territorial Gender Agreements” between public and private entities aimed at promoting female employment and access to socio-educational services for minors.

In the same vein, the project “[Equality for work and life](#)” (EQW&L) was established, coordinated by the National Agency for Active Labour Policies (ANPAL). This project, funded by EaSI-PROGRESS aims to create a new model of intervention and a kit of tools that facilitate equal opportunities and access to the labour market.

Funding of existing schemes/initiatives

Italy uses its own funds, as well as those of the European Social Fund, to increase the employment opportunities of young people, help disadvantaged groups, increase the skills of the workforce, empower national education and training systems as well as improve administrative capacities and implement the Youth Guarantee program.

On the basis of the Partnership Agreement, the programming of ESF resources is divided into national operational programs (PON) and regional operational programs consistently with the distribution of institutional competencies that characterises the country. The funds are used on the basis of Operational Programs developed and managed by national and regional management authorities, to carry out projects entrusted to operators, organisations or companies, public or private, called “beneficiaries”. The latter are identified by the managing authorities through public procedures.

In Italy, [the ESF co-finances 21 Programs \(POR\), one for each Region and Autonomous Province, and 8 National Operational Programs \(OP\)](#). Of the latter, 3 are managed by the Ministry of Labour and Social Policies: PON Youth Employment Initiative, PON Active employment policy systems; PON Inclusion. Regarding the POR, the relative information is published on the websites of each Region/Autonomous Province.

The **Youth Employment** PON provides for a total financial endowment of approximately €2.7 billion, divided into Axis 1 aimed exclusively at young NEETs for an amount of approximately €2.2 billion and Axis 1 bis for an amount of approximately €497 million. It is funded by the

European Social Fund, and finances projects aimed at promoting the employment of unemployed young people, not necessarily NEETs residing in regions with a delay in development and transition.

Great part of the Mission 5 of PNNR is focusing on improving active policies for work, to facilitate job employability for young people, especially in the South, to reduce the existing gap and to address the high presence of NEETs in the country. This refers to the already mentioned GOL and the new national plan for competences as well as to the intervention for the Special Economic Zones (ZES), for the internal areas, for the assets confiscated from organised crime and to those aiming at reducing educational poverty.

Quality assurance

For the analysis, monitoring and quality assessing of active labour market policies and employment services, the National Agency for Active Labour Policies (ANPAL) [cfr. § 3.2.] was established by Legislative Decree 150/2015. ANPAL's tasks include: coordinating the network of services for labour policies, managing active labour policies, promoting the effectiveness of people rights concerning labour, training and qualification.

ANPAL periodically publishes monitoring notes on hiring incentives financed by National Operational Programs owned by ANPAL (PON IOG, PON SPAO, POC SPAO), on the implementation of "Youth Guarantee" (through physical and financial monitoring indicators) and on labour market policies.

ANPAL and all the Italian Regions are involved in the Sub-group "Analysis of Active Policies and development of methodologies", established within the Active Labour Policies Committee with the DG ANPAL Decree no. 428 of 21/12/2017. The Sub-group represents a space for discussion on active labour market policies implementation at the regional level. In 2019, the Sub-group published the [First Joint Annual Report on Active Labour Policies in Italy](#). ANPAL also provides periodic information on the state of implementation of the PON IOG through the analysis of the selected physical and financial indicators.

In 2019, ANPAL also published the second [Assessment Report on the Youth Guarantee](#). The report presents the results of the research carried out by ANPAL, as required by the Evaluation Plan of the National Youth Employment Initiative Operational Program (PON). The report highlights the progress made in the implementation of the programme and the degree of achievement of the objectives.

As with ANPAP, **INAPP** [cfr. § 3.2.] is in charge of analysing, monitoring and assessing labour market policies. It is worth mentioning the research conducted by INAPP and aimed at estimating the effect of hiring incentives, specifically those included in the Youth Guarantee program (YG). Through counterfactual econometric analysis the research showed the effectiveness of hiring incentives related to the YG program: specifically, they led to an increase in the share of newly hired employees equal to 3% (for companies who benefited from the incentives). The effect is even stronger if we consider the number of newly hired employees aged under 25.

3.7 Cross-border mobility in employment, entrepreneurship and vocational opportunities

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1. [Programmes and schemes for cross-border mobility](#)
2. [Legal framework](#)

Cross-border mobility in employment, entrepreneurship and vocational opportunities

The Youth Guarantee program

The **Youth Guarantee** program [cf. § 3.6.] aims to facilitate the integration into the labour market of EU citizens or non-EU foreigners who have a residence permit, aged 15 to 29 and resident in Italy.

In order to achieve this goal, the [Cross-border and National Professional Mobility](#) section encourages the mobility of young workers who want to gain work experience in other EU countries or in other Italian regions providing them with a voucher that covers travel and accommodation costs for 6 months.

In addition, the [Extra-curricular Internship Measure](#) facilitates internships in national and cross-border mobility to promote training and professional experiences.

The [EURES](#) provide foreign citizens with information about new job opportunities and start-up funding for self-employed business.

Furthermore, the program [Your first EURES job](#) promotes professional mobility of young workers in the EU.

The National Civic Service in the European Union

The National Civic Service project lasts 12 months. The applicants will have the opportunity to spend 8 months abroad hosted by a European host organisation. This measure also guarantees linguistic training in entities and administrations operating in the EU with the recognition of a flat-rate cost.

Moreover, university students and young graduates who intend to gain an internship experience in Europe can apply for the [Youth Employment Initiative\(Pon IOG\)](#) program of ANPAL [paragraph 3.6]. The [Stage4eu](#) program offers similar opportunities.

Furthermore, the cross-border mobility of the [Erasmus+ program](#) in the field of [vocational education and training](#)(VET) aims to improve professional, personal and interpersonal skills.

Your first EURES job 6.0 project (YfEj)

[YfEj](#) provides a range of integrated and personalised support services for young people aged 18 to 35 who are citizens and reside in one of the 28 EU states, in Iceland or Norway and who aspire to gain a traineeship or apprenticeship in a foreign European country. The initiative guarantees applicants access to financial support which varies according to the type of measure and the country of destination.

INAPP conducted two studies on the impact of [the participation of young people in international student mobility programs](#), in the 2014-2020 community programming period (e.g. Erasmus Plus).

The analyses are based on ISTAT Graduate Survey data. The sample is composed of individuals who graduated in 2011. The study adopted a counterfactual methodology. The results show that participation in international mobility programs increases the probability of being employed (+2%) and the probability of working abroad (+14%) in the four years after graduation. It also shows a study experience abroad reduces the average duration of job searching by about 2.5 months. Finally, participation in international mobility programs increases wages by 9.6% compared to those who have not participated in mobility programs.

Erasmus for Young Entrepreneurs

[Erasmus for young entrepreneurs](#) aims to support European citizens in acquiring the skills to start and manage a small business. New entrepreneurs exchange their know-how and business ideas with established entrepreneurs who host them.

Aspiring entrepreneurs (no age limit) who have created a business within the last 3 years or are willing to start a new business of any kind can apply for the program. The program also provides financial support to cover travel and accommodation expenses.

Legal framework

The different regulations of the various national social security systems of the European Union are coordinated by EU legislation, in order to guarantee the protection of the social security rights of migrant workers and the exercise of the right to free movement of European citizens.

In compliance with the obligations established by law, it is also possible to start [an independent business](#) of any kind. Furthermore, it is necessary to distinguish EU citizens, coming from one of the 28 Member States of the European Union, from non-EU citizens who come from other parts of the world.

Citizens of the European Union, non-EU citizens or non-EU foreigners

Citizens of the European Union who intend to stay in Italy are not subject to the provisions of the Consolidated Law on immigration and can carry out any type of activity, both autonomous and subordinate, applying the same provisions valid for Italian citizens. However, if they reside

in Italy for a period of more than 3 months, they must register with the [resident population registry](#) (Legislative Decree 30/2007)

If they are required for study or training purposes, they must present a document certifying enrolment in a course of study and entitlement to health insurance, as well as declaring possession of economic resources for the stay.

Non-EU citizens or non-EU foreigners are required to apply the rules contained in the [Consolidated Law on Immigration](#). The text delegates to the State the regulation of entry into Italy to carry out subordinate work or self-employment. The flow decree annually establishes the entry quotas for work reasons based on the needs of the production system.

Further information and documentation on the subject are available on the [migrant integration portal](#).

3.8 Development of entrepreneurship competence

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1. [Policy Framework](#)
2. [Formal learning](#)
3. [Non-formal and informal learning](#)
4. [Educators support in entrepreneurship education](#)

Policy framework

In Italy, there is no national strategy on entrepreneurship education. However, in the context of the promotion of lifelong learning introduced into the Italian legal system with the law of 28 June 2012 (art.4, paragraphs 51-68), ever-increasing attention has been given to the development of entrepreneurial skills in formal, non-formal and informal training courses. Italy does not adopt a national definition, but refers to the description of the “entrepreneurship” competence contained in the [European Reference Framework on key competences for lifelong learning](#). It has been used in the national indications for the curriculum of the kindergarten and the first level of education, as well as in the development of a syllabus dedicated to secondary schools to accompany them in introducing entrepreneurship education in a structural way (discussed later).

Formal learning

Regarding *primary school and the first level of education*, the reference to the key competence “**Spirit of initiative and entrepreneurship**” is contained in the certification of competences at the end of the first level of education, pursuant to [MIUR decree 03.10.2017, n. 742 - Att. B](#).

In the context of *upper secondary school*, entrepreneurship education was structurally introduced through the [MIUR decree no. 4244 of 13.03.2018](#). The decree provides for courses aimed at developing attitudes, knowledge, skills and competences useful for self-employment. The courses can start as early as the first two years and then be consolidated in the last three years and provide for the adoption of teaching approaches based on the active involvement of students and which focus on the “practice” of entrepreneurship.

Entrepreneurial competence in *upper secondary school and vocational training* is also promoted through **school-work experience** (made compulsory by **law 107/2015** on the **Good School** and the related implementing decrees for the reform of the education and training systems on the [link to Buona Scuola in the Wiki Education and Training section]) which represents a means of introducing work-based learning into school curricula. In this context, the methodology of the [Simulated Training Enterprise \(IFS\)](#) through which students, supported by a network of real companies, can experiment in the management and simulated set up of virtual companies - is

particularly relevant.

At the *university level*, with the exception of programmes which by their nature devote particular space to subjects such as economics and management (for example, business and economics or management engineering), there are no centralised initiatives to support entrepreneurship education. However, there are numerous universities throughout the country that offer courses to support the creation of new businesses and to enhance the competences of young entrepreneurs, particularly in the context of university business incubators.

Non-formal and informal learning

Regarding non-formal and informal learning, there is the [YES I Start Up](#) project activated as part of the **Youth Guarantee** program [cf. § 3.9]. The programme is designed to train young people in self-employment by offering free courses aimed at enhancing the skills necessary to build their own business idea. The program offers participants all the information necessary for developing a business plan and preparing the documentation required to start their own business. The project is aimed at young NEETs between 18 and 29 who do not work, do not study and do not attend vocational training courses.

Support for educators in entrepreneurship education

The promotion of entrepreneurial competence development programmes within secondary schools (MIUR decree no. 4244 of 13/03/2018, mentioned above) is accompanied by useful tools for their implementation. The MIUR decree proposes a **syllabus** - built in collaboration with various stakeholders including business associations, the cooperative world, companies, professional associations (and others) - which provides teachers with examples of possible teaching methods and topics to be proposed to students. These range from topics such as the analysis of personal attitudes, to the management and implementation of ideas, to the development of creativity, to name a few. The syllabus is based on the conceptual model of the [Entrepreneurship Competence Framework \(ENTRECOMP\)](#) defined by the European Commission to offer member states a common reference for the development of initiatives to support entrepreneurial competence.

3.9 Start-up funding for young entrepreneurs

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2. [Access to capital](#)

Access to information

Through **Youth Guarantee** [cfr. § 3.6], the Government encourages forms and services for self-employment. The interventions of the program, whose objective is the development of entrepreneurial attitudes and the start of self-employment or business activities for young people aged 18 to 35, are:

- - [YES I Start Up](#) is aimed at NEETs aged between 18 and 29 and offers them a training programme in entrepreneurship with courses focused on the competences necessary for the development of their own start-up.
 - [ICT skills for the young people of Southern Italy](#) is a measure that promotes the professional growth and of young NEETs resident in the southern regions (Abruzzo, Molise, Sardinia, Basilicata, Calabria, Campania, Puglia and Sicily) and enhances their employment opportunities.
 - [Crescere in Digitale 2.0](#) aims to promote the acquisition of digital skills and stimulate youth self-employment through a training course focused on the opportunities offered by the Internet.
 - [Young programmers and developers in the ICT sector](#) consists of specialised training courses, guidance and accompaniment to the job placement of specific professional figures in the ICT world, such as: Java programmers, junior web developer, junior mobile developer, junior data scientists.

The actors directly or indirectly interested in the construction of the business idea and that help young people along the way by offering them services and assistance are:

- **Ministry of Labour and Social Policies** [cfr. § 3.2]
- **ANPAL** [cf. § 3.2]
- **Unioncamere**
- **Invitalia**
- **Services for self-employment** (within employment services), **Regions and local entities**

, sportelli unici delle attività produttive(SUAP) of the municipalities

- Trade associations
- Universities
- Non-profit organisations
- AdEPP
- National agency for micro-credit

Support for young self-entrepreneurs, from the start-up phase to the realisation of the business idea, is made available at national and/or regional levels also thanks to incentives for business creation.

Furthermore, the **Ministry of Economic Development (MiSE)** [cf. § 3.2] through the already mentioned **National Industry Plan 4.0** promotes a series of organic and complementary measures to encourage investments in innovation, competitiveness and the development of the essential skills for the fourth industrial revolution that has then further widened and strengthened through the Transition 4.0 plan of the PNRR.

Access to capital

Young entrepreneurs who wish to start new businesses can apply for public grants. The government, through the portal [incentivi.gov.it](https://www.incentivi.gov.it), has created a [vademecum](#) on the incentives made available by the public administration. Those dedicated specifically to supporting young entrepreneurs include:

- [Beyond New Enterprises at Zero Rate](#), the incentive promoted by the Ministry of Economic Development which supports micro and small enterprises made up mostly or totally of young people between 18 and 35 years old or of women of all ages. It finances companies with investment projects that aim to implement new initiatives or to expand, diversify or transform existing activities in the manufacturing, services, trade and tourism sectors.
- [New SELFIEmployment](#) operational since February 22, 2021 substitute the old measure, [SELFIEmployment](#) to finance the start-up of small business initiatives, promoted by NEETs, inactive women and long-term unemployed people, through zero-interest loans of up to 50,000 euros.
- [Resto al Sud](#), an economic incentive that supports new entrepreneurial activities developed by individuals under the age of 46 in the southern regions.

There are further measures aimed at supporting start-ups and/or SMEs, and that have no age limits for the beneficiaries. The forms of support that young entrepreneurs can access include:

- [Smart&Start Italy](#) is aimed at innovative start-ups that have been established for no more than 60 months or in the launching phase and guarantees beneficiaries a subsidised loan

and a tutoring service.

- [National Innovation Fund](#) is a multi-fund that operates through venture capital strategies and makes direct and indirect investments in capital of start-ups, scaleups and SMEs.
- [Spin - Scaleup program Invitalia network](#) is dedicated to the entrepreneurial development of innovative start-ups, SMEs and university based spin-offs operating in Basilicata, Calabria, Campania, Puglia and Sicily.

It is also possible to refer to [the ANPAL guide](#) to look for entrepreneurship incentives. The document provides a periodic summary of the available hiring incentives and supports for new business at national and regional levels.

There are also some programs for the promotion of social entrepreneurship that are aimed at social enterprises, social cooperatives and non-profit cooperatives. These interventions are not specifically aimed at young social entrepreneurs. However, they offer them the opportunity to access forms of financial support and include:

- [Italy social economy](#), for the promotion, spreading and strengthening of the social economy.
- [Nuova Marcora - birth and development of small and medium-sized cooperatives](#), aimed at promoting the creation and development of different types of cooperatives including those managing confiscated criminal assets.

Lastly, Regions and Municipal Administrations, in collaboration with the school and professional system, promote and support the creation of start-ups in their own territory through **business incubators** or by providing young entrepreneurs with financial support.

Finally the whole PNRR has to be seen as a huge series of investment that through four major reforms - public administration, justice, simplification of legislation and promotion of competition - and its six missions - digitalisation, innovation, competitiveness, culture and tourism; green revolution and ecological transition; infrastructure for sustainable mobility; education and research; inclusion and cohesion; health - The Government estimates that the investments envisaged in the Plan will have a significant impact on the main macroeconomic variables. In 2026, the year of conclusion of the Plan, the gross domestic product will be 3.6 percentage points higher. In the last three years of the plan (2024-2026), employment will be 3,2% higher. The investments envisaged in the Plan will also lead to marked improvements in the indicators that measure regional gaps, like those regarding female employment and youth employment and the whole plan is part of a broader and more ambitious strategy for the modernization of the country.

3.10 Promotion of entrepreneurship culture

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1. [Special events and activities](#)
2. [Networks and partnerships](#)

Special events and activities

Various **national institutional entities** promote entrepreneurial culture, also through public communication campaigns.

A series of events and activities, focused on the promotion of youth entrepreneurship and the valorisation of the most innovative entrepreneurial initiatives developed by young people, are organised by associations linked to the business world. These include:

- the annual [Conference of Young Entrepreneurs of Confindustria](#), during which the final of the [G.I. Startup](#) contest is held. The contest offers young *startupper*s the opportunity to introduce themselves to potential investors and business incubators.
- The [National Forum of Female and Youth Entrepreneurship](#), organised annually by the GammaDonna Association, with the aim of promoting the growth of the role of women and young people in the productive world, giving visibility to the most innovative business initiatives.
- [PNICube](#), the association that brings together university incubators, is the promoter of two initiatives: [National Award for Innovation - PNI](#) which awards the best innovative business ideas in the university environment and the Italian Master Startup Award event which rewards young hi-tech companies based on the results achieved in the first years of their business.
- [#BizFactory](#) is a national event that rewards the best business ideas of high school students aged 16 to 19 who took part in the entrepreneurial education program [Impresa in azione](#) promoted by [JA Italia](#).

Networks and partnerships

In addition to those already mentioned, there are numerous other networks of young entrepreneurs that promote the development of youth entrepreneurship at national, regional and local levels. Some of them focus on specific productive sectors and are based on partnerships between public operators and private entities (associations, companies, etc.). They include:

- the [National Association for Young Entrepreneurship](#), which offers opportunities for networking, training and information to young people interested in developing their

business idea;

- [**CNA-Giovani**](#), section of young entrepreneurs of the National Confederation of Crafts and Small and Medium Enterprises;
 - [**ANGA, National Association of Young Farmers**](#), youth sector of Confagricoltura, seeking to make an impact on youth policies in the agricultural sector, through lobbying;
 - [**MicroLab Association**](#) which promotes the valorisation and development of self-employment, as well as the creation and development of start-ups and micro enterprises by young entrepreneurs;
 - [**ItaliaStartup association**](#) is the association that brings together start-ups, scaleups, and innovative SMEs. Its lobbying activity is aimed at promoting the emergence of new networks and partnerships between the actors of the Italian innovation ecosystem.
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3.11 Current debates and reforms

Upcoming policy developments

The sections of chapter 3 are updated as of 31.12.2019.

In December 2019, the **budget law for 2020** provided measures aimed at facilitating the entry of young people in the labour market. Among these, it is worth mentioning a series of actions aimed at a better implementation, within the vocational education and training system, of the dual learning model, as well as the introduction of specific **incentives for level I apprenticeship** - demonstrating the growing attention paid by the Government to the school-to-work transition.

However, the start of 2020 coincided with the outbreak of **global health emergency**. The COVID-19 pandemic has seriously affected Italy, especially in the spring months, leading the Government to impose a *lockdown* from 9 March 2020 to 18 May 2020 and the state of emergency (currently expected) until autumn. The economic, employment and social consequences immediately appeared evident and long-term. The Government has tried (and is trying) to intervene with *ad hoc* measures, which also affect the labour market.

[Decree law no. 18 of 2020, \(so-called Cura Italia decree\)](#), the [law decree n. 34 of 2020 \(so-called Relaunch decree\)](#) and the [decree-law n. 104 of 2020 \(so-called August decree\)](#) in which the Government introduced - among other things - measures aimed at **protecting workers' rights**, with the aim of: (i) **defending employment**, (ii) **protecting workers' health**, (iii) **countering the risk of impoverishment**. These important measures have therefore opened the path for the introduction of the PNRR and to the decision to invest almost 20 billion for MISSION5

The spread of the COVID-19 pandemic has therefore urged public and private entities to propose and implement a series of new actions with the aim of **supporting young entrepreneurs and investments in innovation in an uncertain economic context**.

In order to face this complexity, the Ministry of Economic Development has provided a series of measures for [innovative start-ups and SMEs](#), including:

- Non-repayable grants to purchase services aimed at creating innovative businesses
- Support for Venture Capital
- Tax credit for research and development
- Extension of the guarantee for the central guarantee fund for SMEs
- Investor Visa for Italy Program: halving of the minimum investment thresholds.

For its part, the [Italia Startup association](#), with the support of **industrial associations**, has put forward [five proposals](#) to the Italian Government and Parliament to support the entrepreneurial ecosystem of innovation. The interventions include:

- The establishment of a convertible venture debt fund
- 100% liquidation with immediate refund for tax credits and VAT credits
- 100% MCC guarantee extension for loans to innovative start-ups and SMEs
- A €25,000 voucher to start-ups for launching and acceleration programmes, to be spent at science parks, incubators and accelerators.
- The increase from 30% to 50% of tax relief for Business Angel and Corporate investments

Italia Startup has also created the [#Restartup database - startup for the relaunch](#) of innovative start-ups, scaleups and SMEs that offer useful solutions and/or products to manage the emergency in various sectors, such as:

- Delivery
- E-learning
- Remote health
- Services for the PA
- Smart Citizen
- Smart working
- Business support

A new project designed for the South and coming from a private initiative is [“WEBUILD: CHALLENGE 4 SOUTH”](#) an initiative organised by the States General of the World of Work, promoted by Webuild and the Infrastructures Task Force of PwC Italy. The project aims to stimulate the most innovative and sustainable ideas, in the field of digital technologies applied to infrastructures, and to make them available to the growth and competitiveness challenges that the country is facing. The tool is a real research and technology "challenge", aimed at engineering students, women and men, of the Universities of Southern Italy. The initiative aims to create an important moment of mutual contamination between students and companies, under the banner of "You Challenge, We Change!" coined ad hoc by Webuild. An opportunity for the young people of the South to touch the company reality first hand, stimulating collaboration and co-creation, but also a way to strengthen Webuild's commitment alongside the partners of the projects it currently has in the South in the country.

Challenge4Sud is one of the many initiatives of the "Webuild Next-Gen " Youth Plan, the program of activities in which Webuild is investing. Among the key activities of the program, the

"Alberto Giovannini Award", dedicated to the best degree theses on innovation and digitalization of infrastructures, the "School of Professions", a professionalising path of specific training for new resources with insertion in the Group, "100 GiovaniIngegneri del Sud", a recruiting program aimed at encouraging the employment of young talents trained by the Universities of Southern Italy and "Ingenio al Donne", to enhance female STEM professional skills and reduce the gender gap in the sector.

Ongoing Debates

The issue of youth employment has long been a priority on the country's political agenda and in public debates. However, despite the significant measures introduced in recent years – which, as documented in the chapter, leverage dual learning, employment incentives and the promotion of entrepreneurship, and the Youth Guarantee program – the ability to develop an organic strategy to support the employment of young people, with respect to which the presence of *ad hoc* measures is weak.

The need to support the expansion of stable and quality employment is a goal pursued in Italy mostly without specific attention to the needs of the different age groups. This is reflected, in a positive way, on the implementation of measures that target the entire audience of the active population, avoiding the paradoxical effect typical of *targeted* policies of producing inequalities between eligible and non-eligible subjects. On the other hand, the limited production of *ad hoc* measures for young people struggles to undermine the risk of their entrapment in the secondary segment of the labour market.

The issue of integration between labour policies and other policies (e.g. social and housing policies), which are essential to support young people's transition to adulthood in conditions that are favourable to independent living, income continuity beyond work transitions, procreative choices, and family-work reconciliation, also needs to be developed and focused on.

The importance of acting on the integration of policies and the personalization of responses stands out even more when considering the growing *de-standardization* of life paths that unites young Italians to their European counterparts. The concept refers to the progressive loss of representativeness of the standardised models of the life path, in which the stages that led young people to acquire the status of adults are less and less predictable a priori and can be ordered according to a pre-established order. This phenomenon is also reflected in the school-to-work transition: on the one hand, the correspondence once substantially discounted between the educational path followed, the professions aimed to be carried out, the job actually held is no longer present; on the other hand, learning unfolds over time by alternating entrances and exits from the training system and retraining opportunities (in the perspective of Lifelong Learning) that go hand in hand with discontinuous working careers.

Given these premises, the growing attention placed by Italy on the opportunities for reading and recognizing the learning and competencies that are acquired in contexts complementary to that of traditional education should be positively assessed. In this sense, the ongoing process of coordination and systematisation of the repertoires of competencies defined at a regional level and the establishment of the National Atlas constitute a fundamental step for the flexibility of the

education system. At the same time, the extension of the possibilities of certification of skills acquired also in informal and non-formal contexts represents a tool for adapting and strengthening individual professional profiles and those who are entering the market for the first time such as young people. In addition, the progressive coordination of the national repertoire of competences with respect to the European Qualification Framework will ensure, in the future, a more fluid and sustainable professional mobility between EU countries, counteracting the disqualification which is currently quite common in the context of these migrations.

A final remark regards the topic of entrepreneurship. The interventions of the MiSE and the proposals of the sector associations to support entrepreneurship are part of the already existing programs. However, measures aimed at developing entrepreneurial competencies, financial support and promoting the entrepreneurial culture should be accompanied by forms of monitoring the achievement of the objectives set. Youth entrepreneurship tends to find space in highly innovative sectors that are characterised by being highly uncertain economies. Monitoring, for example, the economic performance of new innovative companies, and not just their birth and death rates, through the national registers, would make it possible to understand which sectors guarantee greater profitability and production of innovation and, therefore, guide the design of measures to support initiatives with greater chances of success. In addition, many interventions dedicated to supporting innovation, and which are closely related to supporting entrepreneurship, are aimed at all age groups. While not excluding young people in principle, however, in practice they do not offer specific support to this age group which, on the other hand, is increasingly interested in evaluating the entrepreneurial career for its future.

In this regard it is also worth mentioning the first evaluation and reports regarding the application of PNRR, which seems still slow compared to its objectives, especially when it comes to young people, as highlighted by the [IV report on the generational gap by the Bruno Visentini Foundation and Luiss University](#). According to the report, the gender pay gap between workers aged 25 to 34 has increased considerably from 1.3% in 2007 to 4.6%. Even among the employed between the ages of 15 and 29, between 2019 and 2020, there is a decrease of 1.5% for males, which for women is more than triple (-5%). The indicator relating to income, wealth and welfare for the under 35s goes from an average value of 63,500 euros in 2006 to just 15,000 euros, according to official data from the Bank of Italy survey.

The Minister for Equal Opportunities and the Family, Elena Bonetti affirmed in the Senate hearing on the " [First report on the implementation of the PNRR](#) " that the government has made an innovative choice from a regulatory point of view, i.e. introducing a principle that ensures that all 200 billion favour female and youth employment. There are conditionalities for access to tenders and bonuses for those who introduce gender equality. At least 30% of new hires must concern women and young people, the constraint cannot be combined, both objectives must be achieved. ""Companies with at least 50 employees, which are required to report on the code of equal opportunities cannot access the call if they have not complied with equality measures, for other companies, if they have more than 15 employees within six months of the conclusion of the contract, they are also required to report on equal opportunities ".

Nonetheless it is important to notice that the interventions of a potentially generational nature, on the other hand, have an incidence of 2.9% on the resources allocated by the PNRR, bringing

the interventions for young people to about 5% overall. Also in the 2021 Budget Law, in continuity with that of previous governments, the measures impacting young people - according to the IV Report - were disjointed and overall not commensurate with the importance of the challenge, the permanence of a real army of Neet and to the flight of human capital.

4. Social Inclusion

Poverty and social exclusion are complex phenomena, which depend on many factors. They are linked to the lack of income, but also to access to opportunities and participation in the economic and social life of the country, to the system of relations in which individuals are embedded and to the set of constraints and opportunities - economic, social and cultural - present in the context of their life. Therefore, **national policies for social inclusion** are characterised by a wide range of different initiatives, interventions and tools.

In Italy, anti-poverty and social exclusion interventions are promoted and carried out by different **institutional actors at the national, regional and local levels**. In addition, the **third sector** supports public institutions in the implementation of social policies and acts as a local mediator.

Social inclusion policies specifically targeting **young people** aim to reduce school drop-out, improve access to the labour market and reduce social inequalities, seeking to improve the living conditions of individuals and families who are below the absolute poverty line.

Italy, in allocating the resources of the **National Social Policy Fund (FNPS)**, has approved the [National Social Plan 2021-2023](#), which aims to define the frame of a structural process for the system of social services, currently still fragmented and unable to offer the certainty of taking care of those who find themselves in conditions of need and to promote that social cohesion and "resilience" that have strongly emerged strongly as essential elements in recent years.

Italy has also approved a **national strategy to fight poverty and social exclusion**, which includes, among the main interventions, the establishment of the **Citizenship Income (Reddito di Cittadinanza)** through decree-law No. 4 of 28 January 2019, converted with law 26 of 28 March 2019, namely income support conditioned on the commitment to follow a personalized path aimed at social inclusion and employment. Italian citizens, including young adults and families in poverty can apply for it starting from 6 March 2019 (par.4.4) and that has been slightly modified and integrated with the [GOL \(Garanzia dell'Occupabilità dei lavoratori - Workers Occupability Guarantee\)](#) program of the PNRR (National Plan for Resilience and Resistance), part of MISSION 5, pivot of the reform action in the field of active labour policies, which in addition to GOL provides for the launch of a New National Competence Plan, the strengthening of employment centres and of the [dual system](#). The duration of the program coincides with that of the PNRR and is therefore the five-year period 2021/2025.

The [Social Protection and Inclusion Network](#) is the national coordinating body for social interventions and social services. Chaired by the Minister of Labour and Social Policy and made up of representatives from different levels of government, the Network is a permanent structure for comparing and programming social policies, as well as a space of involvement of the third sector and other stakeholders in policy decisions. The Network is divided into technical committees (including the Committee on Fighting Poverty) and is responsible for the development of three national **plans**:

- the **National Social Plan**, in reference to the National Fund for Social Policy;
- the **Poverty Assistance and Social Services Plan**, in reference to the Poverty Fund;
- the **Non-self-sufficiency plan**, in reference to the Non-Self-Reliance Fund.

[The Action Plan for Poverty and Social Services 2021-2023](#) is also an integral part of the so-called poverty strategy.

The inclusion objectives are then met by the National Youth Policy Fund, as well as resources from the **Youth Employment Initiative** and the **Youth Guarantee programme** (Chapter 1and 3).

4.1 General context

On this page

1. [Main challenges to social inclusion](#)
2. [Main concept](#)

Key challenges to social inclusion

ISTAT's report "[Poverty in Italy 2020](#)" published estimates of absolute and relative poverty, based on data from the household consumption expenditure survey.

In 2020, just over two million families (7.7% of the total, 6.4% in 2019) and over 5.6 million individuals (9.4% from 7.7%) are in absolute poverty. After the improvement in 2019, absolute poverty increased in the year of the pandemic, reaching the highest level since 2005 (the beginning of the historical series). As for relative poverty, families below the threshold are just over 2.6 million (10.1%, from 11.4% in 2019).

The value of the intensity of absolute poverty - which measures in percentage terms how much the monthly expenditure of poor families is below the poverty line (on average) - records a reduction (from 20.3 % to 18.7%) in all geographical areas. This dynamic is also the result of the measures put in place to support citizens (citizenship income, emergency income, extension of the redundancy fund, etc.) which have allowed families in economic difficulty - both those who have fallen below the poverty line in the 2020 and those who were already poor - to maintain a consumer spending not very far from the poverty line.

Also in terms of individuals, the North recorded the most marked increase, with the incidence of absolute poverty going from 6.8% to 9.3% (10.1% in the North-west, 8.2% in the North -East). Thus, there are over 2 million 500 thousand absolute poor residing in the Northern regions (45.6% of the total, distributed in 63% in the North-West and 37% in the North-East) against 2 million 259 thousand in the South (40.3 % of the total, of which 72% in the South and 28% in the Islands). In the latter division, the incidence of individual poverty rose to 11.1% (11.7% in the South, 9.8% in the Islands) from 10.1% in 2019; in the Centre, on the other hand, it was 6.6% (from 5.6% in 2019).

By age group, the incidence of absolute poverty reaches 11.3% (over 1 million 127 thousand individuals) among young people (18-34 years); remains on a high level, at 9.2%, even for the 35-64 age group (over 2 million 394 thousand individuals), while it remains below the national average for the over 65s (5.4%, over 742 thousand people).

Compared to 2019, the share of poor families grows nationally in all types of municipalities, although with some differences at the geographical level: in the North it increases - from 6.1% to

7.8% - in municipalities up to 50 thousand inhabitants (different from the suburban municipalities of the metropolitan area) and in the suburban municipalities of the metropolitan areas and municipalities with 50,001 inhabitants (from 4.8% to 7.0%). In the Centre, the conditions of families residing in the metropolitan area centres are worsening, with an incidence that goes from 2.0% to 3.7% while in the South the incidence of poverty increases, from 7.6% to 9.2% %, in municipalities with up to 50 thousand inhabitants (other than municipalities on the outskirts of the metropolitan area).

In general, family poverty shows a decreasing trend with the increase of the age of the reference person; generally the families of young people have lower spending capacity because they have lower average incomes and have fewer savings or inherited assets accumulated over the course of their lives.

Absolute poverty concerns 10.3% of families with a reference person between 18 and 34 years of age and 5.3% of those with a reference person over 64 years of age. Compared to 2019, the incidence of poverty increases among families with a reference person aged 35-44 (from 8.3% to 10.7%) and among those in which the reference person is between 45 and 54 years old (from 6.9% to 9.9%).

Poverty also decreases with the increase in education. If the reference person has obtained at least the upper secondary school diploma, the incidence is equal to 4.4% while it stands at 10.9% if they have a middle school diploma.

Absolute poverty in Italy in 2020 affects 1 million 337 thousand minors (13.5%, compared to 9.4% of individuals nationwide). The incidence varies from 9.5% in the Centre to 14.5% in the South. Compared to 2019, the conditions of minors worsened nationally (from 11.4% to 13.5%) and in particular in the North (from 10.7% to 14.4%) and in the Centre (from 7.2% to 9.5%). There are over 767 thousand families with minors in absolute poverty, with an incidence of 11.9% (9.7% in 2019). The greatest criticality for these families is the intensity of poverty, with a value equal to 21.0% against 18.7% of the general figure. In addition to being poorer more often, families with minors are also in conditions of more marked difficulties. Citizenship plays an important role in determining the socio-economic status of the family. 8.6% of families with minors made only by Italians are in absolute poverty and 28.6% of those made by foreigners.

The [latest report on school dispersion and dropouts](#) by the Ministry of Education, shows that between the years 2018/2019 and 2019/2020, 0.93% of pupils attending lower secondary school and 3.33% of pupils attending secondary school abandoned at the beginning of the school year, adding to the dropouts recorded in previous years. The **Not in Education, Employment or Training (NEET) people** (age group 15 to 29 years) in 2020 are 2.1 million, out of a total aggregate of 9.8 million in the 27 EU member states. The NEET condition affects about 11 percent of young people between 15 and 19 years, still a large majority within the education and training system (Figure 3.12). The incidence of NEETs increases with age and, in the last year, the phenomenon has grown particularly for the 25-29 year old class (31.5%, +1.8 points). At a territorial level, in the South the incidence is double compared to the North (32.6%

and 16.8% respectively) and much higher than that of the Centre (19.9%). The trends of the phenomenon are linked to the performance of the labour market. The low participation rates of women residing in Italy lead to a higher risk of being NEET than that of men and of their peers from other European countries. In recent years, the distance between the two genders has increased, while in 2020 the worsening has affected women and men equally.

The presence of **unaccompanied foreign minors** (MSNA) is a structural element of the phenomenon of migration to Europe and, in particular, to Italy. This phenomenon presents various problems related to the condition of lonely children, along with the often traumatic migratory experiences, and the difficulties of accessing training opportunities and job placement when becoming adults. The Directorate General of Immigration and Integration Policies of the Ministry of Labour and Social Policies is responsible for monitoring the condition of MSNA in Italy and, for this purpose, periodically publishes [statistical](#) reports and monitoring on the presence and main characteristics of MSNA in the country. According to the [report published](#), as of 31 December 2021 there were 12.284 MSNA in Italy, mainly male (97,3 %) between the age of 16 and 17 (88,0%). The main countries of origin are Bangladesh (23,1%), Egypt (18,1%), Tunisia (12,7%) Albania (9,7%) and Pakistan (6,4%). MSNA present in Italy are mainly welcomed in Sicily (28,2%), Calabria (12,3%), Lombardy (9,8%), Friuli-Venezia Giulia (8,0%) Puglia (7,8%).

The protection of unaccompanied foreign minors has recently been the subject of several regulatory interventions in the Italian system: first, the decree-law 142/2015 introduced specific provisions relating to the reception of unaccompanied foreign minors, and the law 47/2017, which dictated an organic discipline of the subject. Unaccompanied foreign minors, who cannot be identified, have the same rights and protection as minors of Italian nationality, as stated in article 1 of the law 47/2017.

Key concepts

The **Italian Constitution, in Article 31**, stipulates that "The Republic facilitates with economic measures and other provisions the formation of the family and the fulfilment of related tasks, with particular regard to large families. It protects motherhood, childhood and youth, fostering the institutions needed for this purpose." This article must be coordinated with Article 37, according to which "The working woman has the same rights and, for the same work, the same wages as the [male] worker. Working conditions must enable the fulfilment of its essential family function and ensure that the mother and child are properly protected. The law sets the minimum age limit for paid work. The Republic protects the work of children with special rules and guarantees them, for equal work, the right to equal pay." Finally, according to **Article 3**, paragraph 2: "It is the task of the Republic to remove economic and social obstacles, which, by effectively limiting the freedom and equality of citizens, prevent the full development of the human person and the effective participation of all workers in the political, economic and social organization of the country".

With regard to inclusion problems, the Italian Constitution identifies certain categories of people who, for different reasons, must be considered **disadvantaged** and/or must receive support

throughout their lives. The Constitution lists those in social and/or economic difficulties as follows:

- Art. 10: "The **foreigner**, who is prevented in his country from the effective exercise of democratic freedoms guaranteed by the Italian Constitution, has the right to asylum in the territory of the Republic, according to the conditions established by the law"
- Art. 24: "The **low-income subjects** are insured, with special institutions, the means to act and defend themselves before every jurisdiction"
- Art. 32: "The Republic protects **health** as a fundamental right of the individual and as a collective interest and guarantees free care to the destitute."
- Art. 34: "The **school** is open to all. [...] The capable and deserving, even if lacking in means, have the right to reach the highest grades of study. The Republic makes this right effective with grants, family allowances and other provisions, which must be awarded by competition."
- Art. 38: "Every **citizen who is unable to work and lacks the means to live** has the right to maintenance and social assistance. [...] Disabled people have the right to education and professional start-up"

Article 10 of decree-law 460/1997 (relative to the tax treatment of third sector entities) refers to disadvantaged people "due to physical, mental, economic, social or family conditions", in line with constitutional provisions.

With regard to **ordinary legislation**, Article 414 of the Civil Code states that "The one of majority age and the emancipated child, who are in a habitual infirmity of mind that renders them unable to provide for their own interests, are prohibited when this is necessary to ensure their proper protection."

With regard to **labour legislation**, law [68/99 "Rules for the Right to Work of disabled people"](#) allows the "targeted" inclusion and work integration of people with disabilities. Other beneficiaries are the **protected categories: orphans and surviving spouses of those who have died from work, war or service**, or as a result of the worsening disability reported for these causes, as well as of spouses and children who have been declared to be disabled by war, service and employment and Italian refugees who have been repatriated.

With specific reference to the conditions of **physical or mental disadvantage**, law 104/1992 sets out a broad and articulated discipline on the care, social integration and rights of disabled people. A person with disabilities is defined as "the person who has a physical, mental or sensory impairment, stabilized or progressive, which causes learning difficulties, relationship or

work integration or such as to result in a process of social disadvantage or marginalization".

Law 381/1991 (relative to social cooperatives), art. 4, states that "**the physically, psychological and sensory disabled, the former patients of psychiatric hospitals** [...] persons in psychiatric treatment, drug addicts, alcoholics, working minors in difficult family situations, persons detained or interned in prisons, convicts and inmates admitted to alternative measures to detention and work outside must be considered disadvantaged."

Decree-law 112/2017 (revision of the discipline in the field of social enterprise), art. 2 paragraph 4 letter b), identifies "the **beneficiaries of international protection** under decree-law 251/2007, among the disadvantaged categories employable in a social enterprise.

According to art. 2, law 47/2017, an **unaccompanied foreign minor** is defined as the "minor who does not have Italian or European Union citizenship who is for any cause in the territory of the state or who is otherwise subject to Italian jurisdiction, without assistance and representation by parents or other adults legally responsible under the state's laws".

Law 47/2017 defines the various measures to protect MSNA in line with the regulatory framework for minors. In particular, protections for the right to health and education of children are strengthened, with simpler procedures for enrolment in the National Health Service and the school system.

On 21 December 2019, the Council of Ministers approved in preliminary consideration the "Regulation with amendments to the Presidential Decree (D.P.R.) of 31 August 1999, No. 394, in implementation of Article 22 of Law 7 April 2017, No. 47, which provides measures to protect unaccompanied foreign minors." The new regulation changes and integrates the existing regulatory discipline, with particular reference to the issuance of residence permits and the conversion of them upon reaching the age of majority.

4.2 Administration and governance

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1. [Governance](#)
2. [Cross-sectorial cooperation](#)

Governance

In Italy, the **governance of social policies** aimed at combating poverty and achieving social inclusion involves a plurality of public entities, intervening in different levels of planning and implementation. They are joined by certain categories of private entities in the definition of measures.

In general, the definition of social policies is entrusted to **the national and territorial state authorities**, according to a division of powers which, following the constitutional revision of 2001, assigns to the **State** the definition of the essential levels of benefits and to the **Regions** the legislative competence on interventions and services ("competing legislation"), while municipalities, **provinces and metropolitan cities** have regulatory authority in relation to the discipline of the organization and the performance of their assigned functions. The Government and the Regions define the model of managing the process of planning and implementing social policies of inclusion and integration of disadvantaged parties, through the adoption of interventions and measures defined by law.

The **non-profit sector**, through a wide network of actors, performs functions of mediation and representation of the specific needs of the individual territories in which they operate, sharing and supporting the general objectives defined by the national authorities. This outlines a layered system of actors that define welfare measures.

Specifically, at the national level, the **Ministry of Labour and Social Policy** designs, implements and coordinates interventions on labour policy, the adequacy of the social security system, social policies, with particular reference to the prevention and reduction of the conditions of need and distress of people and families. The main areas in which the Ministry performs its functions are:

- **The definition of the discipline of social safety nets and training;** wage integration treatments, employment social insurance, unemployment and mobility treatment and related contribution aspects; the promotion and coordination of training policies; the activation of inter-professional funds for continuous training; the definition of essential levels of benefits in terms of recognition and certification of skills and alternation of school-work; and the introduction of inter-professional funds for continuous training; and the

definition of essential levels of benefits in terms of recognition and certification of skills and alternation of school-work;

- The implementation of **social security and insurance policies**; high supervision and guidance on supplementary pension schemes;
- **Policies to combat poverty and social planning**; with particular reference to pensions, social benefits and disability benefits; the implementation of the Equivalent Economic Situation Indicator (**ISEE**) discipline; the definition of policies for children and adolescence as well as for the protection of minors and the fight against child labour; policies for people with disabilities and non-self-sufficient persons.
- **Integration policies and those aimed at immigration**; the coordination of activities related to the protection of foreign minors; the promotion and coordination of humanitarian interventions in Italy and abroad attributed to the Ministry;
- **The promotion and support of activities carried out by third sector actors and social enterprises**, including the implementation of the relevant legislation.

The Ministry, in order to effectively fulfil its role, is helped by other bodies operating in specific fields. For example, the **National Agency for Active Labour Policies (ANPAL)** has been set up to strengthen labour-oriented policies to coordinate interventions for jobseekers and to manage the relocation of the unemployed.

In the social sphere, in 2017 with the Proxy Act 33/2017 the **Network of Protection and Social Inclusion** was established ([art. 21 of the Lgs. D. 147/2017 Rel](#)), a body coordinating interventions and social services chaired by the Minister of Labour and Social Policy and made up of representatives of the regions, autonomous provinces, local authorities and the INPS, with the aim of fostering greater territorial homogeneity in the provision of benefits and defining guidelines for the interventions indicated. Law 26/2019, establishing the Citizenship Income (RdC), has been set up within the Network as a guidance framework and with the aim of facilitating the implementation of the RdC.

In this context, the Government sets out the general principles of the National Poverty Countering Strategy and its **Plan for Anti-Poverty Social Interventions and Services** and its budget (to apply to both national resources of the Poverty Fund and Community resources through the Inclusion PON). It establishes, with law 26/2019, that the Covenant for Work and the Covenant for Social Inclusion and the support required by them, as well as the multidimensional evaluation that precedes them, are essential levels of benefits.

The **Regions** implement their own planning of interventions in line with the national poverty plan, realising the principle of horizontal subsidiarity of social autonomy in the territory, from the perspective of an integrated system of interventions.

Specifically, regional authorities play a role in **promoting socio-economic development** from

a bottom-up planning process. It starts from the needs of the people, from the needs of the territory and, through a process of negotiation and consultation between the different actors (e.g. Conference of the Regions, Provinces, Committee of Mayors, etc.), the measures to be taken are defined, summarized in the c.d. **POR (Regional Operational Plans)**. The POR will then be implemented across territorial realities.

Regions are committed, for example, to:

- attend national interventions with their own **active policies** such as "public utility work" and social inclusion internships;
- promote and facilitate the involvement **of for-profit companies**, including in the area of corporate welfare;
- take actions **to reduce poverty and marginality** for people and families with severe social distress
- promote inclusion at **work**, including actions to combat personal, family and housing hardship;
- reinforce the provision and improvement of the quality of social and health care **services**, also in respect to early childhood and **minors**.

Private bodies at the local level, alongside public bodies, complete the framework of those interested in sharing social inclusion policies, namely **associations**. They act as mediators between the actors involved in defining the interventions, and spokesperson of the needs of the territory in which they operate.

For example, social promotion associations are organisations of the **third sector** that carry out social activities for associates or third parties. They contribute to the achievement of social, civil, cultural goals and ethical and spiritual research by promoting participation and solidarity. In this regard, the Ministry of Labour promotes the recognition and support of the freely constituted association and its operational interventions in the social sector also through the provision of contributions (par. 4.7).

In cooperation with the regions there is also the implementation of the already mentioned [GOL \(Garanzia dell'Occupabilità dei lavoratori - Workers Occupability Guarantee\)](#), dedicated for active labour policies that work for inclusion and that are included in MISSION 5 of the PNRR. The program has 5 main directories:

1. Work reintegration: for those closest to the labour market: guidance and intermediation services accompanying to work

2. Upskilling: for workers further from the market, but still with expendable skills: training interventions mainly of short duration and with a professionalising content.
3. Reskilling: for workers very far away from the market and with skills that are not adequate to the current needs: more in-depth professional training, generally characterised by an increase in the levels of qualification / EQF compared to the level of education
4. Work and inclusion: in cases of complex needs, i.e. in the presence of obstacles and barriers that go beyond the working dimension: in addition to the previous services, the activation of the network of territorial services (depending on the case, educational, social, social health), similarly to what already happens for the Citizenship Income (and before for the REI)
5. Collective relocation: assessment of employment opportunities on the basis of the specific corporate crisis situation, on the professionalism of the workers involved and on the territorial context of reference, in order to identify suitable solutions for all the workers themselves.

Cross-sector cooperation

To make the system of interventions aimed at promoting social inclusion and the fight against poverty more efficient, some tools to support information and data management within the databases of the Public Administration have recently been innovated, in order to facilitate information exchange and make cooperation at different levels of intervention (national and local) easier.

Delegation Law 33/2017 and later decree-law 147/2017 have provided for the establishment of the already invoked **Network of Protection and Social Inclusion** (par. 4.0) with the aim of fostering greater territorial homogeneity in the provision of services and defining guidelines for the interventions indicated.

The Network is responsible for the development of the following three plans adopted by the Government and the Ministry:

- **The National Social Plan 2021-2023**: a programmatic tool for the interventions and services necessary for the progressive definition of the essential levels of social benefits to be guaranteed throughout the country.
- **The Action Plan for Poverty and Social Services 2021-2023**: a programmatic tool for the use of the poverty fund resources to finance interventions and social services to combat poverty.
- **National Non-Self-Reliance** Plan: aimed at programmatically using the resources of the Non-Self-Reliance Fund to "ensure the implementation of the essential levels of welfare benefits to be guaranteed throughout the country with regard to people who are non-self-sufficient".

A further programme instrument should be reported, which refers to cooperation with the Ministry of Education (cf. chapter 6):

- **Plan against Educational Poverty**: an action plan to intervene effectively and systemically in combating educational failure.

In this context, the set of interventions and services defines an area of action characterized by high levels of integration of instruments related to both health care and socio-welfare areas, and by dynamics with significant inter-institutional and inter-organisational importance (par. 4.6)

The **Plans**, which have a three-year time horizon with annual updates, identify the development of interventions based on the resources of the Funds referred to, with the aim of gradually achieving, within the available resources, the essential levels of welfare benefits to be guaranteed throughout the country. In this context, the Plan identifies national priorities, while, in line with these, the **Regional Plans** will eventually have to indicate further specific reinforcements to be envisaged in the territories of competence.

It will therefore be the **Regional Plans (or various acts of planning)** that will regulate the forms of cooperation between the services to achieve the desired results.

With regard to the essential levels of welfare benefits, the Plans identify:

- **funding priorities**;
- **the articulation of the resources of the funds** across the different lines of intervention;
- **information flows and indicators** aimed at specifying funded policies and determining any quantitative targets.

The Network is also called upon to draw up appropriate **guidelines** in the specific fields of intervention of policies relating to the system of interventions and social services. The guidelines are flanked by the Plans and constitute operational tools to guide the practices of territorial services, starting from the sharing of experiences, methods and working tools, in order to ensure greater homogeneity in the provision of services.

As for the "Interventions and Social Services to Combat Poverty", law 26/2019 confirms:

- **professional social service** for taking charge;
- **internships** aimed at social inclusion, people's autonomy and rehabilitation;
- **home or territorial socio-educational** support;

- **social and welfare home care;**
- **support for parenting and family mediation;**
- **cultural mediation** service as well as the social emergency response service.

In order to ensure the implementation of the essential levels of interventions and social services for the fight against poverty, the resources of the Poverty Fund are allocated to the territorial areas of the regions, with the remaining interventions related to the policies of work, training, health and social health, education, housing, as well as other areas possibly involved in the evaluation and design, foreseen by the legislation of the Unitarian Information System of Social Services (SIUS).

Article 24 of decree-law 147/2017 established the [Unitary Information System of Social Services \(SIUSS\)](#) at the Ministry of Labour and Social Policy. SIUSS is called upon to integrate and replace the information system of social services and the cabinet of assistance. Both have been subsequently suppressed. SIUSS is given the following aims: - ensuring a complete understanding of social needs and benefits provided by the integrated system of social interventions and services and all the information necessary for the planning, monitoring and evaluation of social policies; - monitor compliance with essential performance levels; - strengthen checks on unduly perceived benefits; - to have a unitary database that is functional to the planning and integrated design of interventions through integration with health information systems, work and other areas of intervention that are relevant to social policies, as well as with service information systems that are already available to municipalities; - to process data for statistical, research and study purposes.

[4.3 Strategy for the social inclusion of young people](#)

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2. [Scope and contents](#)
3. [Responsible authority](#)
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Existence of a national strategy on social inclusion

Italy has a national strategy through the [National Social Plan 2021-2023](#): and [The Action Plan for Poverty and Social Services 2021-2023](#) for social inclusion policies for young people aim to facilitate professional **integration, improve living conditions and reduce social inequalities among young people**.

The **employability of young people** (chapter 3) and the fight against school and **educational dropouts** (chapter 6) are among the main priorities in the fight against youth distress in Italy, as well as the promotion of living conditions above the poverty line.

The European recommendations emphasise the need for quality socio-educational services to ensure equal opportunities, individual and social growth paths and thus stem the risk of educational poverty and social exclusion. The availability of quality public services from early childhood is a means of overcoming inequalities. The approval of Lgs.D. 65 of 13 April 2017, in this regard, marks an important milestone for social policies as it draws an integrated education and education system for girls and children aged up to six years to promote educational continuity, reduce disadvantages and promote inclusion. The system outlined by the decree is marked by multiple implementation complexities, from the territorial planning of policies to the sharing of quality standards of supply based on the conditions of access to the different services. On the other hand, a paradigm shift is needed to implement primary, secondary and tertiary education: not only is it important to convey technical-professional knowledge, but also to establish learning that allows the young person to move and navigate in a very mobile and uncertain context. In the context of the fight against dispersion, one of the most important policies with respect to professionalization and job placement for the younger groups, is represented by the leFP system. In recent years, leFP has seen a steady increase in participation and a recognized effectiveness in terms of transition to work, as shown by the annual monitoring reports (last of which the [XVIII Monitoring report of the leFP Vocational Education and Training and of the Dual System 2018-19](#)) and the in-depth surveys on the employment outcomes of leFP graduates prepared by Inapp (Results of the survey on the training and employment [outcomes of the leFPs and IFTS](#)).

For an overview of the **measures to combat poverty and social inclusion** for 2019, please consult the summary document of the Chamber of [Deputies' Study Service](#).

Scope and content

The Ministry of Labour and Social Policy, also through interventions funded by [the PON Inclusion](#), has contributed primarily to accompany the national reform process aimed at introducing a measure to combat poverty, active inclusion and the strengthening of social services. The evolution of the regulatory framework, which last culminated with the introduction of the Citizenship **Income**, which from 6 March 2019 replaced (as an opportunity to apply for benefit) and accompanied the **Inclusion Income**, has added further elements of complexity in the process of organizing and strengthening territorial services.

The National Plans were adopted by decree of the Ministry of Labour and Social Policy (MLPS), in consultation with the Ministry of Economy and Finance, subject to agreement with the Unified Conference. At the end of this reorganization, Italy has equipped itself with some programmatic frameworks:

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- [National Social Plan 2021-2023](#): The development of the interventions and services necessary for the progressive definition of the essential levels of social benefits to be guaranteed throughout the country, as a means of these resources, identifies the development of the interventions and services necessary for the progressive definition of the essential levels of social benefits to be guaranteed throughout the country. The main task of the Plan is to identify the path to shared objectives in order to ensure greater territorial uniformity. This Plan provides for a share of at least 40% of the Social Policy Fund to be used to strengthen interventions and services in the area of childhood and adolescence. The national social policy fund for the Regions is funded, for no less than EUR 4,000,000,000, to implement [guidelines on intervention for children and families in vulnerable situations \(P.I.P.P.I.\)](#)(par 4.4).
- [Action Plan for Poverty and Social Services 2021-2023](#): a programmatic tool for the use of poverty fund resources to finance interventions and social services to combat poverty (EUR 297 million in 2018; EUR 347 million in 2019 and EUR 587 million per year from 2020, including a share of 20 million for interventions and services for people in extreme poverty and homelessness, as well as a share of 5 million for the financing of interventions, experimentally, for *care leavers*(par. 4.4), with the integration of the share of the Poverty Fund of 5 million euro for each of the years 2021, 2022 and 2023.
- [National Non-Self-Reliance](#) Plan:: aimed at programmatically using the resources of the Non-Self-Reliance Fund to "ensure the implementation of the essential levels of welfare benefits to be guaranteed throughout the country with regard to people who are non-self-sufficient. [The decree of the President of the Council of Ministers 21.11.2019](#) identifies financial resources equal to 573.2 million euros for the year 2020, 571 million euros for the year 2021 and 568.9 million euros for the year 2021). For the **Independent Living Projects and Active Inclusion of People with Disabilities**, the total national amount is expected to be 18.7 million euros, of which at least 14.96 million euros is based on the

share transferred to each region.

- **Plan against Educational Poverty**: this is an action plan to intervene effectively and systemically in the direction of combating educational failures. To combat educational poverty, the 2019 Budget Act (L. n.145/2018, art. 1, paragraph 478) has extended and refinanced, for the years 2019, 2020 and 2021, the Fund for the Fight against Child Educational Poverty, already established by the Stability Act 2016 (law 208/2015, article 1, paragraphs 392 to 395), with payments made by the banking foundations.

The fund's operations have been assigned to the social enterprise "With the Children" ("Con i Bambini") for the allocation of resources through tenders, while the strategic direction choices are defined by a special Address Committee composed of the banking foundations, the government, third sector organisations and representatives of ISFOL and EIEF – Einaudi Institute for Economics and Finance.

There are two organizational and institutional conditions that can be traced back to the Pon Inclusion:

- the focus of the programmes on social, health and labour policies is made homogeneous at the territorial level and that the planning and implementation of the interventions takes into account the activities of the third sector engaged in social policy;
- that there is a strengthening of the territorial social service, the provision of which must include the interventions and services identified in Lgs. D. 147/2017.

For the next 5 years all these measures are going to be further strengthened with **Mission 5 of the PNRR**. This mission has a very important role, transversal to the whole PNRR, supporting female empowerment and combating gender discrimination, increasing the employment opportunities for young people, fostering territorial rebalancing and the development of the South and of the internal areas, with an investment of 6.66 billion over 5 years. Another important document is the **National Plan for Social Services and Interventions 2021-2023**, where all the main strategies and programs in place are listed.

Regional Plans

In this context, the Plan for Social Action and Services to Combat Poverty identifies national priorities, while, in line with these, the **Regional Plans** will eventually have to indicate further specific objectives and/or reinforcements to be envisaged in the territories of competence. It will therefore be the Regional **Plans** (or various acts of planning) that will regulate the forms of cooperation between the services to achieve the desired results and through regional resources for this purpose, for example, from the funds of the POR of the European Social Fund.

Each individual autonomous region or province will therefore have to prepare a regional planning of services and interventions to combat poverty.

More precisely, the Regions will have to define the integrated offer of interventions and services

in a coordinated way, to be achieved through the adoption of:

Homogeneous territorial planning areas for the social, health and employment policies sector, providing that the territorial areas find a coincidence for the planning and integrated provision of interventions with the territorial boundaries of the health districts and employment centres;

- guidelines capable of promoting territorial agreements between social services and other entities bodies competent for job placement, education and training, housing policies and health.

The list of financial interventions and services is taxable and, in addition to the professional social service and the social secretariat, provides for the activities indicated by law 26/2019 (see par. 4.2):

As a result of the establishment of the citizenship income and in particular of what is laid down in art. 12, paragraph 12 of law 26/2019, the Poverty Fund's Allotment Decree stipulates that any costs for the adaptation of the information systems of municipalities, individual or associated, as well as the charges for the activation and implementation of PUCs (provided for by Article 4, paragraph 15) can also be financed.

Responsible Authority

The ANPAL (the National Agency for Active Labour Policies – supervised by the Ministry of Labour and Social Policy) coordinates the ESF management authorities and deals with the Economic and Social Partnership to facilitate synergies and coherence between national and regional ESF actions and elaborate on the state of planning and implementation of co-financed interventions. The 2014-20 Human Resources Subcommittee is the main venue for these actions.

The PON Inclusion Management Authority is established in the Directorate-General for Combating Poverty and Social Planning of the Ministry of Labour and Social Policy.

ANPAL is the management authority of two national operational programmes (PON) for the years 2014-20 planning: the PON Active Employment Policy Systems, the PON Youth Employment Initiative (Youth Guarantee).

The Ministry also represents Italy at a European Union level in tables, technical meetings, committees and professional networks, where the guidelines, methodological and operational frameworks are defined.

The Ministry of Labour and Social Policy also manages:

- **The European Aid Fund for the poor - FEAD**, which mainly finances the purchase and

distribution of food. Further interventions include: the provision of school supplies to children from disadvantaged families; the activation of school canteens in territorial areas with severe socio-economic discomfort, in order to encourage the participation of students in extracurricular afternoon activities; aid for homeless people and in conditions of extreme marginality.

ANPAL also manages:

- **The European Globalisation Adjustment Fund (EGF)**, which supports workers who have lost their jobs as a result of globalisation or the economic and financial crisis. The Ministry is responsible for the management, certification and control of the contributions granted by the EGF and plays a role of coordination, direction and cooperation with the autonomous regions and provinces, responsible for the implementation of the co-financed initiatives.

Revisions/updates

All the strategies are reviewed and monitored on a regular basis. The results are published on the websites of the respective institutions or responsible ministries.

4.4 Inclusive programmes for young people

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1. [Programmes for vulnerable young people](#)
2. [Funding](#)
3. [Quality assurance](#)

Programmes for vulnerable young people

In Italy, the problem of **social exclusion of young people** is addressed through multiple programmes which aim to intervene directly on vulnerable groups of young people, to respond to the needs of families with minors or to solve serious forms of social exclusion which, while not affecting only young people, shape their living conditions.

These programmes, which address the issue of youth social exclusion through multidimensional approaches and involving different institutional actors, can be traced back to the following macro-areas: independence and autonomy, work and training, integration of young migrants and support for vulnerable families with minors.

Independence and autonomy

Citizenship Income (RdC): Established by [law.26 of 28 March 2019](#), the RdC consists of a structural, universal and conditional measure of active labour policy which aims to fight **against poverty**, inequality and social exclusion. The RdC also aims to promote the right to information, education, training and culture through policies that provide people risking social and labour marginalisation with economic and social support. The multidimensional and personalized nature of the intervention characterizes the RdC as a tool particularly able to respond to diversified youth needs.

First Home Mortgage Guarantee Fund the program supports young people in the purchase of their first house thanks to a loan guaranteed by the **state**. It is aimed at young married couples with or without children, single-parent households with minor children and young people under the age of 35 who have an atypical working contract. Through this programme, the State grants guarantees to the bank for mortgages of up to 250,000 euros, facilitating access to credit by young people. [Established in 2013](#), the programme was refinanced until 31st of December 2022.

Care Leavers Project: the project develops within the "**Fight poverty**" axis of the National Operational [Programme \(Pon\) "Inclusion"](#) which, for Italy, represents the first programme entirely dedicated to the themes of social inclusion and the fight against poverty. In synergy with the Citizenship Income, the Care Leavers project aims to accompany full autonomy for young people who, upon reaching maturity, are exiting from residential communities or from **family foster care**.

The proposed path can support the young person in completing secondary education, in starting university education, in taking a vocational training course or in accessing the labour market.

Training and work

Youth for the Social 2018: seek to promote **social projects** targeting young people in the country's less **developed regions** (Calabria, Campania, Puglia, Sicily, Basilicata). The actions must target young people between the age of 14 and 35 as direct beneficiaries and must work to promote both social inclusion and personal growth. The activities seek to promote employability, activation, integration and youth inclusion. The programme is still accessible and it's possible to find the updates and the documents for application on the [website](#) of the Youth Department.

Youth Credit Fund: established since 2010, is a tool that allows deserving young people who lack sufficient financial resources, to undertake or continue their **studies** through a loan guaranteed by **the state**. The loan, amounting to a maximum of 25,000 euros, must be returned within 15 years and can be used to continue studies after high school by enrolling in university, to attend postgraduate specialisation courses or to further knowledge of a language.

Integration of young migrants

Paths for the training, work and integration of young migrants: launched in 2016, the programme aims to promote the social and working inclusion of unaccompanied foreign minors in transition to adulthood. The objective is to support young people on their way out of the reception system by promoting their regular integration on the national territory. The project funds integration paths based on internships and integrated services through the recognition of an economic contribution (totalling 5,000 euros). Since its activation, the programme more than 2000 people completed the path.

PUOI - Protection United to Objective Integration: the project is inspired by the programme "Paths for training, work and integration of young migrants", but develops within the framework of the PON and a series of integrated and multidisciplinary programmes aimed at the **socio-work integration of migrants**. The PUOI project is based on the activation of 4,500 "work paths" aimed, among others, at young migrants who have entered Italy as **unaccompanied foreign minors**.

Implementation of Regional Intervention Plans: On the portal "Integrazione migranti" it's possible to see news and updates on the regional plans concerning migrations, with all the links to the different actions and initiatives region by region.

Support for vulnerable families with children

Roma, Sinti and Caminanti programme: the project is dedicated to the inclusion and integration of **Roma, Sinti and Caminanti children** through the activation of a specific collaboration with 13 metropolitan cities. The programme develops within the framework of the

PON '**Social Intervention and Non-Discrimination**' axis, which includes systemic actions that do not directly target the weakest and at risk of social exclusion, but focuses on building innovative and effective intervention models for these categories.

Institutionalisation Prevention Intervention Programme (PIPPI): was founded in 2010 and aims to innovate intervention practices against so-called "negligent" families seeking to reduce the risk of ill-treatment and the consequent removal of children and adolescents from the household. By activating a **multidisciplinary team** and taking into account the perspective of parents and children themselves, the programme builds personalized paths of social **intervention** trying to reduce the conditions of inequality caused by neglect, which negatively marks the social and educational development of children.

Financing

Each of the above programmes receives funds through different funding lines. Specifically:

- **Citizenship income** was funded by [law December 30, 2018, No. 145. State budget for the 2019 financial year and multi-year budget for the three-year period 2019-2021](#) for 7.100 billion euros and, for the strengthening and provision component of social services, from the [Poverty Fund](#) (par. 4.0).
- The **Youth for Social 2018** programme was funded through the Action and Cohesion Plan ([PAC](#)) totalling EUR 9 million.
- **Youth Credit Fund** was financed through the Interministerial Decree 19 November 2010. The endowment of the fund is 20 million euros.
- **Project Care Leavers** is funded through the [Poverty Fund](#), within which specific funds are provided for care leavers.
- **First home guarantee fund** was refinanced in 2019 by decree-law 30 April 2019 , No. 34 ["Urgent measures of economic growth and for the resolution of specific crisis situations"](#). The refinancing amounts to EUR 100 million.
- **Pathways for the training, work and integration of young migrants** is funded with resources from the European Social Fund - PON Inclusion, for a total amount of almost 10 million euros.
- **PUOI** is funded in a supplementary way by the European Social Fund (ESF) and the Asylum Migration and Integration Fund (FAMI), for a total amount of around 27,000 euros.
- The **Roma, Sinti and Caminanti** programme is funded through the PON programme on Social Fund resources and corresponding national co-financing share.
- **P.I.P.P.I. programme** was funded through the [National Social Policy Fund](#). For 2018, the resources allocated amount to EUR 4 million; 2019 amount to around 3.9 million euros.

Quality control system

Depending on the specific project/action, different quality control systems apply, since the authorities responsible for the different projects are different.

However, decree-law 15 September 2017, No 147, established the **Unitary Information System of Social Services (SIUSS)**, a component of which is the Information System of Social Benefits and **Needs**. SIUSS ensures a complete knowledge of the social needs and benefits provided by the integrated system of interventions and social services by collecting and organizing the information necessary for the planning, management and evaluation of social policies (par. 4.2).

4.5 Initiatives promoting social inclusion and raising awareness

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1. [Intercultural awareness](#)
2. [Young people's rights](#)
3. [Key initiatives to safeguard democracy and prevent radicalisation leading to violent extremism](#)

Intercultural awareness

Institutional initiatives aimed at promoting interculturality and inclusion of young people with migrant backgrounds find in **association**, **school** and **sport** the areas of predominant development. For each of these areas, the most significant and recent interventions are reported.

Associations

In terms of intercultural awareness, the establishment of the [National Coordination of Italian New Generations \(CoNNGI\)](#), an association founded in 2017 as part of the activities of the Ministry of Labour and Social [Policies](#), is certainly to be considered among the most important initiatives. The objective of CoNNGI is to represent all young people with a migrant background. CoNNGI is made up of about 35 associations of young people and currently involves up to 5,000 people from all over Italy.

The CoNNGI elaborates and periodically updates the Manifesto of the [new Italian generations](#); a policy document also intended for educators and consultants that aims to contribute to the definition of policies for inclusion of young people with migrant backgrounds.

School

A series of initiatives promoted by [the Ministry of Education and the Ministry of Universities and Research \(MIUR\)](#) considers **schools** as a key-space for the promotion of intercultural dialogue and for raising awareness on multiculturalism among the students and the teaching staff. Among the most recent initiatives in this area, there are the following activities:

- [Protagonists! The new Italian generations tell each other](#): a series of meetings promoted between 2017 and 2019 by MIUR and the Liguria Region with the participation of [CoNNGI](#). The meetings, targeting teachers and educators, focused on the educational challenges of multiculturalism and on the good practices adopted at national and

international level.

- **"Bridge Builders":** a series of national seminars promoted by the MIUR. Every year, a specific issue related to multiculturalism is addressed. The 2021 meeting focused specifically on young people and the bridge between the different generations.
- **ALI Project** - Literacy and Access to Education for unaccompanied minors (MSNA). The project is divided into various phases which allow to have more in-depth knowledge elements regarding the condition of MSNA in the period preceding their entry into the school path, while also developing concrete actions capable of improving integration processes and promoting better learning conditions.

Sports

Sport is a further area on which a series of initiatives for multiculturalism are promoted. Since 2014, a series of initiatives have been implemented to promote the inclusion and integration of first and second generation migrant citizens through **sport** and to counteract forms of discrimination and intolerance. These activities are fostered through a [programme agreement on Sport and Integration](#) signed by the Ministry of Labour and Social [Policies](#) and [CONI](#). Among the initiatives promoted under the programme, there are:

- [Drafting a Sports and Integration Manifesto](#) containing guidelines for people working in sport. The manifesto aims to ensure equal access to sport, ban physical and verbal violence, combat discrimination and sporting unfairness;
- **Educational-information** campaigns focused on the values of sport, fair play and integration. These campaigns target primary and secondary schools throughout the country;
- **Information and communication campaigns** on the web and social networks, but also through traditional media as well as through the organisation of local events. Targeting primarily young people, these campaigns have involved several athletes with [migrant background](#) as testimonials;
- Experimentation of the ["Sports and Integration" teaching module](#) in five Italian universities. The module offers future sport teachers the tools to address the educational challenges of multicultural groups;
- Institution of the [award in memory of Emiliano Mondonico](#) for coaches engaged in the social inclusion of disadvantaged young people and young people with a migrant background;
- **Program for the promotion of access to the sport of young people** (also with migrant backgrounds) coming from families in economic hardship. In an attempt to support sports clubs, specific information materials are provided to help coaches and club managers in the management of multi-ethnic groups.
- M5C2.3 SPORT AND SOCIAL INCLUSION, Investment 3.1: The investment of 700 million is aimed at encouraging the recovery of urban areas by focusing on sports facilities and on the creation of equipped urban parks, in order to promote inclusion and social integration, especially in the most deprived areas and with particular attention to disadvantaged people.

Youth rights

The main awareness-raising actions on the issue of **young people's rights** are carried out by the **Children and Young people's Ombudsman (AGIA)**. Established in 2011, the AGIA oversees the full implementation and protection of the rights of children and adolescents under the provisions of a set of international rules on the promotion and protection of the rights of children and adolescents.

The AGIA independently **promotes projects and campaigns** aimed at ensuring that children and young people know their rights and the awareness about their rights amongst adults and institutions. In addition, the [Memorandum of Understanding signed by AIGA and MIUR](#) identifies common objectives regarding the safeguarding and dissemination of children's and young people's rights in relation to study, well-being and play. As part of this collaboration, some joint outreach initiatives have been launched targeting young people and schools. An example is the [mini-guide](#) "distance learning and student rights" which offers reflections and stimuli starting with the "Manifesto of the school that never stops" of the Ministry of Education and the UN Convention on the rights of children and adolescents.

Initiatives to safeguard democracy and prevent violent radicalisation

Concerning the safeguarding of democracy and the prevention of violent radicalisation, Italy has implemented a number of outreach activities aimed at combating **hate speech**.

Since 2013, the Department for Youth Policy and The Universal Civil Service has joined the Council of Europe's [No Hate Speech Movement Campaign](#), which involved various ministries and departments of the Presidency of the Council in an [inter-institutional table](#)- aiming at raising awareness among young people about all forms of hatred and intolerance towards the "different" carried out through the web and on the hate speech's impact on young people. The initiative is currently being carried out by civil society through a support group made by several organisations led by [APICE - Agenzia di Promozione Integrata per i Cittadini in Europa](#).

Conducted primarily through [multimedia content and social pages](#), the campaign also organises:

- online and offline activities on cyber-bullying, racism, homo-trans-biphobia, islamophobia, antisemitism and antiziganism;
 - training courses for young people on counter-narratives to hate speech using the Council of Europe's manuals "[Bookmarks](#)" and "[WE CAN!](#)" which they translated into Italian.
 - A National Group of Online Activists that produces content to counter hate speech, promoting the campaign and disseminating its tools and methodologies with the human rights based approach coming from the Council of Europe.
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4.6 Access to quality services

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1. [Housing](#)
2. [Social services](#)
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5. [Quality assurance](#)

A range of collective services in the areas of **housing, social services, health** and **financial services** play a crucial role in ensuring the full social integration of young Italians. Some of these services focus specifically on youth needs, such as university accommodation services. In other cases, youth needs are addressed in the context of universal services targeting the whole Italian population, as in the case of health services. The most significant examples are presented below.

Accommodation

On the issue of housing, the youth population is intercepted mainly through measures supporting young people in purchasing their **first house** and through **residential services for university students**.

Concerning the purchasing of the **first house**, young people under the age of 35, who have an atypical working relationship and young couples with or without children are among the beneficiaries of the [First Home Mortgage Guarantee Fund](#) (par. 4.4).

With regard to **university residences**, young Italians have the opportunity to obtain a room at a university residence by participating in calls issued regularly by the universities. Universities define rankings based on:

- **economic criteria** with particular reference to the Equivalent Economic Situation Indicator ([ISEE](#)) of the student household;
- **academic criteria** measured according to the number of university credits (CFU) accumulated by the student during the academic year.

To ensure the **quality of the services of university residences**, the State has intervened

through:

- **Co-financing** housing and residences for university students. The last call was issued with [D.M. 937/2016](#).
- **Definition of guidelines** for the minimum dimensional and quality standards of accommodations and for the technical and economic parameters concerning the construction of university residences ([D.M. 936/2016](#)).

Social Services

The Italian **social protection system** is divided into the areas of pensions, care and health and is governed by the action of different levels of government according to the powers that the law assigns to the State, the Regions and municipalities ([par. 4.2](#)).

Some services offered by the social protection system are of **immediate relevance to young people**, such as in the case of social benefits relating to:

- Free or semi-free supply of textbooks;
- [Scholarships](#), also for university students;
- Home or residential social and health services (for vulnerable young people);
- Exemptions and reductions in charges for public services (e.g. transport, [museums](#)) (chapter [8](#)).

From a financial point of view, a recent analysis carried out by [ISTAT](#) shows that spending on services for children and families with children represents the largest share of the social expenditure of Italian municipalities (about 2.8 billion euros, or 38.1% of total expenditure). A significant proportion of these resources (around 40%) is dedicated to nurseries and educational services for children.

Other services focus on **households** and respond to the needs of the youth population by supporting families with dependent children. The following forms of support are significant examples

- Nursery and other social and educational childcare services ([Integrated System 0-6](#));
- [School](#) canteens;
- [Birth](#) allowances, bonuses, vouchers and other economic interventions for families;

- [Large household allowances](#) (with at least three minor children);
- [National maternity allowances](#) and [municipal maternity allowances for non-working mothers](#)

From a financial point of view, a recent analysis carried out by [ISTAT](#) shows that spending on services for children and families with children represents the largest share of the social expenditure of Italian municipalities (about 2.8 billion euros, or 38.1% of total expenditure). A significant proportion of these resources (around 40%) is dedicated to nurseries and educational services for children.

Finally, a number of services should be recalled which, although not specifically designed for young people, can **indirectly intercept** the needs of the youth population. These include, for example:

- Citizenship income ([par. 4.4](#));
- Social prices for the distribution and sale of electricity ([energy bonus](#));
- Social prices for phone fee ([phone bonus](#)).
- [Superbonus 110%](#): the tax relief governed by Article 119 of Law Decree no. 34/2020 (Relaunch decree), which consists of a 110% deduction of the expenses incurred starting from 1 July 2020 for the implementation of specific interventions aimed at improving energy efficiency and static consolidation or the reduction of the seismic risk of buildings. The facilitated interventions also include the installation of photovoltaic systems and infrastructures for charging electric vehicles in buildings.

The right to social benefits, particularly in the facilitated form, and/or to public services, is subject to the compliance of personal and economic parameters, verified by the different service providers. Since 1998, the measurement of the economic condition of an individual wishing to benefit from social benefits has been assessed through the [Equivalent Economic Situation Indicator \(ISEE\)](#).

Health care

Since 1979, Italy has a system of facilities and services that aim to ensure that all citizens have universal access to **health services**. The **National Health System (SSN)** develops around the principles of a) centrality of the person, b) public responsibility for the protection of the right to health and c) enhancement of social and health integration. Like all Italian citizens, young people benefit from universal access to social and health services offered by the NHS ([Chapter 7](#)).

Among the health benefits and social interventions provided by the NHS, some forms of care particularly affect young people who are confronted with **specific risks and vulnerabilities**.

These includes:

- **Dependencies** – [Ser.Ds](#) are public services for pathological dependencies developed within the NHS. These services deal with preventing and treating addictions to **smoking, alcohol, psychoactive substances and gambling**. In collaboration and synergy with therapeutic communities, municipalities and local associations, Ser.D. also work to promote the rehabilitation and the social and work reintegration of people with addictions. Specific awareness and prevention campaigns are dedicated to young people;
- **Heath clinics**: are health facilities providing care and guidance on **sexual, reproductive and psycho-relational** health. These services target young couples and young people by offering information and help on contraception, abortion, prevention of sexually transmitted diseases and motherhood.
- **Disability**: The NHS provides a range of integrated social and health services for people with disabilities. These are guaranteed in collaboration with local authorities and the third sector. The [integration of health, social and educational services](#) also allows for the full integration of students into the national **school system**. Students with disabilities are followed by a [Specialist Support Teacher](#) who, in agreement with NHS doctors, identifies an [Individualised Education Plan \(PEI\)](#) for them to be carried out during the school year. This integrated path accompanies students with disabilities throughout their educational path.

Financial Services

This category includes a series of funding instruments specifically dedicated to young people such as the **First Home Mortgage Guarantee Fund** and the **Youth Credit Fund** (par. 4.4).

In 2016, the [Culture Bonus](#) was introduced. The Bonus consists of an electronic card worth 500 euros awarded to all young people residing in Italy or holding a residence permit at the **age of 18**. The Culture Bonus can be used to buy books, visit exhibitions and museums, attend concerts, theatre and film performances and other cultural events.

Quality assurances

Quality assessment systems differ for each of these specific services because institutional bodies, local actors and social private entities involved in their provision are different. However, [the Ministry of Health](#) and the Ministry of Labour and [Social Policy](#) are the main players in the field.

At the **Ministry of Health**, the Higher Health Council was set up, a technical-scientific advisory body that expresses its opinion on the adoption of regulatory or administrative measures at the request of the Ministry or the relevant legal authorities. In addition, an [independent performance assessment body](#) (OIV) was established at the Ministry of Health in 2018 to monitor the overall

operation of the system.

With regard to the **Ministry of Labour and Social Policies**, the main systems for quality assurances are:

- **System for measuring and assessing performance** approved by ministerial decree [of 7 April 2011](#);
 - **Programmatic guidelines** and performance goals set by the [2019-2021 Performance Plan](#).
-

4.7 Youth work to foster social inclusion

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1. [Policy/legal framework](#)
2. [Main inclusive Youth-Work programmes and target groups](#)
3. [Youth work providers in the field of social inclusion for young people](#)
4. [Training and support for youth workers engaged in social inclusion programmes](#)
5. [Financial support](#)
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Political/legal framework

Programmes that support youth social inclusion in Italy do not flow into the establishment of a real **"youth work"** as they are transversal to the different ministerial competences ([par. 4.1 4.2 and 4.3](#)). Although there is no unified legislation on youth work ([chapter 10](#)), there are many initiatives promoted and managed by the world of associationism, volunteering and the so-called Third Sector ([Chapter2](#)).

Key inclusive youth work programmes and target groups

Several structures of the Italian Government and, in particular, the [Department of Youth Policy and Universal Civil Service \(DPGSCU\)](#), support programmes for youth inclusion through funding schemes for the third sector. The most significant and recent examples are:

[Fund to combat child educational poverty](#): it is intended to support experimental interventions aimed at removing economic, social and cultural obstacles that prevent children from fully participating in education. A memorandum of understanding between the Government and a number of banking foundations allows to finance selected projects through periodic calls. The projects are aimed at young people of different age groups, usually from disadvantaged social backgrounds (e.g. suburbs) or with complex life paths (e.g. orphans of victims of domestic crimes) ([par. 4.3](#)).

[Bando Fermenti](#): this call gives financial and technical support to **youthbusiness initiatives** that have the potential to improve the living conditions of young people (18-35 years) and the surrounding communities. Adopted in 2019, the call funds projects that deal with a range of **social issues** such as gender equality, inclusion and participation, culture, environment and welfare. The call provides free incubation services for participants, who are helped in the design of their proposals through the involvement of experts. The call is aimed at third sector associations, but also **informal groups can participate**.

Young people for social 2018: the call funds projects that aim to promote **social cohesion** in the **less developed regions** (Calabria, Campania, Apulia, Sicily, Basilicata) through **youth inclusion** (14 -35 years). The funded actions involve the direct and active involvement of young people on the issues of legality, participation, educational training, and the enhancement of cultures and traditions. The call is promoted by the DPGSCU and funds actions realised by **the third sector** (par. 4.6).

Young people for public assets: the call promotes the social inclusion of young **people** by funding projects that promote employability and youth activation, also through the transformation of **public services, spaces and assets**. The intervention targets young people (18-35 years) of the regions Basilicata, Calabria, Campania, Apulia and Sicily.

Prevention and contrast to youth hardship: adopted in 2015, the call funds youth hardship prevention and projects promoted by third sector organisations. The funded actions aim for the **social reintegration of young NEETs** (*Not in Education, Employment or Training*), but also to prevent **risky behaviours** (use of psychoactive substances, alcohol, driving while intoxicated) amongst youths. The call is promoted by DPGSCU in collaboration with the Department of Drug Policy.

Youth services providers in the field of social inclusion for young people

The main providers of youth services in the field of youth social inclusion are **third sector organisations** which, in collaboration with local **authorities** (Communities and Regions) or through **European and national funding**, promote different projects and interventions in the context of youth inclusion.

Although each third sector organisation has its own specialisation and approach, the interventions promoted are based on **the involvement and direct activation of young people** in projects aimed at enhancing their employability, at promoting their social, educational and work integration, and at fostering their civic and political participation.

Informa Giovani and the **Youth Centres** can be listed as the facilities that most commonly provide services for the social inclusion and protection of young people at a local level.

Informa Giovani: municipal services that mainly target young people between the age of 14 and 29 providing them with **information** on training, work, leisure, and sport. Each Informa Giovani develops its activities independently, in relation to the needs of the local territory. Since 2007, a national coordination network has been established. In connection with the European Youth Information and Counselling Agency (ERYCA), the network defines common standards and objectives for the local services.

Youth Aggregation Centres (CAGs): services run by the third sector in collaboration with local authorities that cater to adolescents and young people offering opportunities for free aggregation, school support activities and training workshops. The centres are often located in the suburbs of the biggest Italian cities. The professionals employed in CAGs are mainly

educators.

Training and support for youth workers engaged in social inclusion programmes

In Italy, **the youth worker is still not recognised as a professional role** (Chapter10). However, the management of youth social inclusion programmes is often attributed to **social workers and educators**.

Training activities for these professionals are promoted by private institutions in coordination with universities and local institutions. Training courses for educators combines classic lectures with practical activities and internships and lasts about 1000-1500 hours. At the end of the training courses, national and European vocational qualifications are issued (Chapter10)

In 2018, **the [National Youth Agency](#)** also hosted the first pilot training course for **[youth workers](#)**. The course was based on the ETS *Competence Model for Youth Workers Working International* model developed in the context of the European Training Strategy. Directed at socio-educational operators, the course aimed to provide useful skills for those working in contact with young people in different local and national socio-educational contexts.

In this regard is also worth mentioning the start of a multistakeholder process for the national recognition of youth workers, that in 2019 passed through the translation into italian of the [Recommendation CM/Rec\(2017\) of the Committee of Ministers of the Council of Europe on Youth Work](#) adopted on 31 May 2017. This led to the birth of [NINFEA - National Informal and Nonformal Education Association](#), to conduct scientific, social intervention and pedagogical-educational research activities to contribute to the professional development of youth leaders, also known as youth workers, youth trainers and socio-educational operators.

Such initiatives are currently reinforced by several policies and activities by regions that support youth workers with specific youth policies and actions, most notably in regions like Piemonte or Toscana.

Financial support

The actions promoted in this field are financed through **different budgets**: the amount and how to finance initiatives that support youth social inclusion vary depending on the programmes and the actors involved (state institutions, local authorities and associations).

Regarding the programmes mentioned, the financial support is distributed as follows:

- The **Child Educational Poverty Fund** is funded by the banking foundations (in the three years 2016-2018: EUR 360 million) and through the 2019 Budget Act (55 million for the three years 2019-2021).
- For the **Bando Fermenti**, DPGSCU has provided a total of EUR 16 million in funding.

- The resources allocated to the **Youth For Social 2018** call amount to EUR 9 million.
- For the **Youth for Public Goods** call, the DPGSCU has made available EUR 5 million.
- PNRR MISSION5: Inclusion and cohesion, 19,81 billion to be spent between 2021-2026 along three main axes. - LABOUR POLICIES 6.66 billion; - SOCIAL INFRASTRUCTURE, FAMILIES, COMMUNITY AND THIRD SECTOR 11.17 billion; - SPECIAL INTERVENTIONS FOR LOCAL COHESION 1,98 billion.

Quality Control

Quality control systems vary depending on the specific project/activity as there are different authorities responsible and funding lines.

With regard specifically [to the Child Educational Poverty Fund](#), a dedicated **Steering Committee** defines the strategic use of the fund. The government, the banking foundations, third sector organisations, and representatives of the National Institute for Public Policy Analysis ([INAPP](#)) and of the [Einaudi Institute for Economics and Finance](#) (EIFE) participate in the steering committee. Moreover, the INAPP and EIFE have drawn up [guidelines](#) to assess the impacts of educational poverty programmes funded by the Fund.

4.8 Current debates and reforms

Upcoming political developments

Measures to combat the health emergency caused by COVID-19, including the complete interruption of production activities, immediately produced a high demand for social protection. In order to support the most disadvantaged sections of the population, art. 82 of the Revival Decree ([Law 34 of 19 May 2020](#)) therefore established the Emergency **Income (REM)**, an extraordinary support, lasting two months, aimed at households in a state of economic need due to the emergency, which did not have access to the support provided for this purpose by the Decree Cura Italia (law [No. 18 of 17 March 2020](#)) for certain categories. The application must be submitted by 31 July 2020.

In addition, the health crisis has highlighted even more the critical issues in the composition of welfare expenditure, which is very unbalanced in Italy in favour of cash social benefits to the detriment of those provided through services and interventions. For this reason, the resources of the [Social Funds](#) have been increased to strengthen innovative territorial interventions, able to promote the support of the birth rate and the family among the non-self-sufficiency and disability sectors of the population.

[Lgs D. 96/2019](#) amended Lgs. D. 66/2017 "Rules **for the Promotion of School Inclusion of Students with Disabilities**" ([par. 4.6](#)) introducing important news:

- The allocation of support hours will be decided in consultation with families;
- grants, tools and methodologies of study will no longer be developed in a "standard" way, according to the type of disability, but with an individualized curriculum that will look at the characteristics of the individual student;
- the composition of medical commissions is varied in relation to the different functions it oversees;
- New inclusion groups are introduced, such as the Operational Working Group for Inclusion (GLIR) and the Territorial Inclusion Groups (GIT).

Ongoing debates

More than a year after the introduction of the Citizenship Income, the debate over any corrections to the measure has been quite intense. In particular, two aspects are highlighted as worthy of revision: on the one hand, the stringent requirements in terms of duration and

continuity of residence, which have led to a significant selectivity with respect to access to the measure by foreign nationals; on the other hand, the coefficients linked to family composition, which disadvantage families with minors compared to the equivalent scales normally adopted. Several research and monitoring activities have been conducted, most notably the [monitoring](#) by the Ministry of Labour and social policies or by [ANPAL](#).

Such assessments have led to some changes in the initiatives, like the abolition of the so-called [“Navigators”](#) to support people's access to work. This measure has met many controversies especially by the National Association of Navigators, but it seems that their role will be absorbed by Employment Centres, thanks to their [reform](#), included in the PNRR and to which around 600 million have been granted.

Given that [Lgs D. 96/2019](#) came into force to coincide with the start of the 2019-20 school year, the new measures will be implemented during the 2020-21 school year once the implementation agreements necessary for the definition of, among others, accessibility and physical usability, perceptual and communicative sense of the spaces and tools of educational institutions, are adopted at the Unified Conference between the State, Regions and Local Autonomies.

Of note, within the debate, the evolution of the proposal for a **Universal Inheritance Allowance at the age of 18** - originally launched by A. Atkinson and for Italy taken up by the Inequality and Diversity Forum in 2018, with a quantification in 15,000. On 11 June 2020, the Council of Ministers, on the proposal of the Minister for Equal Opportunity and Family and Minister of Labour and Social Policies, approved the so-called "Family Act", the proxy bill on policies for families, particularly in support of families with children ("Delegations to the Government for the adoption of universal allowance and the introduction of measures to support the family"). It envisages the establishment of a universal single allowance for all underage children, replacing the various transfers and tax breaks that exist today for socio-educational and leisure expenses, as well as the reordering of parental and paternity leave and support for family-work reconciliation measures with a view to gender equality.

Finally, it should also be highlighted, for the possible impact on the future (re)design of policies, the recent institution (December 2019) of the [Alliance for Children](#), a national network of organisations and associations engaged in different ways in the promotion and protection of the rights of children and young people and their parents, who share the responsibility and urgency to raise awareness and pressure on policymakers to implement the necessary reforms and initiatives, and to urge and support local businesses and communities to build environments more conducive to children, youths and their parents.

5. Participation

The aim of the [EU Youth Strategy 2021-2027](#) is to encourage "the participation of young people in democratic life", coupled with the desire to support their "social and civic commitment" and to "ensure that all young people have the necessary resources to take part in society."

Starting from this general objective, the [EU Youth Strategy 2021-2027](#) identifies **participation** as one of the guiding principles that "should be applied in all policies and activities concerning young people". The following is emphasized: "Recognizing that all young people are an asset to society, all policies and activities concerning young people should defend their right to participate in the design, implementation and follow-up of policies that affect them through a meaningful participation of young people and youth organizations. In this context, policies should be developed taking into account the changes caused by digital communication, which affect democratic and civic participation".

It is therefore important to remember that the [programme](#) of the current France -Czech Republic -Sweden trio of Presidencies (1 January 2022 - 30 June 2023) also aims at further developing the European Education Area, including through cooperation and exchanges in the Erasmus+ programme and European universities, as well as recognising the fundamental role of quality investment in education.

The trio will also support work for the benefit of the youth, improve the dialogue with young people and encourage their participation in policy decisions. In this regard, the trio will notably promote the activities scheduled during the 2022 European Year of the Youth.

In addition, the three Presidencies will support work towards the recovery of the sports sector. With this in mind, it will promote its role in society and its power to contribute to the improvement of health, the wellbeing of citizens and a more inclusive society.

In this chapter, the term "participation" refers to a broadly defined concept: in addition to the political participation of young people in the formal structures of representative democracy (i.e. as an elector and/or candidate for public office), the term also refers to the civic commitment and participation in civil society in general.

5.1 General context

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1. [Main concepts](#)
2. [Institutions of representative democracy](#)

Main concepts

The right of participation is included in Art. 3 of the Constitution: “It is the duty of the Republic to remove those obstacles of an economic or social nature which constrain the freedom and equality of citizens, thereby impeding the full development of the human person and the effective participation of all workers in the political, economic and social organization of the country.”

The Constitution also includes the freedom of association, the right to establish political parties, as well as trade unions.

The Italian institutional system contains tools for direct democracy such as the referendum, the petition, and the bill of popular initiative.

Institutions of representative democracy

Italy has been a parliamentary democratic Republic since June 2nd, 1946, when the monarchy was abolished through an institutional universal suffrage referendum, with women taking part for the first time. On 1 January 1948, the [Constitution](#) came into force.

The President of the Republic is the Head of the State and represents its unity. He/she is elected by the Parliament in a joint session.

The President, among other responsibilities, appoints the Prime Minister and the Ministers, chairs the Supreme Judicial Council, the Supreme Defense Council, and commands the Armed Forces.

The President is responsible for calling elections and referendums.

The legislative power is exercised by the Parliament, composed of the Chamber of Deputies and the Senate of the Republic which are elected every 5 years. Following the approval of [Constitutional Law 1/2020](#), the number of parliamentarians was reduced, respectively, from 630 to 400 for the Chamber of Deputies and from 315 to 200 for the Senate of the Republic.

The national Government is composed of the President of the Council and the Ministers. According to Art. 95 of the Constitution “*The President of the Council conducts and holds responsibility for the general policy of the Government. The President of the Council ensures the coherence of political and administrative policies, by promoting and coordinating the activity*

of the Ministers.”

In addition to the executive power, in case of necessity and urgency, the Government may adopt a decree having force of law. However, within sixty days of its publication, the decree must be transposed into law by Parliament.

The President of the Council and the Ministers are appointed by the President of the Republic, and must receive the Parliament's vote of confidence.

The Italian Constitution grants the universal suffrage to all citizens of age, and defines the right to vote as a “civic duty” (Art. 48). No sanction is applied in case of abstention.

The vote is cast by secret ballot. Citizens residing abroad may vote by mail through the Embassy.

Voting by proxy is not allowed.

According to the Constitution (art.114) *“The Republic is composed of the Municipalities, the Provinces, the Metropolitan Cities, the Regions and the State. Municipalities, provinces, metropolitan cities and regions are autonomous entities having their own statutes, powers and functions in accordance with the principles laid down in the Constitution.”*

The Law on local authorities, approved with [legislative decree 267/2000](#) and subsequent amendments contains the principles and provisions regarding the organization of local authorities. Furthermore, [law 56/2014](#) contains provisions relating to metropolitan cities, provinces, unions and mergers of municipalities.

Italy is composed of **20 Regions** (Art. 131 of the Constitution). Five of them - i.e. Friuli Venezia Giulia, Sardinia, Sicily, Trentino-Alto Adige, and Valle d'Aosta - have a “special statute”, which grants them special forms and conditions of autonomy. The Trentino-Alto Adige Region is composed of the autonomous Provinces of Trento and Bolzano, which have legislative powers similar to those of the Regions.

According to Art. 121 of the Constitution, the bodies of the Region are:

- the Regional Council (Consiglio regionale), which exercise legislative powers attributed to the Region;
- the Regional Executive (Giunta regionale), which is the executive body;
- the President of the Executive (Presidente della Giunta regionale), who represents the Region directs the policymaking of the Executive and is responsible for it, promulgates laws and regional statutes, directs the administrative functions delegated to the Region by the State, in conformity with the instructions of the Government of the Republic.

The **provinces** are territorial entities governed by law 56/2014 (para. 51 to 100).

The bodies of the Province are the following:

- the President of the Province;
- the provincial Council;
- the Assembly of Mayors.

According to the Constitution (Art. 114), the **Municipality** is an autonomous entity having its own statute, powers and functions.

The bodies of the Municipality are the following:

- the municipal Council;
- the municipal Executive, chaired by the Mayor and composed of Councilors, appointed by the Mayor;
- the Mayor;
- the municipal Secretary.

The Mayor and the municipal Council are elected by the citizens every 5 years.

5.2 Youth participation in representative democracy

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1. [Young people as voters](#)
2. [Young people as political representatives](#)

Young people as voters

All Italian citizens who have reached the age of 18 are automatically registered in the voter's lists. This age limit applies to all elections (national, local, European) and referendum, except for the Senate, where the age of the passive electorate is 25 years.

All citizens who are unable to reach the polling station (sick people, prisoners) have access to assistance in order to exercise their right to vote.

Italian citizens residing abroad, who are enrolled in the Public Register of Italian Residents Abroad (Anagrafe Italiani Residenti all'Estero) may vote by correspondence through the Embassy. This applies to national and European elections, as well as referendums. For local elections, they may obtain a discount on public transportation (plane, rail).

In case of elections, the volunteers of the universal civic service deployed outside their place of residence are given permits and free transport to reach the polling station. The rules contained in the ["Discipline of relations between voluntary organizations and operators of the universal civic service"](#), approved with d.P.C.M. of 14 January 2019, provide in paragraph 8, the possibility of using days (from 1 to 3 days in relation to the distance between the place of residence and the place of civic service) to exercise the right to vote.

Volunteers may also obtain permission to act as the President or Secretary of the polling station, poll clerk or list representative.

The Italian poll turnout figures for political elections of 2018 are aggregated, therefore there are no official data regarding youth participation, (except from post-vote surveys).

Eurobarometer reports ["Review of European and National election results"](#) the following data based on a post-election survey of the 2019 European Parliament elections:

Total turnout Turnout 18/24 years old Turnout 25/39 years old

54,50%

43,60%

57,20%

Young people as political representatives

The minimum age to run as Member of Parliament is 25 years for the Chamber of Deputies, and 40 years for the Senate.

The minimum age to join a political party varies from 14 to 16 years depending on the different statutes and internal regulations of the party. There are no "quotas" or specific arrangements in favour of young candidates.

Composition of the Chamber of Deputies by age group

Age group Total

25-29 6 (0,8%)

30-39 148 (23,5%)

* Data updated to March 2022 (<https://www.camera.it/leg18/28>)

Composition of the Senate by age group

Age group Total

40-49 89 on 321 (27,7%)

* Data updated to March 2022 (<http://www.senato.it/leg/18/BGT/Schede/Statistiche/Composizione/SenatoriPerEta.html>)

In the Parliament elected in 2018, the average age is 44.33 years, while in the Senate it rises to 55.37.

Composition of Regional Councils by age group

Age group Total

under 29 15 (1.86%)

29-35 35 (4.34%)

over 35 756 (93.80%)

* Survey carried out by the Department for Youth Policies and the Universal civic service in the period November/December 2019. Does not include data from the Lombardy and Sardinia Regions as they are not yet available.

At a regional level, youth participation to the Councils, with legislative power, slightly exceeds 6%.

Composition of Regional Councils per age group and gender

<i>Age Group</i>	<i>Men</i>	<i>Women</i>	<i>Total</i>
<i>under 29</i>	8 (0,99%)	7 (0,86%)	15
<i>29-35</i>	22 (2,72%)	13 (1,61%)	35
<i>over 35</i>	608 (75,43%)	148 (18,36%)	756
<i>Totale*</i>	638 (79,16%)	168 (20,84%)	806

* Survey carried out by the Department for Youth Policies and the Universal Civic Service in the period November / December 2019. Does not include data from the Lombardy and Sardinia Regions as they are not yet available.

The participation of young people and women to the regional councils does not reach 2,5%.

Composition of Provincial Councils and Metropolitan Cities by age group

Age range Total

<i>under 29</i>	205 (5.78%)
<i>30-39</i>	272 (7.67%)
<i>over 35</i>	3.067 (86.54%)

* Survey carried out by the Department for Youth Policies and Universal civic service in the period November/December 2019. The data refer to the 113 provincial capitals and metropolitan cities, with the exception of the municipalities of Andria (police station) and Ragusa (for the which it was not possible to find official data on the date of birth of the directors).

The participation of young people in Provincial Councils and Metropolitan Cities slightly exceeds 13%.

Composition of Provincial Councils and Metropolitan Cities by age group and gender

<i>Age group</i>	<i>Men</i>	<i>Women</i>	<i>Total</i>
<i>under 29</i>	131 (3.70%)	74 (2.09%)	205
<i>29-35</i>	188 (5.30%)	84 (2.37%)	272
<i>over 35</i>	2.169 (61.20%)	898 (25.34%)	3.067
<i>Total*</i>	2.488 (70.20%)	1.056 (29.80%)	3.544

* Survey carried out by the Department for Youth Policies and Universal Civic Service in the period November / December 2019. The data refer to the 113 provincial capitals and metropolitan cities, with the exception of the municipalities of Andria (police station) and Ragusa (for the which it was not possible to find official data on the date of birth of the directors).

The youth participation of women in the composition of Provincial Councils and Metropolitan Cities is less than 5%. Average age of the Directors: 49 years • Average age of the Directors (women): 47 years • Average age of the Directors (men): 49 years

5.3 Youth representation bodies

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1. [Youth parliament](#)
2. [Youth councils and/or youth advisory boards](#)
3. [Higher education student union\(s\)](#)
4. [School student union\(s\)](#)
5. [Other bodies](#)

Youth Parliament

In Italy, there are a number of organizations representing young people in different areas, but there is no youth parliament.

However, young people can participate in simulations of parliamentary sessions as an educational tool through the [democracy project \(CW4D\)](#) which allows approximately 500 students from all the Italian Regions to participate in the simulation of the Italian parliamentary works, as parliamentarians, elaborating and voting on a specific "Bill Proposal" developed by themselves.

The Chamber of Deputies and the Senate of the Republic organize specific initiatives aimed at promoting a “close collaboration aimed at offering schools tools that promote the planning and reflection, within the curricular educational paths, on the principles and relevance of the Constitutional Charter”, as well as “to bring young people closer to its values??” through multidisciplinary activities and laboratory methodologies (Cf. 5.7).

Youth Councils and/or youth advisory boards

The [National Youth Council](#) is the new advisory and representative body of young people, which replaced the National Youth Forum. It was set up in 2019 with [law n.145/2018](#) (Art. 1 paragraphs 470 to 477). According to its [statute](#), it is an independent and democratic association that promotes the rights and interests of young people “to the public authority in particular to the President of the Council of Ministers or the delegated political authority and is heard at the request of the Ministers competent on political matters that have an impact on the younger generations”.

The CNG is a member of the European Youth Forum which represents the interests of young Europeans in international institutions.

The CNG is made up of Italian youth associations with at least 300 members, 70% of whom are

under the age of 35, and of regional Councils/Forums. As of March 2021, 83 organizations are part of the CNG, of which 64 full members, 13 candidate members and 6 permanent observers.

The CNG is a democratic body and the renewal of the statutory bodies takes place every three years, through elections in which the representatives of all the member associations are called to vote, in compliance with the statutory duties. Members of one of the organizations adhering to the CNG between the ages of 18 and 36 (completed not before the end of their mandate) are eligible for positions in the statutory bodies.

The statutory bodies of the CNG are the following:

- The **General Assembly** is the highest decision-making body and is made up of delegates from all the member youth organizations. It meets, ordinarily, at least 4 times a year for the proper functioning of the body: it votes its general guidelines, the budget and the final balance. It has a democratically elected Coordinator and Deputy Coordinator;
- The **General Assembly for the congress** is made up of delegates from all the organizations that have the right to vote from the CNG. It meets once every three years to elect, by secret ballot, the President, the Presidency Council and the Thematic Commissions of the CNG;
- The **Presidential Council** implements the programmatic documents and motions illustrated by the General Assembly and supports the activities of the thematic commissions. It is made up of 11 people (a President and 10 Presidency Councilors) democratically elected every three years. It meets at least once every two months upon call by the President of the CNG or by the majority of the Directors. Its members are elected by the General Assembly for the congress. As of April 2020, the average age of the Board is 31.5 years;
- The **thematic commissions** are specialized technical bodies that provide tools and materials to support the Bureau and the General Assembly in fulfilling their prerogatives; its members are elected by the General Assembly for the Congress and elect a coordinator from among them; each commission meets at least once every 3 months.
- The thematic commissions are as follows:
 - Culture, Sport, Legality
 - Gender Rights and Policies;
 - Active citizenship and civic service;

- Foreign Affairs, Integration, European and international mobility;
 - Work, Training and Social Policies;
 - Environment and Agriculture;
 - Business and Cooperation with the European Union.
- The **President** is the legal representative of the CNG and implements the resolutions of the Presidential Council;
 - The **Secretariat** is made up of the Secretary General and the Administrative Secretary. The General Secretary and the Administrative Secretary hold office for three years and are appointed by the Presidential Council on the proposal of the President;
 - The **Treasury Office** is made up of the Secretary/Administrative Office, the Secretary General and a member of the Presidential Council delegated to the Treasury, proposed by the President, who assumes coordination;
 - The **Board of Auditors** remains in office for 2 years. It is made up of one President and two members elected by the Assembly and controls the regular keeping of the accounts by the Administrative Secretary.
 - The **Board of Guarantors** remains in office for 2 years and is made up of one President and two members. It is elected by the General Assembly from among persons of recognized prestige and independence. The interpretations of this Statute and internal regulations are entrusted to the Board of Guarantors and is a judge with respect to disputes between the member organizations and the organs of the CNG.

In order to encourage the participation of young people in the political, social, economic and cultural development of the Country, the National Youth Council promotes:

- the dialogue among institutions, youth organizations and young people;
- the overcoming of obstacles to the participation of young people in the mechanisms of representative and direct democracy;
- the active citizenship of young people and, to this end, supports the activities of the youth associations, encouraging the exchange of good practices and their networks;

- the development of youth advisory bodies at a local level.

The Council collaborates with the public administrations drafting studies and reports on the situation of youth, expresses opinions and formulates proposals on legislative acts that deal with youth issues, expresses opinions and formulates proposals on the legislative acts of the Government initiative that affect young people; participates in European and international association forums, encouraging communication, relations and exchanges between youth organizations of different countries.

According to the Program Report presented to the Department for Youth Policies and Universal civic service in order to obtain the financial support required by law, the CNG has set itself the following main objectives for 2019 - 2022:

- strengthen the associative network at national, European and international levels;
- strengthen the skills of its members on youth work, planning, management and administrative skills, advocacy, non-formal education;
- improve and support the establishment of local and regional youth platforms;
- strengthen youth participation in decision-making processes and in the social, civil and political life of the country and of the European Union.

The programmatic report also includes promoting projects, events and campaigns in the thematic areas that correspond to the aforementioned thematic commissions. For 2021, the public funding to support the CNG amounted to €600,000 while for 2022 a fund of € 600,000 is expected.

Participatory bodies of young people are active in almost all the Regions in different forms: **forums, tables and councils**. Each of these bodies has its own rules and objectives based on regional laws.

- **Abruzzo**

- [Regional Law 19/2002](#) and [Regional Law 77/2001](#) - Provisions relating to youth communities and the establishment of the regional youth council (register of associations)

- **Basilicata**

- [Regional Law 11/2000](#) - Recognition and promotion of the role of the younger

generations in regional society (regional forum);

- **Calabria**

- [Regional Law 2/2000](#) - Youth project regional council (register of associations)

- **Campania**

- [Regional Law 14/2000](#) - Promotion and incentives for youth information services (InformaGiovani) and establishment of their territorial network;
- [Regional Law 26/2016](#) - Building the future. New policies for young people. (Forum)

- **Emilia Romagna**

- [Regional Law 14/2008](#) - Policy provisions for young generations (Forum, regular conference)

- **Friuli Venezia Giulia**

- [Regional Law 12/2007](#) - Promotion of youth representation, coordination and support of youth initiatives
- [Regional Law 5/2012](#) - Law for the autonomy of young people and the guarantee fund for their opportunities.
- Council, Triennial conference and register of associations

- **Lazio**

- [Regional Law 29/2001](#) - Promotion and coordination of youth policies
- [Regional Law 20/2007](#) - Promotion of the means for institutional participation of the younger generations in local political and administrative life ("Regional network of [youth councils](#)".)

- **Liguria**

- [Regional Law 6/2009](#) - Promotion of policies for minors and young people (Forum)

- **Lombardia**

- [Regional Law 45/1986](#) - Regional interventions for the promotion of youth socio-cultural exchanges DGR 2679 of November 21, 2014 and Decree No. 6507 of July 31, 2015

- **Marche**

- Regional law 46/1995 and amendments with regional Law 2/1997 and [9/2003](#) - Promotion and coordination of intervention policies for young people and adolescents

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- [Regional Law 24/2011](#) - Youth policy regulations (Council and list of associations)
- [DPR 6/2012](#) - Simplification of the procedures for the promotion and implementation

of interventions in the youth sector and the functioning of the provincial council of youth service for the Italian language group

- **P.A. Bolzano**

- **P.A. Trento**

- [Provincial Law 5/2007](#) - Development, coordination and promotion of youth policies, provincial civic service discipline (Council)
- [Provincial Law 7/2009](#) - Establishment of the provincial youth council

- **Piemonte**

- [Regional law 16/1995](#) (integration with L.R. 5/2001) - Coordination and support of activities for young people ([Consulta](#))

- **Puglia**

- [Regional law 14/2020](#) - Regional Forum of adolescents

- **Sardegna**

- [Regional Law 11/1999](#) - Initiatives and coordination of activities for young people (consult, [Chart](#) and [Network](#))

- **Toscana**

- [D.G 257/2016](#) - [Consultation Table of Youth](#) (Tavolo Giovani) of the project Giovanisi?, continued by [Regional law 81/2020](#)

- **Umbria**

- [Regional Law 1/2016](#) - Youth policy rules (Concil)

- **Valle d'Aosta**

- [Regional Law 12/2013](#) - Promotion and coordination of youth policies (Forum)

- **Veneto**

- [Regional Law 17/2008](#) - Promotion of youth protagonism and participation in social life (Forum).

Higher education student union(s)

[The national council of university Students](#) (Consiglio Nazionale degli Studenti Universitari, CNSU) is an advisory body of the Ministry of Education, University and Research established with the D.P.R. 491/1997. The CNSU is composed of twenty-eight members elected by the students of the third-year and specialist degree courses, as well as specializing and research doctoral candidates. Elections take place every three years. The Council may issue opinions and proposals to the Minister of Education, University and Research concerning the university (implementation of the reforms, right to study, funding, news of national relevance regarding national universities). Finally, the Council elects among its members, eight representatives who

sit on the National University Council (Consiglio Universitario Nazionale, CUN), the highest representative body of the Italian academic system.

School student union(s)

The [Provincial Student Council](#) (Consulta Provinciale degli Studenti, **CPS**) is an institutional body of student representation on a provincial basis composed of two students for each secondary school in the province. The representatives are elected by the students of the school and remain **in office for two years**.

The Council has its own funds to be used for events and projects aimed at supporting student participation in their local area. They create moments of coordination and representation at a regional level, concretizing, at a national level, the formulation of their requests through the *national council of councils' presidents* (Consiglio Nazionale dei Presidenti di Consulta, CNPC). The councils encourage the exchange of information and experiences in the area, design projects to be integrated, discuss the crucial issues common to the CPS and dialogue with the Ministry of Education, University and Research by drafting opinions and proposals.

Other bodies

[ANCI Giovani](#) is the national council of young local administrators “under 35” in Italy, which represents all the young administrators of the municipalities belonging to the National Association of Italian Municipalities (ANCI). ANCI Giovani promotes the meeting and exchange of opinions and the different local experiences of young administrators. The goal is to create, in agreement with ANCI and through the structures connected to it, a network made up of the new local ruling class. The networks aim at not only the understanding and monitoring of the phenomenon related to the presence of young people in local administrations, but also contributing, as a young and innovative soul of the association, to the definition of public policies that affect local authorities, in terms of proposals and content to be shared.

In addition, ANCI Giovani promotes training activities for the new local managerial class (ANCI school of young administrators) also through the organization of specific events and appointments that encourage continuous training and effective updating on many issues, techniques and regulations, related to local authorities. These purposes are to be implemented throughout the national territory, also operating as a link with the regional realities and in collaboration with all the ANCI local representatives.

5.4 Young people's participation in policy-making

On this page

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2. [Actors](#)
3. [Information on the extent of youth participation](#)
4. [Outcomes](#)
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Formal Mechanisms of Consultation

[Law 145/2018](#) defined the National Youth Council (CNG) a "consultative and representative body" and established that "it is heard on the issues that the President of the Council of Ministers or the delegated political authority deems appropriate to submit to his exam".

Similarly, all the Ministers can request the opinion of the CNG on "matters and policies that have an impact on the younger generations".

On the other hand, the law gives the CNG, inter alia, the right to promote:

- dialogue between institutions, youth organizations and young people;
- overcoming the obstacles to the participation of young people in the mechanisms of representative and direct democracy.

Furthermore, CNG:

- collaborates with public administrations by elaborating studies and preparing reports on the condition of youth useful for defining policies for young people;
- expresses opinions and formulates proposals on the legislative acts initiated by the Government that affect young people.

At the moment, however, there is no obligation on the part of the government to consult young people on specific issues that concern them. Therefore, in 2020 the CNG initiated a dialogue with the then Minister for Youth Policies and Sport in order to define formal consultation mechanisms ([see 5.10](#)).

At a regional and local level, the landscape is varied. Some regions have promoted, at a regulatory level, the creation of Forums/Councils and other youth representation bodies ([see 5.3](#)).

The example of the Campania Region is particularly relevant which with [Law 14/1989](#) and [Law 26/2016](#) promoted the creation of a Regional Youth Forum as an advisory body of the Regional Council, with its own headquarters and financial resources for its operation and has created formal youth consultation mechanisms. The Forum, which is made up of 70% representatives of local Forums, can express opinions on all matters that have an impact on the lives of young people. The Campania Region also promotes "the participation of young people in political life by supporting projects aimed at the political training of future local administrators" and "supports local authorities in the preparation of interactive digital platforms that encourage comparison and discussion between institutions and young people on issues strategic" (Law 26/2016).

Other good practices in the field of youth participation can be found in other Italian regions such as Piemonte, Puglia, Tuscany and Sicily.

Finally, the Universal civic service, managed by the Department for Youth Policies, has created a representative body for voluntary workers that participates in the National Council, a body within which all decisions regarding the planning of the civic service are taken.

Actors

Relevant youth actors in case of consultation are:

- National youth council ([see 5.3](#));
- Councils, forums and discussion tables established at a regional level ([see 5.3](#));
- Provincial student council ([see 5.3](#));
- Youth associations ([see 5.5](#)) and student associations.

Relevant **public actors** in case of consultation are:

- The Department of Youth Policy and the Universal civic service
- Regions
- Provinces and Municipalities
- Ministry of Education
- Ministry of University and Research
- Ministry of Labour and Social Policies
- Ministry of Ecologic Transition
- Ministry of Foreign Affairs and International Cooperation
- Ministry of Justice.

Information on the extent of youth participation

The main interlocutor of the Government in the field of youth participation is the CNG which in 2019, following Law 145/2018, renewed its structure by merging with the National Youth Forum.

In the intentions of the legislator, the transformation of the Forum into a Council was mainly intended in order to broaden the basis of representation and participation of young people in the Council itself.

The consultation procedures are being defined ([see 5.10](#)).

Outcomes

In the last ten years, the National Youth Forum, representing a body of the most important Italian youth associations, has consistently carried out a consultation activity of the young generations on the most relevant issues that interested and invested in young people. This activity was also carried out thanks to the constant support of the Department of Youth Policy and Universal civic service, which, through specific agreements, has financed projects specifically aimed at detecting the orientation of young people

Large-scale initiatives for dialogue or debate between public institutions and young people

In 2018, the "General State of Youth Policies" were held in Rome. The event promoted two days of discussion between young people and the main exponents of the various parties, representatives of institutions and the government, the third sector and civil society. The main issues addressed were political and social representation, training, innovation, work and rights, Europe and the South. The initiative was replicated locally in 2019 in the city of Reggio Calabria. As part of the development of the [National Strategy for Sustainable Development](#) (SNSvS) - which represents the first step in declining the principles and objectives of the [2030 Agenda for Sustainable Development](#), adopted in 2015 - in Italy initiated a process that provides the involvement of a plurality of subjects, based on the cardinal principle of inclusion: businesses, municipalities, regions, citizens and associations. The National Sustainable Development Strategy (SNSvS), adopted by the CIPE with [Resolution 108/2017](#) and published in the Gazzetta Ufficiale (GU n.111 of 15-05-2018), provides that the Ministry of the Environment (now the Ministry for Ecological Transition) ensures the functioning of a Forum on the Sustainable Development Strategy open to civil society and experts in various subjects, with multilevel consultations. In December 2019, the Ministry of the Environment organized and hosted three days of preparatory work dedicated to the operational start-up of the Forum's working groups. A specific moment was dedicated to the active participation of schools and youth organizations, mobilized on sustainability issues, also with the aim of stimulating their direct involvement in the operational management of working groups. On this occasion, the opportunity emerged to provide a "moment dedicated to young people" as part of the annual conferences that are an integral part of the Forum's work.

[European Youth Dialogue](#)

The European Youth Dialogue represents the development of the Structured Dialogue (2010-2018). The "new" dialogue is focusing on inclusion, notably of those young people who have fewer opportunities to participate in decision-making processes.

The specific objective of the EU Youth Dialogue is to promote young people's participation in decision-making and democratic processes, based on principles of inclusion and equality.

To support the implementation and governance of the EU Youth Dialogue, National Working Groups are established in each Member State. The Working Group has the task of promoting the dissemination of the opinions expressed by young people through:

- National youth consultations, every 18 months, which take place in all the Member States through individual interviews, questionnaires and focus groups;
- National Working Groups, made up of representatives of the Youth Ministries, National Youth Councils, National Youth Agencies and other bodies, tasked to coordinate the consultation process at a national level, inform on priority issues, collect data, produce reports and disseminate the results;

- European Youth Conferences, in which different European youth organizations participate, through representatives selected by the National Working Group, and the representatives of the Youth Ministries of the EU Member States. The conferences take place every six months in the country that holds the EU Presidency.

The IX EU Dialogue Cycle, focused on "[A Sustainable and Green Europe](#)" started in January 2022 and will end in June 2023.

In Italy, the National Working Group, responsible for the consultation process at a national level, is composed of the National Youth Council, which chairs the National Working Group, the Department for Youth Policy and Universal civic service, the National Youth Agency.

The following structures support the activities, as observing members: [Eurodesk Italy](#), [EYCA](#), [Anci Giovane](#), [Observatory for communication, participation and youth cultures of the University of Salerno](#), [Umbria Regional Youth Forum](#), [Puglia Youth Forum](#), [Basilicata Youth Forum](#), [Regional Youth Forum - Campania](#).

The National Working Group collaborates in the conception, implementation, promotion of activities related to the current cycle.

The National Working Group is now engaged on the IX cycle of the EU Youth Dialogue (1 January 2022 – 30 June 2023) which is entitled "A Sustainable and Green Europe" and is linked to the [Youth Goals number 3: Inclusive Societies and number 10 Sustainable Green Europe](#), foreseen under the EU Youth Strategy 2019-2027.

5.5 National strategy to increase youth participation

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 2. [Scope and contents](#)
 3. [Responsible authority for the implementation of the strategy](#)
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-

Existence of a national strategy to increase young people's political and civil participation

As highlighted by the approval of [Law 145/2018](#), the current government has focused on establishing a specific youth representation body (the National Youth Council) to ensure and increase the participation of young people in civil and political life. The law established by the council therefore represents a strategic document, which its main objective - in addition to ensuring the representation of young people - is to spread and increase youth participation.

The strategy on the theme of participation is also designed, as well as for all policies in favour of young people on which there is a shared competence between the state and the regions, through the agreement between the two parties and other territorial actors (ANCI and UPI). This agreement represents a form of institutional dialogue between the government and local authorities in which the financial resources, objectives and priorities for intervention in the field of youth policies are defined.

Every year, during the “Unified Conference”, the Government, the Regions and the Autonomous Provinces, by signing a formal agreement, establish the frame of reference for the objectives to be achieved and the projects dedicated to young people to be developed, including activities that promote their participation in political and social life. The agreements contents’ coherence (objectives, economic resources and intervention priorities) that have followed one another over the last 6 years clearly define the strategic plan adopted by the Italian institutions on youth policies.

In the agreement of 13 February 2019 (Cf. [CU-14/2019](#)), one of the agreed priorities was “the promotion of an inclusive participation in the social and political way, also in order to allow young people to participate in the decision-making process and to be able to direct policies addressed to a target audience”. Following the agreement, the Department for Youth Policy and the Universal Civil Service, as the authority responsible for the connection of youth policies, has signed collaboration agreements with each Region, through which the objectives to be

achieved, in accordance with the Agreement, the methods of monitoring the interventions proposed by the local administrations and the transfer of resources from the National Fund for youth policies were ruled. The collaboration agreement contains the regional project, which can also have a two-year duration, which also indicates the indicators of achievement and/or impact.

On 29 January 2020, the Government, the Regions, the Autonomous Provinces of Trento and Bolzano and the Local Authorities signed the Agreement on the distribution of the “National Fund for Youth Policies” for the year 2020.

With reference to the quota allocated to the Regions and the Autonomous Provinces, the new agreement sets the following priorities:

- the inclusive participation of young people in the social and political life of the territories in order, among other things, to allow them to participate in the decision-making process and to be able to guide policies aimed at the target audience;
- projects that meet the expectations of autonomy and fulfilment of young people that promote active and direct participation in cultural and sporting activities, including through the use of the National Youth Card;
- guidance activities and dissemination of good practices, aimed at the prevention of youth discomfort in its various forms and with particular reference to the prevention of the phenomenon of new addictions affecting the younger generations.

The regions are fundamental actors in promoting the active participation of young people through the tool provided by various regional laws. Many municipalities have also developed local projects (for example, the municipal councils for youth) to involve more young people in the public life of cities.

Youth associations are another important tool for the expression and exercise of youth participation, often involved by public, regional and municipal administrations, through selection calls for the development of project ideas ([Cf. 4.4](#)).

Scope and contents

The described system of institutional collaboration between the state and local autonomies supports the development of a considerable number of territorial interventions, defined and developed by the administrations with the involvement of youth associations and third sector. The contents of these localized interventions about participation vary in relation to the needs of the local communities and can be divided into these macro areas:

- Knowledge of the functioning of state and regional institutions, their participatory processes and related bodies.
- Promotion of values ??and attitudes to become responsible citizens.

- Development of critical thinking about different life contexts and content offered by mass media and social media.
- Promotion of active participation in school and local communities.
- Development of relationships that reinforce the dimension of trust, a sense of belonging and a sense of community.
- Promotion of representation and active citizenship, experimenting with new forms and opportunities for participation.
- Promotion of opportunities to encourage co-planning between different actors, making young people the main actors in the project conception phase.

Responsible authority for the implementation of the strategy

The authority responsible for youth policy is the [Department for Youth Policy and the Universal Civil Service](#).

Revisions/Updates

As described above, the national strategy is designed by the state, regions and local autonomies agreement, which is signed every year at the Unified Conference. The strategy aims to achieve a common purpose of the government and regions.

Through the agreement, the objectives are updated and the intervention priorities are redefined on the basis of the financial resources available in the reference year of the national fund for youth policies.

This system, based on the institutional dialogue between the government and territorial autonomies, ensures considerable flexibility in redefining the overall strategy, also in terms of youth participation, and allows the authority responsible for implementing the strategy to adapt choices and investments by virtue of the priorities that can be determined following economic crises or social emergencies.

5.6 Supporting youth organisations

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1. [Legal/policy framework for the functioning and development of youth organisations](#)
2. [Public financial support](#)
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Legal/policy framework for the functioning and development of youth organizations

The rules governing the criteria and functioning of youth organizations can be found in the Constitution, articles 3 and 18, in the civil code, in the recent legislation on the third sector referred to [in Legislative Decree 117/17](#). On a subsidiary basis, it is possible to refer to the criteria present in regional laws on youth policies ([Cf. 5.3](#)) and in national calls for projects issued by the Department for Youth Policy and Universal Civil Service.

At a general level, it should be highlighted that the agreement that is signed every year in the Unified Conference represents a participatory design tool also for the purposes of the definition of the operating and development strategies of youth organizations. The agreement defines the financial resources, objectives and priorities for interventions in support of youth organizations. The ministerial decree, which is issued annually by the delegated political authority in the field of youth policies, represents the final act of the planning and destination of the fund for youth policies, whose resources are significantly allocated to youth organizations, either directly or indirectly through the interventions of local authorities.

In 2019, for example, the "[Fermenti](#)" call was issued, a measure promoted by the Department for Youth Policy and Universal Civil Service, with the use of the resources of the aforementioned fund. ([Cf. 1.7](#)). The total budget is about € 19 million. This measure recognizes the role of young people as key players in the activation of change-oriented processes and encourages synergies as a lever for cohesion and social development. Within the call, the subjects who could present projects and receive funding are the following:

1. "Informal groups", i.e. groups with a minimum of three and a maximum of five people between the ages of 18 and 35.
2. "Temporary associations of purpose" (ATS) between people who, on the basis of current legislation, are qualified entities of the third sector, consisting of a maximum of three entities, with a governing body consisting of a majority of young people between 18 and 35.

As part of the European Community objective of reducing the distance between young people and European institutions, harmonizing the policies of the member countries in the field of youth and directly involving young people in the decisions that affect them closely, the Erasmus + program allows for, with [Action Key 3 - Support for policy reforms](#), the meeting between young people and youth policymakers.

It is possible to present a project of dialogue between young people and political decision-makers to the [National Youth Agency](#) of an association, a local authority or an informal group of young people.

Public financial support

According to the provisions of the Unified Conference of 29 January 2020, [CU 12/2020](#), the fund share for 2020 directed to the Regions and the local government system is equal to 51% of the total of approximately €36 million of the fund for youth policies and was aimed at co-financing territorial interventions in the field of youth policies. These interventions are aimed at promoting:

- Social inclusion;
- Youth participation in social and political life of territories;
- Supporting autonomy and promotion of youth participation in cultural and sport activities;
- Non-formal education;
- Prevention and measures against new addictions.

According to the above mentioned, the Regions and the local authorities send the project proposals to the Department for Youth Policy and Universal Civil Service, relating to the interventions that are intended to be carried out, for the purpose of signing the collaboration agreement.

On [August 4th 2021](#), the Conference decided to further widen the National fund by 35 million of euros, stressing the necessity to support young people who particularly suffered from the effects of the COVID-19 pandemic, in order to raise awareness on the usage of digital technologies and to favour social innovation and inclusion, promoting sport activities and providing psychological support.

Initiatives to increase the diversity of participants

The National Youth Volunteer program ([Universal civic service, Cf. 2.4](#)) is open to citizens of EU countries and non-EU citizens legally residing in Italy. With the 2017 reform ([Legislative Decree 40/2017](#)), it introduced measures that encourage participation to the program for young people

with fewer opportunities (young people with disabilities, low education and economic difficulties). In addition, the Universal Civil Service uses European funds to promote the inclusion of NEETs and young citizens of developing countries who are holders of international protection.

5.7 “Learning to participate” through formal, non-formal and informal learning

Policy Framework

In Italy, the development of social and civil skills is for the most part entrusted to schooling. [The Ministry of Education](#) (ME) offers schools a reference framework for preparing an educational offer that enhances education in civil society and legality.

In order to implement the guarantees that the constitution of the Italian republic provides, these are the educational paths for the full development of the person and citizenship rights. Education for democracy and legality aims to make students protagonists, thus making them capable of exercising their rights and duties of citizenship.

Formal learning

The ME proposes, to schools of all levels and degrees, educational programs that can be carried out during the school year in the context of the teaching of citizenship and constitution (according to the provisions of [Law 169/08](#) and article [1 paragraph 7 of Law 107/15](#)). Specifically, these are courses about legality, education for active citizenship, control and stopping mafia and organized crime.

[Law 92/19](#) introduced school education in civil education. Article 3 provides, among the reference themes for the development of specific learning skills and objectives, education in legality and stopping or fighting organized crime, knowledge of the constitution, and the institutions of the Italian state, the European Union and international bodies.

On the platform [“Educazione Digitale”\(Digital Education\)](#), it’s possible to find a dedicated space for Civic Education; where the most notable innovation is the introduction of two platforms for the two chambers of the parliament: [senatoragazzi.it](#) and [giovani.camera.it](#). On these websites dedicated to young people it’s possible to find the news on projects and activities promoted in institutional offices, at schools, or in the area, and information on how to participate, together with in-depth studies, study materials, useful links, educational paths as well as multimedia resources useful for promoting knowledge of the two institutions and of the Parliament as a whole. Below some examples:

- The competition [“From parliamentary rooms to classrooms”](#). Constitution lessons addressed to secondary schools, which can participate through the production of an original research work, of a multimedia nature, aimed at deepening the meaning and application in their territory of one of the principles of the Constitution
- The [“One day in the Senate”](#) competition: visits and educational activities organized at the senate and the chamber of deputies;

- the “[Senate & Environment](#)” project is aimed at the third, fourth and fifth year classes of upper secondary schools and requires students to identify an issue of environmental interest on which they believe it is appropriate to intervene, carry out a “ research, in-depth analysis and analysis in the forms of the fact-finding survey and prepare a conclusive document. The winning classes will also be required to draw up an address (resolution) to be presented in the Senate;
- the “[Witnesses of rights](#)” project is aimed at the first and second grades of lower secondary schools and aims to make children understand the importance of human rights through a common reflection on the Universal Declaration approved by the United Nations General Assembly December 10, 1948. The winning classes will be invited to an awards ceremony at the Senate of the Republic;
- “[I would like a law that ...](#)”, is aimed at the fifth grade of primary schools and aims to make children and young people reflect on issues of interest to them and to make them understand the importance of laws and democratic confrontation, bringing even the youngest closer to the institutions and promoting their civic sense. The winning classes will be invited to an awards ceremony at the Senate of the Republic
- The “[Training days](#)” allows young people to live a real experience of parliamentary life during which they visit the chamber of deputies, attend a session of the Assembly, meet the members of a parliamentary commission, with whom they discuss and further their research work, they receive information on the concrete functioning of the Chamber of Deputies and visit the Library
- The competition “[Parlawiki-Build the democracy vocabulary](#)” created by the chamber of deputies and MIUR for the fifth grades of primary schools and for the secondary schools, to illustrate some “keywords” of democracy through multimedia language. The works deemed most significant will be published on the website of the Chamber of Deputies in the section addressed to the youngest and then subjected to an electronic vote. The winning works will be invited to the final award ceremony at Palazzo Montecitorio.

In addition, the Chamber also continues its training activities on the territory in the schools of prisons through the renewal of the [Memorandum of Understanding](#) between the Chamber of Deputies and the Ministries of Education and Justice - Department of Penitentiary Administration (D.A.P.)

In addition, as part of the “[The Chamber for Youth](#)” project, the following additional initiatives have been activated at the Chamber of Deputies:

- [Citizenship paths](#): the aim of the protocol is to spread the values ??and principles of representative democracy and the Constitution among the very young through moments of confrontation in juvenile prisons and schools with the President or a Vice President of the Chamber of Deputies, a President Commission or other deputies.
- [Constitution Lessons Project and Competition](#): the didactic-educational project on issues related to Italian constitutional history is aimed at all higher education institutions and is divided into a national level and a regional level, according to the methods indicated on the Ministry website.
- “[Policy Game](#)”: The Policy Game is a project born in 2017, promoted by ASP (Association of Political Sciences) and carried out in collaboration with the Chamber of Deputies with

the aim of simulating all the phases of creation and approval of a bill.

The Policy Game project resumes in attendance this year after the simulations of parliamentary work took place remotely due to the health emergency for 2020 and 2021.

Non-formal and informal learning

Article 7 of [Law 285/97](#) regulates the activity of the municipal councils of children, an instrument for promoting active citizenship. There are small differences between the municipal regulations governing the tasks and elective procedures of the Municipality, often carried out in collaboration with the schools in the area.

The councillors are usually in the order of twenty (divided by primary and lower secondary school representatives) and elect the president of the Children's Council and the children's mayor, always in accordance with the municipal regulation. Young people are called to plan and implement concrete actions, make commitments and take responsibility. They identify and suggest solutions to problems that affect the territory in which they live. They experiment with forms of democracy that promote their value and respect.

[ANCI](#) (National Association of Italian Municipalities), in implementation of the Agreements stipulated with the Presidency of the Council of Ministers, Department for Youth Policies and Universal Civil Service (DPGSCU), [promotes an administrative twinning initiative between Municipalities](#) aimed at strengthening and transferring the best practices (also in the field of active participation) already implemented through the projects financed by the previous public calls in the field of youth policies.

The total amount for the 2019 call was about two million euros. the final [conference Shake up your city](#)" with the presentation of all the projects was held in Matera on 25th and 26th of November 2021.

At a local level, there are numerous citizenship education projects carried out by NGOs and associations, sometimes in collaboration with schools. By way of example, the initiatives promoted by Legambiente to raise awareness among young people about the protection of the environment, [biodiversity and the climate](#) and the educational courses on active participation and fight against the mafia promoted by [Libera - Against the Mafias](#).

Quality assurance/quality guidelines for non-formal learning

There are currently no specific guides to ensure the quality of participation processes within non-formal education paths.

It is worth mentioning the recent presentation of the Italian translation of the ministers' committee of the [European council's recommendations to the member states CM/Rec\(2017\) about youth work](#). The recommendations provide guidelines for an approach to quality non-formal education with particular attention to the role of the "youth worker", agent and promoter of participatory community processes.

The document proposes precise recommendations to be applied at a national level to guarantee the quality of socio-educational work and the application of non-formal education.

Educator support

In-service training of teachers is mandatory, permanent and structural (paragraph 124 of law 107 of 2015). Each educational institution defines the training activities in accordance with the three-year plan of the educational offer, with the results emerging from the improvement plans of the schools (provided by the regulation contained [in Decree 80 of the President of the Republic, 28 March 2013](#)), based on the priorities indicated in the national training plan. This plan is adopted every three years by decree of the minister of education, university and research, after hearing the trade unions representing the category ([Cf. 6.2](#)).

There is no permanent and structural training proposal for youth workers, but there are numerous training initiatives implemented at a regional level with the support of the third sector ([Cf. 10](#)).

5.8 Raising political awareness among young people

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1. [Information providers / counselling structures](#)
 2. [Youth-targeted information campaigns about democratic rights and democratic values](#)
 3. [Promoting the intercultural dialogue among young people](#)
 4. [Promoting transparent and youth-tailored public communication](#)
-

1. Information providers/counselling structures

As mentioned above ([Cf. 5.7](#)), in Italy the [Ministry of Education](#), in collaboration with the Senate and Chamber of Deputies offers schools of different orders and degrees a framework for providing training and information on rights, duties and democratic participation.

The National Youth Council and the Department for Youth Policies and Universal Civil Service have signed several Conventions for the implementation of projects aimed at promoting the dissemination of information and financed with resources from the Fund for youth policies.

In order to ensure a targeted dissemination of information among young people with a migratory background, in 2012 the Ministry of Labour and Social Policies in collaboration with the Ministry of Interior and the Ministry of Education launched the [Migrant Integration Portal](#). The portal aims to promote integration and access to public services and contains a section "[New Generations](#)" targeted to young migrants.

2. Youth-targeted information campaigns about democratic rights and democratic values

The platform "[Educazione Digitale](#)"([Digital Education](#)"), offers information about projects, awareness campaigns, competitions, educational materials and tools aimed at schools on youth participation and on the Italian form of government using the resources offered by the Senate, the Chamber of Deputies and the Ministry of Education ([Cf. 5.7](#)).

The Platform [Europe=Noi - School of European Citizenship](#) is an educational project promoted by the Department for European Policies, in collaboration with the European Commission, the European Parliament and the Ministry of Education.

The platform offers teachers and students of all primary and secondary schools a multimedia and interactive journey to discover European history, values, institutions and programs, with particular attention to the rights and duties related to citizenship and to the Treaties, which have

allowed for the establishment and development of the European Union. According to the website of the Department for European Policies, over 11 thousand teachers already use the digital platform.

The main projects aimed at secondary education are the following:

- [A SCUOLA DI EUROPA - OPEN MIND](#). An educational kit that contains moments of analytical reconnaissance, playful/educational activities and educational games functional to deepening key issues of the European Union.
- [EUROPA=NOI - OPEN MIND® DEBATE](#). An educational tool in four phases that allows to develop with the class an interactive test, various experiences of flipped classroom on different topics, 10 training sessions for the final online debate.
- [E-Book "TRATTATI"](#) The European Union Treaties in digital and interactive format, to study the agreements that have made the Union what it is today.

3. Promoting the intercultural dialogue among young people

The [Ministry of Education](#) in the context of supporting integration of young migrants promotes the following initiatives:

- [Protagonists! the new Italian generations speak about themselves](#) (Protagonisti! Le nuove generazioni si raccontano);
- [Bridges Builders](#) (Costruttori di ponti).

The [Foundation "Initiatives and Studies on Multi-Ethnicity"](#) (Iniziative e Studi sulla Multietnicità - ISMU) manages a [Documentation Centre](#) on international migration and inter-ethnic coexistence with over 12,600 titles between books and videos, more than 150 thematic periodicals. The main recipients of the projects are: teachers and educators, public officials and policymakers, immigrants and migrant associations, asylum seekers and refugees, journalists, non-profit organizations and businesses, students and researchers.

4. Promoting transparent and youth-tailored public communication

According to [Law 150/2000](#) all public administrations are requested to provide public information about the policies promoted and implemented.

Responding to the right of young people to have access to accurate and objective information that meets their needs and questions, the Department for Youth Policies and the Universal Civil Service and is developing an interactive web platform named "[Giovani2030](#)" (Youth2030), that collects news and opportunities for young people on volunteering, education, training and culture and allows them to interact with policymakers. The name of the platform originates from

the2030 Agenda for Sustainable Development.

5.9 E-participation

In Italy, according to the data presented by the agency *We are social* in [the annual report “Digital 2021”](#), there are almost **50 million users who surf the internet** every day and 41 million who are active on social channels.

In particular, Internet use by **young people** is particularly high: data from the latest OECD report “**Digital Economy Outlook 2020**” show that the age of first internet access [has decreased in almost all OECD countries in recent years](#). However, as for students, the data of the [2018 OECD PISA report](#) (OECD member countries and Associates decided to postpone the PISA 2021 assessment to 2022 and the PISA 2024 assessment to 2025 to reflect post-Covid difficulties) show that the increase in internet users does not correspond to a significant growth in digital skills. This situation is also reflected in the annual report of ISTAT “**Citizens and ICT 2019**” (Cittadini e ICT 2019), in which a [situation of overall lack of preparation of girls and boys to move consciously in the world pervaded by technologies](#).

The [National Digital School Plan](#) (Piano Nazionale Scuola Digitale - Law 107/2015) is the guideline document of the Ministry of Education for the launch of an overall strategy of innovation of the Italian school and for a new positioning of its educational system in the digital age ([Cf. 6](#)).

The Department for Youth Policy and the Universal Civil Service (DPGSCU) provides that young people who wish to submit the application form to the Universal Civil Service must have a digital identity. Participation in DPGSCU calls also requires young people to have a Certified E-Mail and digital signature.

In 2020, the Ministry of Technological Innovation and Digitization promoted and adopted a [Global Strategy for Digital Skills](#). The strategy, which is characterized by its multi-sectoral nature, also aims to increase the digital skills of the new generations by strengthening the synergy between schools, universities, between these and new jobs, policies for young people, businesses and public administration, policies for digital citizenship.

There are also numerous local and regional initiatives aimed at increasing the digital skills of young Italians. Among the many, it is worth mentioning the review “L’Ora del Coding” promoted by the Department of School, University, Research, Digital Agenda of the Emilia-Romagna Region; an initiative that aims to involve young people, offering them digital programming and construction activities in an easy and fun way.

Most notably the PNRR plan is heavily dedicated to the improvement of digital competences for Italian citizens at large, with an investment of [250million](#), under the [Mission 1](#) of the plan: innovation and digitalisation.

5.10 Current debates and reforms

Next political developments

On the basis of [Law 92/2019](#), starting from the school year 2020/2021, in schools of all levels of the national education system the transversal teaching of civic education was introduced. To prepare adequately and effectively the introduction of civic education in school courses, as provided for by art. 3 of Law 92/2019, on the basis of a consultation activity of stakeholders, the [Guidelines for the transversal teaching of civic education in schools of the first and second cycle of education](#) have been prepared.

Based on the Guidelines, the educational institutions draw up specific educational projects for the provision of a transversal teaching plan of at least 33 hours per year, to be carried out within the mandatory time frame. Educational projects must meet the objective of developing students' knowledge of the Italian Constitution and the institutions of the European Union in order to increase, in particular, the sharing and promotion of the principles of legality and solidarity, active and digital citizenship, as well as issues related to [sustainable development, environmental education, knowledge and protection of heritage and territory](#).

In 2020, a consultation process was initiated between the then Minister for Youth Policies and Sport (supported by the Department for Youth Policies) and the National Youth Council (CNG) aimed at increasing the participation of the [CNG](#) in the definition of policies that have an impact on young people and the related formal consultation mechanism ([Cf. 5.4](#)). In order to follow up the proposals made by the CNG, reference has been made to existing legislation in other European countries with a view to adapting existing good practices to the Italian reality. The Department of Youth Policy and Universal Civic Service relies on the bilateral support of selected Member States and the scientific advice of an academic expert in youth policy.

An important debate to highlight is the one concerning the protests of young people in connection with the general attitude towards them during the pandemic and beyond, with issues connected to climate change, mental health and education. Particular attention deserves the youth movement of ["Fridays for Future"](#), for climate action, very active in Italy, but also those connected with job security and educational measures, like the protests towards the "Alternanza Scuola Lavoro", especially following the tragic death of an 18 year old student which initiated [a large series of initiatives](#) that voiced the youth protests also in relation with the decision to suspend free psychological support or the general complain about the management of online education during the pandemic.

6. Education and Training

The [Constitution of the Italian Republic](#) declares that school is open to all and that compulsory schooling is free of charge (Art. 34). The Italian education and training system is organised according to the principles of subsidiarity and autonomy of school institutions. The State has exclusive legislative competence for the 'general rules on education' and for determining the essential levels of services that must be guaranteed throughout the national territory. The State also defines the fundamental principles that the regions must respect when exercising their specific powers. The Regions have concurrent legislative powers in the field of education as well as exclusive legislative powers in the field of education and vocational training. State educational institutions have teaching, organisational and research, experimentation and development autonomy. Italian law stipulates that education is compulsory for at least 10 years, with reference to the age group between 6 and 16. The purpose of compulsory education is to obtain either an upper secondary school qualification or a professional qualification lasting at least three years by the age of 18.

In recent years, there has been a gradual transformation of the education and training system through, among other things, the launch of a number of institutional reform processes ([Law 53/2003](#); [Law 296/2006](#); [Law 107/2015](#)). In line with the treaties and EU indications, the Ministry of Education, in its regional and local branches and in its specific bodies, has been committed to promoting innovation processes in terms of technology (e.g. in the field of skills and digital schooling) as well as in terms of organisation and methodology, with a focus on the need to counter some of the criticalities that have historically characterised the Italian education and training system.

In terms of innovation, Italy has a national media literacy strategy contained in the National Digital School Plan ([Law 107/2015](#)). The Plan aims to create the conditions for all schools to access the information society, making the 'Right to the Internet' a reality and covering the whole chain of digital access in schools, so as to enable digital teaching. It envisages enhancing the presence of digital tools in schools and their connectivity through three actions, respectively the deployment of ultra-wideband fibre to the door of each school, the internal wiring of all school spaces, and the school connectivity fee. From a methodological point of view, among the transformations currently underway, it is worth mentioning the teaching of schools of all levels in the direction, which accepts the model based on the competences recommended by the European Union, with attention to the value of the heterogeneity of the educational experiences as well as the challenges of growth of the young generations, called to actively insert themselves in a social and work context that is constantly evolving.

One of the issues that Italian education and training policies are focusing on is the fight against early school leaving. The drop-out rate from education and training has been steadily decreasing for a decade but remains well above the European average. The drop-out rate of young people born abroad is about three times higher than that of young people born in Italy.

Regional differences in drop-out rates are also particularly significant. The drop-out rate in the South and islands is significantly higher than in the North. In order to counter these criticalities, a number of programs have been launched to address the issue starting from local contexts (e.g. [National Operational Programme For Schools - Skills and Learning Environment 2014-2020](#)). Similarly, in recent years, the fight against early school leaving has also involved the adoption of non-formal or informal educational strategies which have been able to count on the contribution and planning of training, research and third sector organisations committed to this front (e.g. [Fondazione Con il Sud - Impresa sociale con i bambini](#)). Within the Italian school system, the value of non-formal learning has been recognised with the introduction of clearly defined training itineraries integrated into the curricular path aimed at promoting School-Work Experience (ASL). The 2019 Budget Law provided for the renaming of the Alternanza Scuola-Lavoro routes under [Legislative Decree 77/2005](#) to Percorsi per le competenze trasversali e per l'orientamento (PTCO) and, starting from the 2018/2019 school year, they are implemented for a total duration redetermined according to the order of studies (Licei, Technical and Professional Institutes).

It is worth noting that Italian legislation has incorporated the perspective of lifelong learning ([Law 92/2012](#)), understood as a set of activities undertaken by people in a formal, non-formal and informal manner, at various stages of their lives, in order to improve their knowledge, skills and competences, in a personal, civic, social and occupational perspective. The concrete outcome of this process has been the recognition of the educational value of non-formal and informal learning proposals within the school system as well as outside school. Outside the school system and in collaboration with it, cultural and youth associations, foundations, NGOs and some training centres and volunteer networks have launched itineraries to promote the raising of young people's skills in the context of increasing study and work mobility, including and above all international mobility.

In 2013, the general rules for the operation of the National Skills Certification System were defined ([Legislative Decree 13/2013](#)). The System aims to bring out and improve the professional skills acquired not only at work but also in free time, so as to promote geographical and professional mobility, facilitate the matching of supply and demand in the labour market, increase the transparency of learning and the expendability of certifications at both national and European levels. In 2018, the National Qualifications Framework (NQF) was established as a tool for describing and classifying qualifications awarded under the National Skills Certification System. The NQF represents the national device for the referencing of Italian qualifications to the European Qualifications Framework, with the function of linking the Italian qualifications system with the systems of other European countries.

6.1 General context

Main trends in youth participation in education and training

In the school year 2021-2022, Italy's public schools enrolled 7.407.312 students. Of these 277.840 are people with disabilities, a figure that has been steadily increasing in recent years ([Focus 2021-22 Ministry of Education](#)). In the previous 2 years (2020-2021) the number of students with disabilities was 268,671.

In [2021-2022](#), in the secondary school of II level, half of the students are in a lyceum course (51%), 31,7% in a technical one and 17,3% in professional courses.

For what concerns the regional distribution for the study courses, observing the distribution in every region, Veneto has the highest percentage (38,7%) of students choosing technical courses, Emilia Romagna of those choosing professional ones (20,3%) while Lazio has the highest number of students with a lyceum course (63,4%)

According to the [last available data from the Ministry of Education](#), in 2019-2020 students that are non-Italian citizens (in the school year 2019-2020), represent 10,3% of the school population, 877.000 on 8.484.000.

The school population has generally decreased, with almost 96.000 students less (-1,1%) compared to the previous year. Italian students, in particular, have decreased of 115.000 units (-1,5%), while non-Italian students have increased by 19 thousand (+2,2%), making their presence going from 10,0% to 10,3%.

Between 2010/2011 and 2019/2020, students with non-Italian citizenship have increased by 23,4% (+166 thousand). Second generations prevail: 65,4% of non-Italian students were born in our country.

[In the last data by ISTAT \(2020\)](#), 38,5% of adults have a high school diploma and only 16,2% has reached a higher education.

In the North and the Center around 45% has a high school diploma and more than one out of five has a degree (21,3% and 24,2 in the North and the Centre respectively). The national divide in the level of education isn't connected with genre even though it seems higher for females. ISTAT shows how the level of education grow pretty similarly in the different geographical sections: the population with at least a diploma increased of 0,8% in the North, 0,4% in the Centre and 07% in the South; the same dynamic applies to people with a degree that goes, respectively, +0,6, +0,5 e +0,4 points.

Still according [to ISTAT data](#), in 2020 the percentage of young people dropping out of school is of 13,1%, around 543 thousand young people, with a slight decrease compared with 2019. The school drop out represents boys (15,6%) more than girls (10,4%) and for them there is also a

decrease during last year (-1,1%). The national divide is very wide and persistent. In 2020 the school dropouts before the completion of high school or professional education affects 16,3% of young people in the South, 11,0% in the North and 11,5% in the Centre. The divide between North and South decreased of 5,3% in 2020, thanks to the general decrease recorded in the South after a substantial stability that characterized the previous 5 years (7,7% in 2019).

With reference to the education system, [INVALSI](#) (National Institute for the Evaluation of the Education and Training System) has launched an intervention plan to reduce territorial gaps.

Young people not in education/training and not in employment, NEETs (Neither in Employment nor in Education and Training) are particular to Italy. In ISTAT data we can also find that in 2020 young people who don't work and don't study in Italy have reached a worrying level of 23,3% and it's growing more in the North, signalling a +2,3% compared to 2019

In 2019, the research '[Il silenzio dei NEET - Giovani in bilico tra rinuncia e desiderio](#)' (The silence of NEETs - young people between renunciation and desire) by the Italian Committee of UNICEF as part of the 'NEET Equity' project, with the support of the Department for Youth Policies and Universal Civil Service as part of the Notice 'Preventing and combating youth discomfort', highlights that the NEET issue in Italy is intertwined with other serious disadvantages and forms of child poverty, analysed in the comparative study among 41 OECD/EU countries. With reference to the children population in the ranking on the relative income gap, Italy ranks 35th out of 41 countries.

With reference to the children population:

- in the ranking of the relative income gap, Italy ranks 35th out of 41 countries;
- for the gap in educational achievement, it ranks 22nd out of 37 countries;
- in health inequality, it ranks 28th out of 35 countries;
- for inequality expressed in terms of children's satisfaction with their lives, it ranks 22nd out of 35 countries.

[INVALSI assesses learning levels of some key competences in Italian](#), Mathematics and English in key moments of the school cycle. Based on the processing of the test results, indications are obtained for the assessment in classes and schools at regional and national level. According to the data coming from the [INVALSI tests of 2021](#), younger children kept good results. Both Italian and Mathematics results are generally satisfying and lead to the conclusion that Primary School kept being in line with its pre-pandemic standards. The INVALSI data 2021, which are the first after the forced stop of the lessons in presence due to the Covid-19 emergency, confirm the existence of phenomena previously observed in surveys made before the pandemic. This confirms the informative value these data have, primarily for schools but also for the social and political context at large.

The main novelty in 2019 was the [introduction of INVALSI tests also at the end of high school](#) (96% of students took them). At a national level, 65.4% of students achieve at least adequate

results in Italian, 58.2% in Mathematics. For English, the syllabuses of all secondary schools require a B2 level. In the English reading test, 51.8% reach B2, while in the English listening test the percentage drops to 35%. In 2014, INVALSI also launched a project on '[Diachronic and longitudinal measurement of students](#)' proficiency levels. The aim is to assess students' proficiency levels in Italian and mathematics. The new feature of this project is its aim to go beyond the normal stand-alone annual assessments, which only allow for comparisons with the annual average, to build a system that assesses students' progress over time, from the start of primary school to the completion of secondary school. The project will collect data both a) at the micro-level, so that each school can draw information on the effectiveness of its pedagogical and organisational systems, and b) at the macro-level, on the whole education system, to support policy makers by providing them with a solid evidence base.

In accordance with the report "[School inclusion of students with disabilities 2020-2021](#)", during this year students with disabilities who attend Italian schools increased (+4 thousand, 3,6% of enrolled pupils). The number of teachers for special needs keep increasing, with a better student-teacher ratio than the one provided for law, even though one out of three doesn't have a specific education and 20% of them are appointed late.

The organisation of the education and training system

Compulsory education lasts 10 years, from 6 to 16 and includes the eight years of the first cycle of education and the first two years of the second cycle ([Law 296/2006](#)), which can be attended at secondary school - state level - or at regional vocational education and training courses. In addition, the right/duty to education and training applies to all young people for at least 12 years or, in any case, until they obtain a three-year vocational qualification by the age of 18, in accordance with [Law 53/2003](#). Compulsory education can be carried out in State schools and parochial schools ([Law 62/2000](#)), which constitute the public education system, but it can also be fulfilled in non-parochial schools ([Law 27/2006](#)) or through family education. In the latter two cases, however, the fulfilment of compulsory education must be subject to a number of conditions, such as the taking of aptitude exams.

[The education and training system](#) is articulated over several levels and the consistency of the school supply in the different levels is variable.

- **The pre-primary level** includes a non-compulsory integrated zero-to-six years system, with a total duration of 6 years, divided into early childhood education services, managed by Local Authorities, directly or through the stipulation of agreements, by other public bodies or by private individuals, which take in children between three and 36 months of age; pre-schools, which may be managed by the State, by Local Authorities, directly or through the stipulation of agreements, by other public bodies or by private individuals, which take in children between three and six years of age;
- **First cycle of education**, compulsory, with a total duration of 8 years, divided into: Primary school, lasting five years, for pupils aged 6 to 11; Secondary school, lasting three years, for pupils aged 11 to 14.
- **Second level secondary school**, lasting five years, for students who have successfully

completed the first level of education. Schools organise high school, technical and vocational courses for students aged between 14 and 19; three and four year vocational education and training (leFP) courses under regional responsibility, also for students who have successfully completed the first cycle of education.

- **Higher education** offered by universities, higher education institutions (AFAM) and higher technical institutes (ITS) with different types of pathways: tertiary education pathways offered by universities; tertiary education pathways offered by AFAM institutions; vocational tertiary education pathways offered by ITS in cooperation with universities and employers.
- **Adult education system (IDA)** refers to the set of educational activities aimed at acquiring a qualification in adulthood. The sector is the responsibility of the Ministry of Education, University and Research. This type of provision is funded by public resources and is free of charge for those who participate (from 16 years of age). Formal adult education is organised at provincial adult education centres (CPIA) and by higher education institutions. The offer in the adult education system includes: Level I courses (run by CPIAs) aimed at obtaining the final qualification in the first cycle of education and certification of basic skills acquired at the end of compulsory education in vocational and technical education; Level II courses (run by secondary schools) aimed at obtaining the technical, vocational and artistic education diploma; literacy and Italian language learning courses for foreign adults aimed at obtaining a qualification certifying the achievement of a level of knowledge of Italian language not lower than level A2 of the CEFR (run by CPIAs).

In addition, there are training courses in Penitentiary Institutions and the Juvenile Justice Services, for both adults and minors, for which a specific [national programme](#) has been launched.

Main concepts

[Early school leaving](#), which often results in dropping out of education and training, has distant geo-historical and cultural roots. The high levels of drop-outs have been only partly reduced by the raising of the right to education and training to 18 years (2003) and compulsory education to 16 years (2006) to be completed in both school and vocational training. Good results have also been obtained from a variety of school projects supported by European regional development programs (PON and ERDF, 2000/06; 2007/13; Cohesion Action Plan, 2012/14; Cohesion Action Plan, 2014/20) in the Centre-South. However, critical issues persist, making early school leaving a widespread problem in the Italian school system.

6.2 Administration and governance

Governance

The Constitution of the Italian Republic states that school is open to all and that compulsory schooling is free of charge (Art. 34). The Italian education and training system is organised according to the principles of subsidiarity and autonomy of school institutions. The State has the exclusive legislative competence for the 'general rules on education' as well as for determining the essential levels of services that must be guaranteed throughout the national territory. The State also defines the fundamental principles that the regions must respect when exercising their specific powers. The Regions have concurrent legislative powers in the field of education and exclusive legislative powers in the field of education and vocational training. State educational institutions have teaching, organisational and research, experimentation and development autonomy. On 9 January 2020, the Government approved Decree-Law No. 1 establishing two separate Ministries: the Ministry of Universities and Research (MUR) and the Ministry of Education (MI). The Ministry of Universities and Research (MUR) is responsible for the administration of the country's universities and scientific and technological research. It is made up of General Directorates that deal with a variety of university subjects, research development, right to study, artistic, musical and dance training, strategies and development of the internationalisation of scientific and technological research, consultancy, study and research, personnel and general affairs. Over the years, various representative, advisory and evaluation bodies have been set up, including the National University Council (CUN), an elective body representing autonomous university institutions, and the National Council of University Students (CNSU), an advisory body representing university students.

The Ministry of Education performs functions relating to the implementation of school regulations and the general organisation of school education, the definition of educational objectives and the legal, economic and social security status of school staff. In addition, it is in charge of the planning and management of human, financial and instrumental resources and performs functions relating to financial policy, procurement, management of human resources of the school administration, management of information systems. The Regional School Office is a peripheral office of the Ministry of Education, divided by functions and territory, with offices at a provincial level (Ambiti territoriali). The Regional School Office monitors compliance with the general rules on education and the essential levels of services, the implementation of school systems, the levels of effectiveness of training and compliance with the standards programmed. It also oversees the implementation, in the territorial area for which it is responsible, of national policies for integrated training provision, adult education, as well as higher technical education and training and school-work relations.

[The Higher Education Council](#) is the body that guarantees the unity of the national education system. It has the task of providing technical and scientific support for the exercise of government functions in the areas of "university education, school regulations, school curricula,

general organisation of school education and the legal status of personnel" ([Law 59/1997](#), Article 1(3)(q)). The Council makes proposals and issues mandatory and optional opinions. It consists of 36 members, half of whom are elected from among teachers, school managers and administrative staff, while the other half are appointed by the Education **Minister**. In addition, [INVALSI](#) (National Institute for the Evaluation of the Education System) and [INDIRE](#) (National Institute for Documentation, Innovation and Educational Research) operate at a central level. Indire, which together with Invalsi and the Mi-Mur inspection body is part of the National Evaluation System, is based in Florence and is organised at a peripheral level into three territorial units based in Turin, Rome and Naples.

Indire has consolidated experience in the field of educational research and documentation as well as in the use of new technologies for the in-service training of teaching, administrative, technical and auxiliary staff and school managers. Within the National Evaluation System, it has the specific task of supporting school institutions in the processes of improvement and educational innovation. In addition, it participates in international initiatives and cooperates with the regions and local authorities, also for the implementation of national system measures in the field of adult education and higher technical education and training (IFTS). It cooperates with the Ministry for the annual monitoring of adult education provision. Regarding VET pathways, the reference agency for research activities, monitoring of training pathways, system policies and governance and technical assistance to the regions is the [National Institute for Public Policy Analysis](#) (Inapp). It is a public research body, under the supervision of the Ministry of Labour and Social Policies. The institute operates in the field of training, social and labour policies. It promotes and carries out study, research, experimentation, documentation, information and evaluation, consultancy and technical assistance activities. It provides technical and scientific support to the Ministry of Labour and other Ministries, to the Regions and Provinces, as well as to national and international institutions. It also plays an assisting role for the system actions of the European Social Fund. At the tertiary education level, the [National University Council](#) (CUN) and the [National Council for Higher Education in Art and Music](#) (CNAM), for the university sector and Higher Education in Art and Music respectively, have the task of formulating opinions and proposals on matters of general interest, with particular regard to the planning and approval of teaching regulations, along with the recruitment of professors and researchers. [The National Council of University Students](#) (CNSU) is the representative body of students at a national level, with advisory and propositional duties on matters of general interest for universities. The quality assurance functions of the university system are carried out by the [National Agency for the Evaluation of the University System and Research](#) (Anvur), a public body supervised by the Ministry of Education. Finally, the [Conference of Italian University Rectors](#) (CRUI) expresses its opinion on the determination, for each three-year period, of the objectives of the university system and the allocation of financial resources set by the Ministry. Regions have concurrent legislative competence in education and exclusive competence in vocational education and training (VET), both for the planning, management and provision of training through accredited structures. The Regions exercise these competences in close cooperation, through the unified State/Regions Conference, with the Ministry of Education, the Ministry of University and Research and the Ministry of Labour and Social Policies, which define the essential levels of services referred, respectively, to the education and vocational training systems. The regional competence encompasses interventions aimed at initial integration, including higher technical

and vocational training, further training and retraining, continuous training, etc. These interventions cover all training activities, including the training of young people and the development of their skills. These interventions concern all the training activities aimed at obtaining a qualification, a higher qualification diploma or a training credit, but they do not lead to the awarding of a qualification, even if they are certifiable for the purposes of obtaining such qualifications.

Furthermore, the Regions are responsible for planning the school network on the basis of provincial plans, determining the school calendar, contributions to non-state schools and the right to university study. The Regions carry out their functions in the field of education and training through the Education and Training Departments (which may take on different names in the various Regions). The main competences of the Regions in the field of education and vocational training can also be further delegated to the Provinces and the Municipalities, according to a tendency to reserve to the Regions policy, planning and control functions and less and less the management functions.

Intersectoral cooperation

The Italian Government's policies in favour of the younger generations are supported through the resources of the [National Fund for Youth Policies](#) (see chapter 1.7) in order to promote the right of young people to cultural and professional training as well as to inclusive participation in democratic and social life. The Fund is intended to finance actions and projects of both a national and local interest. Some sources of funding for cross-sectoral projects are linked to regional youth laws or programs approved in recent years. In particular, for the Piemonte Region, it is worth mentioning [Regional Law No. 6 of 01 March 2019](#), to which specific initiatives, [projects and calls for proposals refer](#). [Regional Law n. 6 of 9 April 2009](#) Promotion of Policies for Minors and Youth of the Liguria Region. [The Regional Law n.14 of 2008 'Norms on policies for young generations'](#) of the Emilia Romagna Region which has a specific portal on young people and the project [Patto Giovani Più](#).

Giovanisì, is the project of the Tuscany Region for the autonomy of young people. A system of opportunities structured in 7 macro areas: internships, housing, civil service, doing business, study and training, work and Giovanisì+ (participation, culture, legality, social and sport). The project targets young people up to 40 years old and the opportunities, more than 50, are financed by regional, national and European resources. The Puglia Region, within the scope of its competences, in harmony with the Constitution and in compliance with European and national provisions, in particular Law 285 of 28 August 1997 (Provisions for the promotion of rights and opportunities for children and adolescents), approved [Regional Law no. 14 of 7 July 2020 'Regional measures in favour of adolescents'](#) aimed at all young people aged between 14 and 19, individually or in association, including informal groups, residing in the region, even if they do not hold Italian citizenship.

[The 2014-2020 Operational Programme of the Puglia Region](#) promotes training, access to the world of work and business creation for young people through various initiatives. Among the projects and programs on a regional scale is the project ['GenerAzioni - Regione Lazio per i Giovani'](#)

(Generations - The Lazio Region for Young People), which aims to promote creativity and youth commitment through economic and training support for projects developed in the field of cultural, social and technological innovation. The intervention aims to combine cultural and social policies for young people with those for work, declining them at a local level, so as to become a factor of local development. [The Vitamina G](#) (2020) call for proposals aims to: instil confidence and give responsibility to a new generation in becoming protagonists in the development of their own community and territory; for the Region's youth associations: strengthen the creation of a regional ecosystem of youth organisations, making the projects carried out good practice so that they can become a transferable model for other groups in other territorial contexts; for the citizens of Lazio: make youth ferment and activism a tool as well as a resource for the reactivation of territories.

Lombardy has launched a number of initiatives to promote youth activism, including a [web page](#) entirely dedicated to the initiatives of the Lombardy Region for the under-35s; a Youth Working Group, to share with all the General Directorates of the Lombardy Region strategic themes and priority areas of intervention for young people. The cornerstone of the region's youth policy is the '[La Lombardia è dei giovani](#)' (Lombardy belongs to young people) initiative, which supports projects throughout Lombardy for the participation and autonomy of young people. [The mapping](#) of projects financed by the Lombardy Region on young people can be consulted on the dedicated portal, together with the [Strategic Document on Young People](#), as well as the result of the collaboration between the Directorates-General, to present the guidelines and prospects on the subject of youth policies.

6.3 Preventing early leaving from education and training (ELET)

National strategy

The overall picture of early school leaving, and in particular of school drop-outs, throughout Italy has for years been the subject of attention and concrete action to stem a particularly critical phenomenon.

Currently, almost all European countries have policies promoting second chance education for early leavers, and most of them support early leavers through targeted education, career guidance and through Youth Guarantee-related initiatives that aim to help early leavers re-enter the education and training system.

In 2020 in Italy the percentage of 18-24 years old in an ELET condition (Early Leavers from Education and Training), meaning young people who go out from education and training systems without having acquired a diploma or a qualification, it's around 13%, 543 thousand young people, slightly less than previous years but still far away from the objective fixed by the Europe Strategy 2027 of the 10%. According to [ISTAT Annual Report 2021](#), young people who leave their studies having reached middle school diploma were 543.000 in 2020 (46,6% living in the South): it's a population aggregate particularly vulnerable for what concerns the access to work field and for social inclusion, not only during young age, but also subject to negative repercussions for the future economical conditions. The Italian educational system struggles to keep many young students to develop their knowledge and provide them with the necessary competences asked in the working environments by companies and corporations. In this picture there is also the one regarding young people of 25-34 who decided to expat and went up to 355.000. from 2008 to 2020.

A close look at the trend in early school leavers from education and training shows a steady decline in the [drop-out rate](#) over the last decade, as confirmed by 2019 data. [The European Commission's Education and Training 2020 Monitoring Report shows](#) that Italy's early school leaving rate is still among the highest in the EU, especially in the south and among foreign-born youth. The percentage of young people in the 18-24 age group leaving education and training early was 13.5 % in 2019, down from 14.5 % in 2018, confirming the downward trend. While below the national target of 16 %, the early school leaving rate remains well above the EU average of 10.2 % and is a considerable distance from the EU 2020 benchmark of 10 %. The rates vary considerably between regions, from 9.6 % in the North-East to 16.7 % in the South. Boys are more likely than girls to leave school early (15,4 % compared to 11,3 %). The school drop-out rate for 18-24 year olds born abroad is 32,5 %, almost three times higher than for those born in Italy (11,3 %) and considerably higher than the EU average of 22,2 %. To combat early school leaving, central and peripheral school administrations, regions and local authorities have intervened in recent years with dedicated and systemic measures, allocating resources and promoting guidelines, analyses and actions. The Ministry of Education has set up a [steering committee](#)

to combat early school leaving and, through [specific guidelines](#), considered it necessary to take effective administrative and educational actions to minimise the factors that lead to early school leaving, particularly in certain Italian regions where the economic and social gaps that lead to cultural deprivation and, consequently, higher drop-out and abandonment rates are more evident. In order to combat early school leaving and drop-out, it is deemed necessary to allocate economic resources aimed not only at creating more suitable learning environments, both in terms of school structure and technological equipment, but also at launching methodological experiments able to renew subject teaching, making it more responsive to young people's learning styles, along with strengthening basic learning, the firm acquisition of which is an indispensable condition for continuing studies.

Education: main measures to prevent early school leaving

In the framework of the [National Operational Programme For Schools - Skills and Learning Environment 2014-2020](#), resources amounting to 2.8 billion euro have been allocated with more than 52,343 projects financed throughout the country in favour of 8,000 schools for the training of more than 2 million 392 thousand students, teachers and adults. The Ministry of Education financed 1,600 projects to combat factors related to school drop-outs in the area of social inclusion and combating hardship in particularly disadvantaged areas. 1,273 projects regarded social integration and reception to specifically counter school drop-out. These projects involved all the regions of Italy, from the less developed to transition regions to the more developed. An investment in line with the EU strategy for smart, sustainable, inclusive growth and the implementation of social economic cohesion of territories. [The Intervention Plan for reducing territorial gaps in education](#) was presented in 2020. It is aimed at schools in the regions of Calabria, Campania, Puglia, Sardegna and Sicilia and sees the implementation of measures to improve learning outcomes. Initially, it will be undertaken with the Campania and Sicily regions and will then be promoted and disseminated to the other regions. The plan is defined in close collaboration with the Regional School Offices, local authorities and research bodies (INVALSI, INDIRE) and includes, as a preliminary phase, the promotion of a comparison with the Regional School Offices and the competent Councillors of the regions concerned in order to analyse the data and the interventions currently in the field; a more detailed analysis of the situation with the data available to INVALSI; integrate the analysis with the data available to the Ministry of Education and the local authorities; coordinate the projects underway and in development; agree on a number of process and result objectives in the medium term. [The FaSI - Fare Scuola Insieme research report](#) analyses databases containing good practices against early school leaving based on prevention, intervention and compensation strategies.

In the FaSI research report different databases of good practices related with school dropouts are analysed. Among these we could mention:

- [Gold database of INDIRE](#) that collects the experiences realized in Italian schools of every kind and level to spread the pedagogical knowledge heritage produced by schools. It focuses on different fields, from environmental education, to emotional development, new technologies and so on and it contains more than 700 educational experiences. Many of the selected materials from schools are downloadable.

- [The Heritage and Interculture project](#), that represents a national observatory on the experiences realized in cultural institutions, particularly those from museums, in partnership with schools, district centres for adult education, local bodies, organisations and research institutes. The aim is to report those projects that are identified as good practices for their methodologies and contents, to offer a comprehensive picture of the activities that proof the commitment to make the cultural heritage more accessible.
- The database on the school projects in Lombardia [by ORIM – Regional Observatory for Integration and Multiethnicity](#), that collects all those projects that involve student of foreign origin, including the projects targeting dropout and dispersion.
- The [LOST project on school dropouts](#), which isn't a database but a publication of the national survey made by WeWorld Onlus, Bruno Trentin association and Giovanni Agnelli Foundation with the cooperation of CSVnet. With LOST it has been offered a contribution to clarify the size of the cost that school dropouts have on schools and the role of the third sector, since this has a significant economic cost that produce severe risks of social and work exclusion.

In the wider framework of the PNRR, the Mission 4 talks about the possibility to introduce interventions targeting the national divide in secondary schools of II level and for the reduction of school dropouts, especially in the South, with projects for kindergartens and nursery schools.

Combating early school leaving through non-formal and informal education and youth work

Policies for increasing the flexibility and permeability of education courses can help prevent ELET by removing potential obstacles to the completion of education and training programmes. These might include initiatives to promote alternative education and training courses (e.g., vocational or technical rather than general), to facilitate the transition between courses and to improve systems for the recognition of students' skills and qualifications.

In the last years, the adoption of non-formal or informal educational strategies to combat early school leaving has been the subject of many [studies](#) by training, research and third sector organisations involved in this field. Similarly, initiatives have been produced in different contexts. These include the Doors - [Open Doors to Desire Project as an OppOrtunity for Social Regeneration](#) (led by [CIES Onlus](#)) created to combat educational poverty among minors, which has placed art education at the centre of its work with young people to promote a greater synergy between formal and non-formal education. Among the initiatives that focus on the non-formal and informal level, there is the [Fuoriclasse program](#), promoted by the Education Department of [Save the Children Italy](#), in collaboration with the Giovanni Agnelli Foundation, and in partnership with Christian Workers Association - ACLI Lombardia, Kreattiva Association, Libera Association, E.D.I. Onlus, Abele Group, and Panda Avventure. Inspired by Article 28 of the UN Convention on the Rights of the Child, Fuoriclasse promotes motivation to study (motivational workshops) and the possibility of bridging learning gaps (study support workshops) through innovative methodologies that combine formal education activities with non-formal activities (advisory councils and school camps) to be carried out both during and outside school hours, not only in school buildings but also in other educational contexts. The intervention includes an integrated approach, involving all the stakeholders concerned by the phenomenon:

students, teachers and families. The pilot project was launched in the 2012/13 school year in the cities of Naples, Crotone and Scalea (CS). The following year, the cities of Milano and Bari were added (2013/14) and in the school year 2014/15 Turin. Within three years (2012/2015), two two-year implementation periods were completed in five cities (Crotone, Scalea, Naples, Bari, Milano).

Another project moving along this direction is “Our Good Star”, designed and developed by the Institute for researches on population and social policies (Cnr-Irpps), in cooperation with Lazio Region, the organization Arianna Onlus which led the project and several subjects, including organisations, schools and third sector representatives. Its general objective is contrasting school dropouts and dispersion by building an educational community made by public and private bodies and that would prevent and taking responsibility for educational poverty at local level.

Also the Municipal Department of the School of Palermo supported the “[Week of Perseverance](#)”. In all classes of some schools of the city, teachers presented readings, stories, films and examples of perseverance and motivation made by pupils.

Intersectoral coordination and monitoring of interventions to prevent early school leaving

Regarding the development of networks against early school leaving, and the promotion of innovative monitoring and intervention actions, an INDIRE working group has drawn up a detailed [Monitoring Report and analysis of territorial intervention prototypes](#) (2016). On a regional and local basis, the monitoring of interventions to prevent early school leaving has been carried out. Examples are the initiatives of the [Friuli Venezia Giulia region](#) and the [municipality of Milan](#). It is also worth noting the [monitoring activities](#) of some third sector actors, such as those of the Observatory on Educational Poverty, in collaboration with Con i Bambini - social enterprise and Fondazione Openpolis, within the framework of the Fund to fight juvenile educational poverty.

6.4 Validation of non-formal and informal learning

Modalities for validation of non-formal and informal learning

According to the periodic surveys conducted by the Institute for the Development of Vocational Training of Workers (ISFOL), now the National Institute for the Analysis of Public Policies (INAPP) (see 6.2) the main target groups for non-formal and informal learning for which processes of validation of competences, also of a non-formal type, outside formal education and training paths are emerging are:

- unemployed people or workers at risk of unemployment
- workers in poorly regulated sectors and professionals in need of accreditation;
- immigrant workers without any formal qualifications who now take on a permanent basic role in whole segments of the labour market (i.e. in logistics, construction, 'white jobs' for health and social care);
- highly qualified young Italians moving abroad for work or study;
- volunteers, interns, apprentices.

[Law 92/2012](#) on the labour market reform provided for the first time a formal definition of the concept of [lifelong learning](#): 'lifelong learning means any activity undertaken by people in a formal, non-formal and informal way, at different stages of life, with the aim of improving knowledge, skills and competences, within a personal, civic, social and employment-related perspective'. Formal learning is that which takes place in the education and training system and in universities and institutions of higher artistic, musical and dance training, and ends with the awarding of a qualification or professional qualification or diploma, also achieved through an apprenticeship, or a recognised certification. Non-formal learning is learning characterised by a person's intentional choice, which takes place outside formal systems, in any body pursuing educational and training purposes, including voluntary work, national civic service and private social work, as well as in businesses. Informal learning is that which, even without an intentional choice, takes place in the performance by each person of activities in everyday life situations and in the interactions that take place therein, in the context of work, family and leisure. In addition, the law included the establishment of a national public system of competence certification, based on homogeneous minimum service standards throughout the territory. 'Certifiable competence' is a structured set of knowledge and skills that can also be recognised as training credits, subject to a specific validation procedure in the case of non-formal and informal learning. The certification of competences is a public act aimed at guaranteeing the transparency and recognition of learning, in line with the guidelines set by the European Union. Certification leads to the issuing of a certificate, diploma or title formally documenting the assessment and validation carried out by a public body or an accredited or authorised entity.

The RUIAP (Network of Italian Universities for Lifelong Learning) plays a decisive role in the promotion of lifelong learning initiatives also linked to the CAPs (Centres for Lifelong Learning) of the various member universities. [Legislative Decree no. 13/2013](#), issued in implementation of Law no. 92/2012, has defined the general rules on the national skills certification system. The legislative decree makes the new 'National System for the Certification of Competencies' operational and aims to bring out and enhance the professional skills acquired not only at work but also in leisure time, so as to promote geographical and professional mobility, facilitate the matching of supply and demand in the labour market, increase the transparency of learning and the expendability of certifications at both national and European levels. Based on the aforementioned decree, on 30 June 2015, an inter-ministerial decree (Ministry of Labour and Ministry of Education) defined the [National Framework of Regional Qualifications](#). It established: a mutual recognition mechanism between regional qualifications; process, attestation and system standard procedures for services for the identification/validation of non-formal and informal learning and certification of competences. The inter-ministerial decree (Ministry of Labour and Ministry of Education) of 8 January 2018 established the [National Qualifications Framework](#) (NQF) as a tool for describing and classifying qualifications awarded under the National Skills Certification System.

The NQF represents the national device for the referencing of Italian qualifications to the European Qualifications Framework, with the function of linking the Italian qualifications system with the systems of other European countries. The NQF aims at coordinating and strengthening the different systems that contribute to the public offer of lifelong learning and services for the identification and validation and certification of competences. An innovative aspect of the new adult education system, which contributes to the promotion of national lifelong learning policies, is the valorisation of the cultural and professional heritage of the person starting from the reconstruction of his/her individual history. The introduction of the Individual Learning Pact allows for the recognition of the formal, informal and non-formal knowledge and skills possessed by the adult. The Pact is a contract shared and signed by the adult, the Commission (whose main task is to define it) and the head of the CPIA and - for those enrolled in Level II courses - also by the head of the upper secondary school. With the Individual Formative Pact, the personalised study pathway (PSP) is formalised for the educational period of the pathway requested by the adult at the time of enrolment. The Certificate of Recognition of Credits for the personalisation of the pathway is attached to the Pact.

[Cimea \(Information Centre on Mobility and Academic Equivalences\)](#) projects are also oriented towards the recognition of qualifications obtained in Italy in other international contexts. In the field of non-formal and informal learning, the Italian Cooperation 4 Transparency of Skills & Mobility project has been launched to support the development of general norms and standards for the definition and validation of non-formal and informal learning, as well as to facilitate the certification of skills, in order to enhance the learning of individuals, regardless of the environment in which the learning took place. Cimea promoted and activated the [National Coordination on the Evaluation of Refugee Qualifications](#) (CNVQR): an informal network of administrative experts working within higher education and training institutions dealing with qualification recognition, to share evaluation practices, problematic cases, information sources

and methodological practices in cases of the evaluation of qualifications held by refugees, including those with no or little documentation.

In the framework of the DimiCome project of the [ISMU Foundation](#), a set of '[Guidelines for the identification and assessment of soft skills of migrants](#)' has been developed. Migrants bring with them a wealth of valuable personal resources, but the receiving society is not always able to recognise and exploit this potential in a Diversity Management perspective. In order to enhance the rich heritage migrants bring, it is crucial to develop the methodologies and tools available for the [recognition of skills](#) acquired in non-formal and informal contexts. This is a series of operational guidelines that aim to improve the effectiveness of interventions aimed at making these valuable resources transparent and valued. The guidelines were developed through consultation with 30 organisations involved in the identification and assessment of migrants' skills. The consultation involved entities operating in Lombardy, Veneto, Lazio and Puglia, with the involvement of the project's international partners, i.e. organisations with a wealth of experience in the sector and active in France, Germany and Hungary.

Information and guidelines

[Ministerial Decree no. 774 of 4 September 2019](#) approved the new guidelines aimed at enhancing guidance within secondary school. In addition to transmitting and teaching content, the teaching activities aim to increase self-growth within the social reality in which the young person is inserted, strengthening the skills possessed to read and cope with the complex reality of today's world, thanks to the development of the processes of knowledge, growth and learning. This is the context in which guidance competences come into play, i.e. the set of resources, characteristics, skills, attitudes and motivations that allow the person to consciously face the training experience. It is necessary for schools to set up activities to develop these competences.

Quality assurance

Among the systems and tools for validating learnt competences, there is the skills review, which has found a progressive, though still incomplete, regulatory recognition. In a general sense, skills review actions allow workers to analyse their professional and personal skills, as well as their aptitudes and motivations, with a view to determining a professional project and, if necessary, a training project. In the circular n.93 /13 of 1993 of the Vocational Training Delegation (DFP) of the Ministry of Labour, it is specified that a skills assessment should allow the worker to review all his/her professional activities in order to take stock of his/her personal and professional experiences; to find and assess his/her acquisitions related to work, training and social life; to better identify his knowledge, skills and aptitudes; to discover his unexplored potential; to collect and structure the elements enabling him to elaborate a professional and personal project; to better manage his personal resources; to organise his professional priorities to better use his resources in the negotiation of a job or in the choice of a career.

6.5 Cross-border learning mobility

Policy framework

Mobility opportunities for cross-border learning and work are promoted in Italy through the use of European programs that are used by schools, training institutions, local authorities and associations. Italian school legislation supports study abroad experiences and regulates the recognition of studies carried out abroad for the purpose of readmission to Italian schools. The Ministry of Education has issued several [notes](#) to frame such experiences in the educational pathway. Communication prot. no. 2787 /R.U. 20 April 2011 of the Department of Education - DG School regulations and school autonomy qualifications obtained abroad, clarifies that participants in individual mobility programmes do not need certificates of equivalence as this refers to final qualifications obtained in foreign schools. In view of the significant educational value of study experiences abroad and the cultural enrichment of the student's personality resulting from them, educational institutions are invited to facilitate this type of education as far as possible, in compliance with the relevant regulations. Note no. 843/2013 Guidelines on individual international student mobility aimed at facilitating schools in the organisation of activities aimed at supporting both Italian students participating in study and training stays abroad and foreign students who are guests of the institution.

Main international student mobility programmes (formal education)

In Italy, the main scholarship program for cross-border student mobility is the [Youth Fund](#), which focuses mainly on the socio-economic situation of students. Higher education institutions may have a certain degree of autonomy in defining the eligibility [criteria for mobility grants and the target student population](#). The basic legislation for international student mobility is included in the Consolidated Text of the School (art. 192 of [DL 297/1994](#) and ss.mm.ii.). The most recent text is the [Note on Individual Mobility](#) addressed to the Directors of the Regional School Offices, which contains the guidelines for international student mobility. The Ministry of Education recognises study experiences in a foreign country as an integral part of the study pathway in Italy. Therefore, the stay outside Italy is not considered a lost year within the educational pathway: students do not have to take a qualifying examination (exams in September) and, at the end of the experience abroad, they are readmitted to their class in Italy. [The European Centre for the Development of Vocational Training](#) (Cedefop) contributes to the definition and implementation of EU vocational training policies. It monitors labour market trends and helps the European Commission, EU countries, employers' organisations and trade unions match the training provision with the labour market needs. In terms of apprenticeships and international mobility, transnational mobility is not considered a priority in the agendas of Italian regions, according to Cedefop. To move in this direction, two measures should be taken: increasing financial resources and strengthening the involvement of employers and training providers. Data show low levels of participation of apprentices in the Erasmus mobility programme. There is no empirical data indicating which factors enable or disable the mobility of apprentices. However,

some of them can be deduced from the structure and organisation of apprenticeships. Since an apprenticeship is an employment contract, all aspects of labour law (insurance benefits for accidents and occupational injuries, occupational diseases, health reasons, maternity, etc.) represent an obstacle to mobility, as the related costs are shared between different companies in different countries. Moreover, the mutual recognition between Member States is still lacking, particularly for the first-level apprenticeship scheme. Future actions should be implemented to improve and develop the mobility of apprentices, such as: (a) promote a communication campaign for families, apprentices, VET (Vocational Education and Training) providers and companies; (b) support participation in the transnational network for training providers and companies of EFTA (European Free Trade Association), aimed at improving the mobility of apprentices; (c) make more use of the Erasmus mobility programme, including foreign language courses.

There are also other [programs for international incoming mobility](#) and at [university level](#) aimed at stimulating the [mobility of young people](#). What are they? Cross-border mobility initiatives refer to the European programs, [Erasmus+ and European Solidarity Corps](#), as well as all the initiatives, activities, events and opportunities offered by the National Agency for Youth. As part of the [ITACA High School Program](#), a program recognised by the Ministry of Education, calls for applications have been issued for scholarships for students aged between 14 and 18 years attending between the second and fourth year of secondary school in Italy, with the aim of enabling them to participate and attend a trimester, semester or entire school year abroad.

Promoting mobility in the context of non-formal education and youth work

In this field, it is worth mentioning the initiative of the [Conference of Italian University Rectors - CRUI Foundation](#) to set up internships for university students. [The CRUI Foundation's internships](#) are based on joint programs with prestigious entities and institutions interested in hosting young university students for a period of on-the-job training. Since 2001, the year of the first program with the Ministry of Foreign Affairs, more than 18,000 internship positions have been offered, presented in more than 150 calls for applications, with a wide variety of choices for candidates, both in terms of the geographical location of the internship site and the different types of activities to be carried out and the diversified skills required.

Quality assurance

Internships and work experience abroad are subject to the regulations of the host country. In order to standardise the regulation of traineeships, the European Union issued a Council Recommendation on a quality framework on 10 March 2014. For example, for extracurricular traineeships, it is recommended that member states apply certain principles: formalise a written traineeship contract, establish learning and training objectives and the rights and obligations of the trainee, ensure adequate working conditions, set a reasonable duration (the suggested duration is 6 months, unless extended for the purpose of job placement), and promote the proper recognition of traineeships. In recent years, Italy has gradually aligned itself with the European indications. It is worth mentioning the [Agreement of 24 January 2013](#) between the Government, the Regions and the Autonomous Provinces of Trento and Bolzano on the document containing Guidelines on internships, and the latest document approved is the [Agreement of 25 May 2017](#)

between the Government, the Regions and the Autonomous Provinces of Trento and Bolzano on the Guidelines on training and orientation internships.

6.6 Social inclusion through education and training

Education support

On the theme of inclusion, there are projects on the national territory launched by some Ministries. [The Care Leavers Project](#) provides for the experimentation on a national basis of interventions in favour of those who, on reaching the age of majority, live outside their family of origin on the basis of a court order. It is promoted by the Ministry of Labour and Social Policies within the framework of the Fund for Combating Poverty and Social Exclusion and is carried out in collaboration with the [Innocenti Institute](#). The project is being tested throughout the country with the general objective of accompanying young adults towards autonomy by creating the necessary supports to allow them to gradually build a future and become adults as soon as they leave the protection system. The experimentation therefore involves care leavers capable of embarking on a path to autonomy who will then be able to benefit from a structured project to accompany them towards adulthood, the result of a multidimensional assessment (Preliminary Analysis and Analysis Framework) drawn up by the social worker, community educators or foster family members preferably as early as the age of seventeen. The autonomy project describes the activity through which the needs and expectations of the young person are transformed into objectives and results of change aimed at fulfilling the aspirations of the beneficiaries through the use of their resources and capacities plus the support of the services and resources of the community. The project lasts three years and accompanies the beneficiaries until they reach the age of 21. The boys and girls are accompanied in the realisation of their own pathways, which may be oriented towards the completion of upper secondary education or university training, vocational training or access to the labour market.

Cohesion and equal opportunities

Some of the projects promoted within the framework of the [National Strategy for Inner Areas](#) (SNAI) touch on the issue of integrating young people into the economic and social life of the territory, focusing on the issue of permanence in the weak areas of the country, avoiding depopulation and the implosion of social and economic life. Other projects aimed at young people have been framed by the Metropolitan Cities Operational Program, which has led some Italian metropolitan centres to launch urban-scale initiatives aimed at young people. This is the case of the Municipality of Bologna, which launched the [Urban Innovation Foundation](#), and the Municipality of Milan with its '[School of Neighbourhoods](#)' training program. On the subject of inequality, in the educational field and beyond, it is worth highlighting the activities of the [Forum Disparities and Diversity](#) (ForumDD), the brainchild of the Fondazione Lelio e Lisli Basso, which includes the participation of eight active citizenship organisations (Basso Foundation, ActionAid, Italian Caritas, Cittadinanzattiva, Dedalus Cooperative, Messina Community Foundation, Legambiente, Uisp), and groups of researchers and academics). In 2020, ForumDD formed an alliance between 10 different networks of entities and individuals working in the field of education, EducAzioni, with which it works to develop and promote strategies to combat educational poverty and promote the rights of children and adolescents.

6.7 Skills for innovation

Innovation in education

In Italy, there is the awarding of a certification of competences for students who complete the ten-year cycle of compulsory education coinciding with the end of the second year of secondary school. All the school subjects are involved in the process leading to certification. The model provides for indicating the level reached for each of the following axes: language (Italian language, foreign language, other languages); mathematical; scientific-technological; historical-social. There is also an assessment of the transversal competences (personal, communicative, cognitive, organisational) that have been acquired in the formal course of study and in the informal experiences connected with it. For each of the areas, the level achieved is specified, divided into: basic, intermediate and advanced. Within the Italian school system, one area in which the value of non-formal learning has been promoted, with clearly defined training itineraries integrated into the curricular pathway, is that of School-Work Experience (ASL). It received a strong boost with Law 107/2015 ('La Buona Scuola'), which made it compulsory for students to be involved in practical training experiences at a public entity, a company or a third sector organisation. In technical and vocational institutes, the experience has a total duration, in the second two-year period and in the last year of the course of study, of at least 400 hours and, in high schools, a total duration of at least 200 hours in the three-year period. The 2019 Budget Law provided for the renaming of the Alternanza Scuola-Lavoro (School-Work Experience) pathways referred to in Legislative Decree no. 77, into [Pathways for Transversal Skills and Orientation](#) (PTCO) and, starting from the 2018/2019 school year, are implemented for a total duration predetermined according to the order of study (Licei, Technical Institutes and Vocational Institutes) Over the final three-year period, the Pathways will have a total duration of no less than 210 hours for vocational institutes; no less than 150 hours in technical institutes; no less than 90 hours in Licei. The main innovation of the PCTOs is the relevance of the guidance aims of the courses and the objective of giving young people priority in acquiring transversal skills useful for their future employability, in any field of job placement, in the perspective of lifelong learning as a guarantee of permanence on the market even in the event of reconsideration of the choices made. At the end, the evaluation of the results of the PCTO activities and their impact on learning and behavioural assessment is included. The final results of the evaluation carried out by the school are summarised in the final certification of the competences acquired by the students.

Promoting innovation through non-formal and informal learning and socio-educational animation

With reference to these profiles, in Italy there are top-down and bottom-up initiatives aimed at gradually recognising the value of non-formal and informal learning. Some of them are based on public funding and are promoted in collaboration with schools and universities. Others are the result of bottom-up proposals put forward by subjects animated by young people and working

on the issue of improving skills (e.g. associations, cooperatives). One area in which Italian schools are promoting initiatives (sometimes integrated in PCTOs) is on the subject of innovation-oriented non-formal learning concerns [Service Learning](#) (SL) activities. This is a pedagogical, methodological and didactic proposal that allows the student to learn (Learning) through service to the Community (Service), i.e. to learn by measuring oneself against the problems actually present in one's own life context. The educational value of SL projects, in terms of personal growth, motivation to study, levels of competence and self-esteem, and the acquisition of socially pro-active behaviours has led the Ministry of Education to carry out a national experiment and to promote the establishment of Service-Learning school networks in all the Italian Regions. During the Service-Learning activities, the evaluation of the acquired competences is included. An ongoing evaluation (situational observation) is included, which may be carried out through the use of evaluation rubrics with indicators referring to the acquisition of soft skills (which are often one of the main objectives of the SL project actions). Furthermore, a conclusive evaluation is carried out in which the results of a structured self-assessment and of the impact on the community of reference can be included.

The National Agency for Young People (NGA) aims at creating opportunities for girls and boys, in response to the growing need for the social development and geographical mobility of young people and organisations. Its mission is pursued both at a national and European level, in the broadest and most global sense, by promoting young people's access to diversified experiences: through non-formal education channels, including a variety of activities such as volunteering, initiatives in the field of sport and active participation, with the central role of young people and their conscious citizenship. [The European programs Erasmus+](#), Youth and European Solidarity Corps under the responsibility of the National Agency for Youth offer a learning methodology such as non-formal education: through workshops, case studies, activities aimed at socialisation and solidarity, the participants are given the opportunity not only to acquire purely technical knowledge but also to develop interpersonal skills. At the heart of the NGO's project activities, there is non-formal education and the work of youth workers. Youth work is based on non-formal and informal learning processes as well as on the principles of voluntary and active participation of young people; it refers to a wide range of social, cultural, educational, environmental activities carried out with and for young people, focusing on their needs and abilities (see Chapter 10).

The 'territorial networks for lifelong learning' are the institutional point of reference for coordinating and implementing actions aimed at young people (from the age of majority) and adults that promote the improving of education levels and the consolidation of key [competences for lifelong learning](#). They are the backbone of the lifelong learning system, which makes it possible to take charge of people undergoing training by means of reception, guidance and support. The important nodes of these networks are the [Provincial Centres for Adult Education](#) (CPIA) which, in addition to being second level educational institutions that provide second level adult education courses, have a training unit that works to extend the training offer by stipulating agreements with local authorities as well as other public and private subjects, with particular reference to training structures accredited by the Regions; these are initiatives to enhance citizenship skills and therefore the employability of the population. Territorial networks for lifelong learning provide support for people to build their own formal, non-formal and informal

learning pathways, recognition of training credits, certification of any learning acquired, and the use of guidance services throughout life.

Regarding the developing of skills geared towards innovation, it is worth mentioning the Territorial Laboratories for Employability (set up by [Law 107/2015](#)). These are school spaces open to the local area, which can also be set up in spaces outside schools and which will be active after school hours. Workshops are intended as places for meeting, experimenting with old and new professions and practising innovation in all its expressions (technological, social and individual). The employability laboratories are supported by specific funding from the [Ministry of Education, Universities and Research](#) (MIUR), which has made available 45 million euros (with a maximum contribution of 750,000 euros for each laboratory) for networks of schools, including those of different levels, which can be joined by public entities, local authorities, chambers of commerce, industry, crafts and agriculture, universities, associations, foundations, vocational training bodies, higher technical institutes and private companies. After a selection procedure of 529 projects from all over Italy, in June 2016, the MIUR identified the 58 winning projects. The project proposals mainly regarded the involvement of both students in formal education and training and NEETs (Not Engaged in Education, Employment or Training) and were aimed at promoting the knowledge, integration and reintegration of young people into the world of work by enhancing the specificities and vocations of each territory.

The themes of situational learning and the sharing of ideas and projects find an important application in the training proposals of the so-called 'maker movement', which brings together people from different backgrounds who are interested in learning technical skills and their creative application with the aim of inventing innovative solutions. All this with a teaching methodology based on inclusiveness and equality in learning. The [National Institute for Documentation, Innovation and Educational Research](#) (Indire), a research body of the Italian Ministry of Education, since 2014, has been supporting the research [project Maker@School: New Technologies for Teaching](#), which studies the specificities of the 'maker model' for the school world and how innovations can contribute to the evolution of the teaching model. The aim is to verify whether the innovative tools tested in the classroom and the teaching methodologies inspired by the 'maker' learning model are able to contribute to overcoming traditional frontal teaching methods and support a more up-to-date innovative teaching in which pupils become the protagonists of their own learning. The inclusion of 'Maker' type activities in the curriculum can enhance the development of logical-mathematical, scientific and linguistic skills, and above all bring out meta-competences and soft-skills.

In recent years, the [Social Innovation Citizen](#) (SIC) project network has been set up as an initiative of the [National Agency for Young People](#) (ANG) in collaboration with [ItaliaCamp](#) Association. It is a reference point for the young generations interested in becoming protagonists in the development of local innovation processes through a dialogue with citizens, institutions, businesses, academia and the third sector, also with the aim of stimulating self-entrepreneurship. Permanent innovation laboratories have been set up starting from four Italian cities (Florence, Matera, Messina, Turin) which, on a pilot level, have been touched by a Road Tour and have encouraged the first experiments of social innovation of SICs. In each stage, different themes were explored: sharing economy, cultural innovation, urban transformation and

the reuse of disused spaces. The four chosen focuses were identified as priorities upon which to work in order to strengthen collaborative platforms, along with the use of civic crowdfunding to promote the collective and participatory funding of public works and projects by citizens, associations, businesses and institutions as a concrete opportunity to implement projects of interest to the community and to generate a social impact on the territory. Creating spaces for sharing to give life to spaces of opportunity, to promote new ways of working, creating, living and improving one's skills.

In the field of innovation, the [National Association of Young Innovators](#) (ANGI) is the first national non-profit organisation entirely dedicated to the world of innovation, in all its forms. Created with the support of the European Union, the Prime Minister's Office, the Parliamentary Intergroup on Innovation, and with the backing of leading figures from civil society, the association has laid solid foundations for the pursuit of its mission. ANGI has promoted 10 technical tables on innovation, and its events have been attended by 1,500 people at 8 national events. The first National Observatory entirely dedicated to Youth and Innovation is active within it, focusing on the numbers of the Italian ecosystem and Italian and European public policies in support of the new generations and technological innovation.

On the subject of non-formal education, the Italian network of [Centres for the Exercise of Active Education Methods](#) (CEMEAs) is active and is part of the international network. The Italian CEMEAs are linked in the Italian Federation of CEMEAs (FITCEMEA), an organisation accredited by the Ministry of Education, University and Research. FITCEMEA carries out national and international projects related to formal and non-formal education. On the same themes, the National Youth Council (see chapter 5.3) in 2017 launched '[You write non-formal, you read skills](#)'. A campaign with the aim of promoting the awareness of non-formal education, investigating whether young people active in youth associations are aware of the skills acquired in non-formal learning processes and whether their skills have been valorised in the labour market.

An interesting field in which to detect the training becoming involved in non-formal learning is that of [Coworking contexts](#), [FabLabs](#), training workshops, creative ateliers. These are growing experiences that often focus on the coexistence of formal and non-formal learning useful for the professional growth of co-workers who use shared spaces equipped with facilities that allow them to start technological innovation experiments.

There is no national law in Italy regulating these learning spaces even though they are looked upon with interest by educational institutions, traditional training centres and the business world. Many projects are co-financed by regions, municipalities, foundations and companies. The growing interest in these workspaces has led the Ministry of Education to allocate funding for the importance of this methodology in schools, transforming [teaching laboratories in schools into Fablabs](#) (e.g. Miur Atelier Creativi call for proposals).

Recent proposals indicate how Blockchain technology can also be used as a system for tracking the learning experiences of a young person, which are transmitted through a shared chain capable of recording titles, activities, relationships, storing them so that they are always

accessible and highlightable (e.g. Diplo.me by Cimea). It makes it possible to record the actual participation and outcomes of a study pathway or training experience, to make it visible and retrievable, witnessable and recognisable, thanks to the structures that issue it.

[The LIRAX Project](#), started in 2018, consists of a Blockchain platform, specialised in certification and traceability that makes it possible to perform a reliable and independent certification of data content at a time linked to a particular identity. This certification is performed via Blockchain, creating an audit trail that can never be changed, with a consensus on the truth of the content across multiple versions of the audit trail, created between many nodes.

An important initiative to combat educational inequalities and promote the involvement of young people in innovation is the one proposed by the [Fondazione Con il Sud](#), founded on the basis of a Memorandum of Understanding signed in 2005 by the Permanent Forum of the Third Sector and the Association of Foundations and Savings Banks, with the support of Compagnia di San Paolo, the Permanent National Council of Voluntary Work at the Forum, Convol - Permanent Conference of Presidents of National Voluntary Work Associations and Federations, Csv. net - National Coordination of Voluntary Service Centres, National Council of Management Committees - Co.Ge.

One of the Foundation's areas of intervention is the development of excellent human capital, in order to attract 'brains' and valorise talent, especially in the southern regions of Italy. Since its start, it has supported more than 800 initiatives, including the establishment of the first five community foundations in the south (in the historic centre and the Rione Sanità in Naples, Salerno, Messina and the Val di Noto), involving 5,000 different organisations, including non-profit, public and private entities, and more than 280,000 citizens, mainly young people (43% minors), who are the 'direct recipients' of the interventions. In 2016, the Foundation launched an initiative to combat child educational poverty, managed by the [social enterprise Con i Bambini](#) (fully owned by the Foundation), now in its third year.

Other programs and calls of national importance include the activities of the [Department for Youth Policy and Universal Civil Service of the Presidency of the Council of Ministers](#), through the Youth Policy Fund, established by Article 19 of Decree-Law No. 223 of 4 July 2006, converted with amendments into Law No. 24 of 4 August 2006, financed the [Public Notice 'Support for young talent'](#), published on 15 July 2015, intended to intervene in areas of great sensitivity and resonance for the younger generations. The initiative is aimed at funding actions to support young people in the expression of their talent and creativity, through initiatives that allow them to enhance their experience and skills, including in the field of technological innovation. The Notice, funded with €2.5 million, was addressed to entities and organisations of the Third Sector for the co-financing of project proposals for young people aged between 18 and 35. There are 18 beneficiaries and agreements have been signed with all of them. The projects have been launched, the activities are being implemented and are expected to be completed by 2020, unless extended.

With the [public notice 'Orientation and placement of young talents'](#), the Department proposed to co-finance actions aimed at promoting and supporting the employment and self-

entrepreneurship of young talents, through innovative orientation and placement initiatives that allow them to acquire knowledge of all the alternatives available in the fields of education, training and professions. The initiative, which is aimed at institutions and organisations in the Third Sector, is targeted at young people between the ages of 15 and 28 and is funded with €2 million. Initially, 14 project proposals were admitted for co-financing; subsequently, the Department of Youth Policies proceeded to scroll through the final list, co-financing all the projects already considered 'eligible for non-financing', investing a further €2.6 million.

In the 2007-2013 period, ISFOL, as the National Agency of reference of the [Leonardo da Vinci Programme](#), has financed [projects for the transfer of innovation](#), which aim at the implementation, dissemination, transfer (geographical, sectoral, to new target groups) and mainstreaming of innovative approaches, methodologies, tools and products for the education and training sector; transnational mobility of learners (internships) and teachers (exchanges); multilateral partnerships, which support networking and cooperation between stakeholders of the education and training systems and labour market actors.

6.8 Media literacy and safe use of new media

National strategy

The main lines of the national strategy on media literacy are contained in the [National Digital School Plan](#) (PNSD), provided for by the 'La Buona Scuola' law (Law 107/2015), which focuses on innovation in the school system and the opportunities of digital education. The Plan is valid for several years and concretely directs the activities of the entire school administration, with already funded actions taken over by the individual Directorates of the Ministry of Education for implementation; it helps to 'catalyse' the use of multiple sources of resources in favour of digital innovation, starting with the resources of the European Structural Funds (PON Education 2014-2020) and the funds of Law 107/2015 itself. The Plan aims to create the conditions for all schools to access the information society, making the 'Right to the Internet' a reality and covering the entire chain of digital access in schools, to enable digital teaching. It envisages enhancing the presence of digital tools in schools and their connectivity through three actions, respectively, on the deployment of ultra-wideband fibre to the door of every school, the internal wiring of all school spaces, and the connectivity fee: the right to the Internet starts at school.

The National Digital School Plan includes that the school should have a [Digital Animator](#), a teacher appointed by the school to support the head teacher in the planning and implementation of digital innovation projects. His tasks include: Internal training: stimulating internal training within the school in the areas of the PNSD through the organisation of online or in-presence courses, as a trainer or as a training organiser, encouraging the participation of the school community both in internal workshops as well as those organised by the training hubs and areas; Involvement of the school community: 'encouraging the participation and stimulating the protagonism of students in the organisation of workshops and other activities, including structured ones, on PNSD issues, also through training moments open to families and other actors in the territory, for the creation of a shared digital culture'; the Creation of innovative solutions: 'identifying sustainable methodological and technological solutions to be disseminated within the school environments (e.g. use of particular teaching tools that the school has equipped itself with; the practice of a common methodology; information on existing innovations in other schools; a coding workshop for all students), consistent with the analysis of the school's needs, also in synergy with technical assistance activities carried out by other figures'.

An important component for the dissemination of actions linked to the Digital School Plan as well as the promotion of actions to train teaching staff and enhance students' skills on innovative teaching methodologies are the [territorial training teams](#), established by Law No. 145 of 30 December 2018. The Regional School Offices coordinate and monitor at a territorial level the training teams for the reference region. The regional innovative training poles ('Future Labs' programme) have the task of linking and supporting with the activities of the teams in synergy with the respective USRs.

The schools to which the team members belong play an active role in facilitating and providing

technical and organisational support. The team teachers were selected on the basis of a comparative procedure. Among the actions that the teams offer to the schools are:

- support and accompaniment within local educational institutions for the development and dissemination of solutions for the creation of digital environments with innovative and sustainable methodologies;
- promotion and support for experimentation with new organisational models, aimed at achieving methodological and teaching innovation, and for the development of projects on digital didactics, digital citizenship, digital economy, and media education;
- support and accompaniment for the design and implementation of workshop training courses for teachers on didactic and digital innovation in local educational institutions, also in order to encourage the animation and participation of the school community, through the organisation of workshops and/or training laboratories;
- documentation of the experiments underway in the educational institutions, in the field of innovative teaching methods, monitoring and evaluation of the training actions adopted.

[The National Digital School Award](#) (PNSD) is an initiative of the Ministry of Education that aims to promote excellence and the leading role of Italian schools in digital learning and teaching, encouraging the use of digital technologies in the curriculum and promoting the exchange of experiences in the field of digital teaching. The Digital School Award consists of a competition between schools, involving the participation of educational institutions, including groups of students in the second cycle, which have proposed and/or implemented digital innovation projects, characterised by a high content of knowledge, technical or technological, including entrepreneurial. The purpose of the Award is to encourage the development of best practices on the subject of innovative digital teaching, by bringing out the best digital school projects, following competition at local (provincial and/or territorial), regional and national levels. On a legislative level, in addition to [Law 107/2015](#), which provides for the reorganisation of the school and training system with a focus on the issues of digital literacy, on the topic of enhancing media literacy, the [Draft Law Dispositions to prevent the manipulation of online information, ensure transparency on the web and encourage media](#) literacy communicated to the Presidency on 7 February 2017 - Senate Act No. 2688 is deposited in the Italian Parliament. Article 6 contains interventions on media literacy. It provides for some amendments to Law No. 107 of 13 July 2015 (so-called "Good School"). It states that, within the limits of the human, financial and instrumental resources available under current legislation, educational institutions shall identify among their educational objectives that concerning media literacy and support for awareness-raising projects and training programmes aimed at promoting the critical use of online media, with particular reference to the rules and mechanisms necessary to prevent the risk of the distortion of information or manipulation of public opinion.

In the PNRR, the action 4 "Environments for integrated digital didactic" of the PNSD, wants to

promote the realization of lab spaces and the provision of digital tools suitable for the sustainment of school learning and for the teaching of STEM (Science, Technology, Engineering and Mathematics) subjects in schools.

The strengthening of STEM teaching constitutes a priority of the educational systems at global level, for educating students to the wider comprehension of the present challenges and the control over scientific and technological tools needed to exercise citizenship rights but also to improve and increase the competences required by the economy and the work field.

The innovation in learning and teaching methodologies for STEM in schools represents a fundamental challenge for the improvement of school efficiency and for the acquisition of technical, creative, digital, communicational, collaborative competences, together with problem solving, flexibility, adaptability to change and critical thinking. The final aim is the creation of an ecosystem for digital competences able to accelerate the digital transformation of school organization and of teaching and learning processes, consistent with the European framework for digital competences DigComp 2.1 (for students) and DigCompEdu (for teachers)

The action call for the creation of a multidimensional system for the continuous education of teachers and school operators for the digital transition, articulated in a coordination centre on digital education promoted by the Minister of Education, to strengthen digital didactic and to spread the teaching of STEM and multilingualism, both in schools and universities. At the same time important investments have been foreseen for infrastructures, both for the digitalization of learning spaces and for compensating the weaknesses of school buildings in term of safety and energetic efficiency.

Media literacy and online safety through formal education

Italy has accepted the EU definition contained in the European Digital Competence Framework for Citizens - DigComp 2.0, which places digital competence among the key competences for lifelong learning, launching a series of initiatives and proposals to improve the safe and responsible use of digital technologies for learning, work and participation in social life. The Italian situation sees the presence of digital inequalities that accentuate situations of educational poverty and are fuelled by both a difficulty in accessing the Internet and a low capacity to use it. About 3 out of 4 families in Italy have internet access at home. This proportion grows when isolating younger families, such as those with at least one underage child (96.3% of these have a home connection). At the same time, the gaps between the various Italian regions are still wide. With a national average of 76.1% of households connected, Calabria (67.3%, almost 9% below the national average), Molise and Basilicata (69%), Sicily (69.4%) and Puglia (69.6%) lag behind. According to [Eurostat's indicator for monitoring citizens' digital skills](#), which assesses the ability to use common software, communicate via the internet through email or video calls, install applications or transfer files, Italy has a low share of 16-19 year olds with an adequate command of digital tools. According to the latest data (2019), 83% of European girls and boys were found to have basic or higher skills. In Italy, this percentage drops to 64%, almost 20% lower than the EU average, and more than 20% behind the UK, Germany and Spain. However,

the effects of technology enhancement policies in schools should be analysed.

The National Plan for the Digital School (PNSD) puts the acquisition and enhancement of students' digital skills at the centre of improvement actions, making digital technology a fundamental teaching tool for enhancing students' curriculum. Many schools have taken steps to promote the acquisition of digital skills by experimenting with and implementing [Digital Curricula](#) in formal educational institutions, encouraging participatory planning experiences in order to create, test and make available to all schools new innovative, structured, open educational curricula, capable of putting the student at the centre and involving the wider school community.

Beyond the Digital Curricula, it's possible to mention [Scuola Futura](#), the platform for the education of school operators (teachers, ATA, DSGA, DS) within the Educational Mission of the PNRR.

Contents and modules of training are articulated in 3 thematic areas (Digital Education, STEM and multilingualism, National Divide), that reproduce the 3 investment lines for competences defined by the PNRR: integrated digital education and training of school operators for the digital transition, new competences and new languages, extraordinary interventions on national divide and contrasting school dropouts.

It's possible to refer to the [piattaforma Elisa 2021/2023](#) in cooperation with the Training, Languages, Intercultural, Literature and Psychology Department (FORLILPSI) of the University of Florence. A project for the training of school operators on the themes of bullying and cyberbullying and on the responsible use of internet by students and alumni.

The Italian node of the international network [European Pedagogical ICT licence](#) (EPCIT) carries out the Certification of Digital Competences through the Department of Computer Science, Bioengineering, Robotics and Systems Engineering of the University of Genoa. EPICT Certifications attest the competence of teachers and trainers in the pedagogical use of digital technologies, i.e. the competence to design innovative learning scenarios to train students both in disciplinary contents and in the competences required by the world of work. The EPICT Italia Association collaborates with two projects on Digital Competences at School: the '[Scuola Digitale Liguria](#)' project and the '[Curricolo verticale digitale](#)' project of the USR Umbria. The interventions are focused on the digital competences of the teacher as well as those that the teacher forms in the students. One of the many existing projects is the [E-LikeSchool project](#), the result of a partnership between Facebook, eTutorweb and Imprese di Talento, in collaboration with the Ministry of Education, which focuses on investing in training the digital skills of teachers, pupils and parents. During the first phase of the Covid-19 health emergency that hit Italy between February and May 2020, with the consequent suspension of classroom activities, [teaching activities were carried out at a distance](#) (DAD). This was a period in which the students' own digital skills were practised better. European Structural Funds - [National Operational Programme 'For Schools, Skills and Learning Environments' 2014-2020](#) - were made available for the PON Smart Class project, which was also extended to the [second cycle of education](#). The aim is to enable schools in the second cycle of education to set up digital learning centres that will ensure the improvement of students' skills through new learning methodologies, also in

line with the need to adapt spaces to reduce the risk of contagion from the Coronavirus.

The Ministry of Education, within the [Decree Law No. 18 of 17 March 2020](#), has allocated €85 million to address the health emergency of the coronavirus and allows state educational institutions to continue teaching through the dissemination of digital tools for distance learning. This includes allocating funding to immediately equip them with digital tools or to encourage the use of e-learning platforms; to make individual digital devices available to less well-off students on a free loan basis; and to provide online teacher training on distance learning methodologies and techniques.

For the safe restart of the 2021-22 school year, the law decree [4th of February 2022, n. 5](#) Published in the Gazzetta Ufficiale introduces some news on the management of positive cases of SARS-CoV-2 infection and of quarantine in schools, training and educational facilities, supporting the education in presence as much as possible.

Promoting media literacy and online safety through non-formal and informal learning

Informal and non-formal learning contexts can play an important role in developing and enhancing media literacy, along with the creativity and innovation potential of all the members of society, especially children and young people, who can play an important role by transferring these skills to their families and vice versa. Non-formal and informal media literacy is linked to the possibility of developing skills in extracurricular experiences where information and communication technology is used for work, pleasure and communication. The initiatives present on the Italian national scene are mostly supported by non-profit civil society organisations specialised in media literacy, which work to create networks among municipalities, associations of municipalities or public bodies sharing good practices, sometimes also in a European perspective. These include the activities in Italy of the [European Association for Viewers Interests](#) (Eavi), and the [Italian Digital Revolution](#), a social promotion association that wants to promote a digital economy starting from the development of young people, and [Cuore Digitale](#), an association that aims to disseminate Digital Culture and to leverage social responsibility generating social impact throughout the country.

It's possible to mention also the project ["Creative Peripheries"](#), that aims at the creation of innovative educational and laboratorial spaces, through the application of digital technologies, open to the local realities and favoring public schools and educational institutions, located in the suburbs of metropolitan cities (Bari, Bologna, Cagliari, Catania, Firenze, Genova, Messina, Milano, Napoli, Palermo, Reggio Calabria, Roma, Torino, Venezia) that are characterized by high levels of school dropout.

Raising awareness of the risks of new media

Public authorities raise awareness of the risks posed by new media through legislative measures and initiatives. A number of public and private sector projects have been launched on the subject of the conscious use of the web. These include ["Generazioni Connesse"](#), a project co-funded by the European Commission as part of the 'Connecting Europe Facility' (CEF) program, which promotes strategies aimed at making the Internet a safer place for younger users, by

promoting its positive and aware use; ['Vivi Internet, al meglio'](#) is a course drawn up by Telefono Azzurro and Google to help provide students with suggestions and good practices for surfing the net consciously.

Following the entry into force of Law 71/2017 and the issuance of the Guidelines for preventing and combating cyberbullying ([MIUR note prot. n. 5515 of 27-10-2017](#)), the Ministry of Education is implementing a national training plan for teachers responsible for combating bullying and cyberbullying. The [ELISA Project](#) (E-Learning Training of Teachers on Anti-bullying Strategies) was created thanks to a collaboration between the Ministry and the General Directorate for Students and the Department of Education, Languages, Interculture, Literature and Psychology of the University of Florence. Regarding the aggressive use of the web, the social project ['Parole ostili'](#) was launched, an initiative to raise awareness against word violence. It provides for the signing of a charter listing ten style principles useful for improving the style and behaviour of those on the Net so that it becomes a welcoming and safe place for everyone. It is also worth mentioning the [National Plan for the prevention of bullying and cyberbullying at school 2016/2017](#) (MIUR-DG Studente 2017); the [UNICEF Programme for preventing and combating bullying Non perdiamoci di vist@](#) (Comitato italiano per l'UNICEF ONLUS 2018); the [Parliamentary Inquiry into bullying and cyberbullying](#) (Parliamentary Committee on Childhood and Adolescence 2019). In terms of regulatory references, on the subject of cyberbullying, i.e. aggressive, intentional behaviour, which is carried out by a group or an individual repeatedly and over time against a victim who cannot easily defend himself, [Law no. 71 of 29 May 2017 'Provisions for the protection of minors for the prevention and contrast of the phenomenon of cyberbullying'](#) defines the concept of cyberbullying and aims to protect minors (both victims and aggressors), providing them with the tools for understanding and defending themselves. In addition to providing measures for victims, the aim is to create the necessary awareness, so that the aggressors themselves do not carry out the phenomenon. In the area of 'solicitation of minors', the offence has taken on criminal relevance with [Law no. 172 of 2012](#), which ratified the [Lanzarote Convention](#) on the 'protection of children against sexual exploitation and abuse' by introducing Article 609 undecies of the Criminal Code, which punishes any act aimed at 'soliciting' a minor in any form or channel it is proposed. As part of the activities to educate and raise awareness on the safe use of the web, as well as to combat and prevent cyber-bullying, the eighth edition of the educational campaign [Una vita da social](#) (A life as a socialite) was launched. The initiative is promoted by the [Postal Police](#) and the Ministry of Education, Universities and Research (MIUR) as part of the [Safer Internet Centre - Generazioni Connesse project](#), and every year involves primary, lower and upper secondary schools in many Italian cities.

6.9 Awareness-raising about non-formal and informal learning and quality youth work

Information providers

In Italy, the field of non-formal and informal learning has received a strong impetus especially from private social actors, such as cultural and youth associations, foundations, NGOs and some training centres and networks for volunteering, which have shown themselves to be sensitive to the issue due to their ability to involve and encourage young people within their activities. On the institutional side, some Regions have formalised regional systems for the validation and certification of training experiences in non-formal contexts (e.g. Emilia Romagna, Lombardia, Piemonte, Puglia, Sardegna, Toscana, Umbria, Valle d'Aosta, Veneto). It should also be pointed out that the importance of non-formal learning has been acknowledged in national legislation, which is increasingly oriented towards a transformation of the didactics of schools of all levels in the direction of the competence model, with attention to non-formal training experiences.

Awareness-raising initiatives

Non-formal learning

On the topic of learning to [participate through non-formal and informal learning](#), the awareness-raising projects being developed can be found in the chapter on youth policy.

6.10 Current debates and reforms

The 'Good School' reform

In the last decade, also in accordance with European objectives, the focus of education policies in Italy has been on combating school drop-outs, fully realising school autonomy, the quality of the education system, raising the skill levels of students, combating inequalities and guaranteeing the right to study and equal opportunities in training and education.

The most recent reform of the national education and training system is contained in Law No. 107, approved by Parliament in July 2015. Law 107 (known as 'La buona scuola'), regulates several aspects of the education system, in particular the autonomy of school institutions. Some of the provisions contained in the law have been implemented gradually through the approval of specific provisions. Law 107 also contains a delegation to the Government to adopt eight legislative decrees on school education and early childhood education and care. The final texts were approved on 13 April 2017.

The education and training system reform process

From 2003 onwards, the Italian school system has been affected by three reform projects which have raised a wide debate within and outside the school world.

In 2001, with Law No 53 of 28 March 2003, Letizia Moratti, the new Minister of Education, abolished the previous Berlinguer reform and made several changes to the school system. These included the introduction of English studies in primary schools and the use of computers from the first year, the 5th year exam was abolished and a two-year assessment was introduced in its place. In secondary school, alternating school and work experience was introduced in vocational schools and the possibility of changing course without losing the previous school years but taking an exam on subjects not covered in the previous school.

In 2007, on the initiative of Education Minister Giuseppe Fioroni, compulsory schooling was raised to 10 years and, in any case, until the age of 16. As a consequence, the age for access to employment was raised to 16, as provided for in Article 1, paragraph 622 of [Law No 296 of 27 December 2006](#).

In 2008, the new Minister Mariastella Gelmini initiated a new reform of Italian education. Among the changes that were most talked about at the time, there was the reintroduction of the optional normal time and the single teacher, the conduct grade and the tenth grade.

In 2015, with Law no. 107 of 13 July 2015 promulgated during the government of Matteo Renzi, among the many interventions, the duties and powers of school leaders were raised and school-work experience was made compulsory in higher education institutions.

As of the 2014-15 school year, [Provincial Centres for Adult Education](#) (CPIA) were established.

They inherit the functions previously carried out by the Centri Territoriali Permanenti (CTP) and by the schools hosting evening classes. They are aimed at adults, including foreigners, who have not completed compulsory education and who intend to obtain the final qualification in the first cycle of education; adults, including foreigners, who have obtained the final qualification in the first cycle of education and who intend to obtain the final qualification in the second cycle of education; Adults, including foreigners, who intend to enrol in literacy and Italian language learning courses; young people who have reached the age of 16 and who, having completed their first cycle of education, prove that they cannot attend daytime courses.

[Law no. 92 of 2019](#) introduced new rules on citizenship skills. It states the need for schools to strengthen collaboration with families in order to promote behaviour based on citizenship that is aware not only of the rights, duties and rules of coexistence, but also of the challenges of the present and immediate future, also by integrating the co-responsibility education pact and extending it to the primary school. An integral part of this intervention regards the development of 'digital citizenship' skills, which refer to an individual's ability to make a conscious and responsible use of virtual means of communication.

In general, the reforms of the education and training system have always followed the procedures and processes laid down by the Constitution for the exercise of the legislative function, which is exercised collectively by the two chambers: each bill submitted to one of the two chambers is examined by the committee responsible for the subject and then by the chamber itself, which approves it article by article and with a final vote. The Government may exercise the legislative function by means of legislative decrees or decree-laws in accordance with the provisions of the Constitution. In the case of legislative decrees, it is Parliament that confers on the Government, by means of a special delegation law, the task of issuing legislative decrees with the force of law, in accordance with predetermined principles and criteria and for a defined period of time. Decree-laws, on the other hand, are adopted autonomously by the Government and under its responsibility to deal with unforeseen situations that require immediate legislative intervention. In this case, Parliament reserves the right, within the following 60 days, to convert the decree into law, even with amendments. Otherwise, the decree-law lapses. The Government then implements and supplements the legislative provisions by issuing Regulations. The main actors in the decision-making process in the education sector are the ministries responsible for the various sectors of the education and training system for the areas under their jurisdiction.

For what concerns the most recent debates, in the PNRR its foreseen the qualitative improvement and the quantitative expansion of educational services, starting from the strengthening of nursery schools, kindergartens and services of care and education for the infants (with the creation of 152.000 places for children up to 3 years old and 76.000 for those from 3 to 6 years old), the strengthening and update of the school infrastructures with, for instance, the internal wiring of 40.000 school buildings and the creation of new generation classrooms. The Plan invests in the structural recovery of the school buildings, with the objective of restoring 2.400.000 square meters of surface and in the recruiting and training processes of teachers, strengthening the education of STEM subjects.

There is also the development of professional and vocational education and of the supply chain

for research and technological transition. Moreover, it has been envisioned a reform for orientation, for doctoral programmes and degree courses, i.e., with the update of the discipline concerning PHDs and their increase of around 3.000 units.

7. Health and Well-Being

This chapter describes the way in which the issue of health and well-being of young people in Italy is addressed, as well as the interventions and measures implemented in the national territory.

The Italian health system is a concurrent matter between the State and the Regions. However, numerous other public and private bodies are responsible for providing services aimed at the psycho-physical well-being of young people, in compliance with the idea that health promotion and protection must be configured as an interactive process between government institutions and civil society. The factors that negatively affect the health of young people are generally inherent in a particularly widespread lifestyle that includes malnutrition (often in excess), sedentary lifestyle, cigarette smoking, alcohol abuse and substance consumption. These are determinants that hinder the achievement of health to be understood, consistently with the WHO definition, as “a dynamic state of complete physical, mental and social well-being and not mere absence of disease”

It is precisely on these factors that, through synergistic action and the transversal involvement of stakeholders, Italy is taking action, with projects and interventions that promote healthy lifestyles among young people, with a view to prevention and health education.

7.1 General context

1. **Main trends in the health conditions of young people**
2. **Main concepts**

1. Main trends in the health conditions of young people

Youth trends in the health and well-being of young people in Italy are mainly examined through the research activities of HBSC (Health Behaviour in School-aged Children) Italy (Cf. 7.4.) and the surveys of the [National Institute of Statistics \(ISTAT\)](#). ISTAT collects and systematizes the surveys on adolescence and adolescents in the [Giovani.Stat](#) database, divided into thematic areas including “Lifestyles and health”.

Italy has participated in the HBSC study since 2001. The data from the V surveillance of [HBSC Italy](#), referring to the questionnaires administered in 2018 to 58,976 children aged 11, 13 and 15 years, show that adolescents have a high perception of their quality of life, feel supported by friends and classmates and have a good relationship with teachers. The survey, however, highlights how some wrong and risky health habits persist.

Among the topics investigated are:

- Smoking: 24.8% of boys and 31.9% of girls report having smoked cigarettes at least one day in the last 30 days, highlighting a marked gender difference at 15 years. The percentage of young people who smoked at least one cigarette in their life is slightly down compared to 2014, the year of the previous survey;
- Cannabis use: Consumption of cannabis for at least one day in the last 30 days shows a slight difference between boys (16.2%) and girls (11.4%) at 15. This question was not asked of the 11 and 13 years old. The percentage of young people who have reported using cannabis at least once in their life is slightly higher than in 2014;
- Alcohol consumption: the share of those who claim to have consumed alcohol at least 1 day in the last 30 days increases with age in both boys and girls, with gender differences in all three age groups. This phenomenon is in line with 2014;
- Binge drinking (drinking 5 or more glasses of alcoholic beverages). Binge drinking is a more frequent phenomenon in boys (22.8% compared to 17.1% of girls) and increases with age. The phenomenon of binge drinking is on the rise compared to 2014;
- Drunk at least once in the last 30 days: the data show that the phenomenon does not present

particular differences in % of children) and increases with age;

- Gambling at least once in their life and in the last 12 months: the percentage of 15-year-olds who said they have bet or played money at least once is 42.2% (in their lifetime) and 31.4% (in the past twelve months). It is characterized as a purely male phenomenon: 62.5% of boys compared to 22.9% of girls have gambled at least once in their life. The results show a slight increase in the phenomenon compared to 2014;
- Problematic risk gambling in the last 12 months: 8.7 % of girls and 19.8% of boys aged 15 (total 16.0%) have been found to be at risk or problem gamblers (i.e. having at least two symptoms of gambling disorder such as stealing money to gamble). The results are on the rise compared to 2014;
- Nutritional status and eating habits: 16.6% of children aged 11-15 are overweight and 3.2% obese; excess weight decreases slightly with age and is greater in males. The results tend to be stable compared to the 2014 survey.

The habit of not eating breakfast is common in adolescents and the percentage of girls who do not eat breakfast is greater than that of males in all three ages considered. Compared to 2014, there was a slight deterioration. Only a third of boys consume fruit and vegetables at least once a day (contrary to recommendations) with higher values ??in girls. Compared to 2014, the consumption of vegetables increased, at least once a day, but fruit consumption decreased in all three age groups as well as for both genders. Bread, pasta and rice are the most consumed foods. Sugary/carbonated drinks are mostly drunk by 11-year-olds and males: this consumption is down compared to 2014 in all three age groups considered and in both genders;

- Motor activity: the majority of young people practice at least 60 minutes of physical activity, 2 to 4 days a week. 9.5% of 11-15 years old practice physical activity on a daily basis. Boys are on average more active than girls.
- Time spent in front of a screen: international guidelines recommend not to exceed 2 hours per day in activities dedicated to watching a screen (video games/computers/internet). From the HBSC data, it emerges that about a quarter of young people exceed these times, with a similar trend for both genders, with values ??increasing after 11 years (stable data compared to 2014).

From the ISTAT surveys of 2019-2020, some of the issues investigated are the same subjected to HBSC surveillance. The data shown below, differentiated by thematic area, refer to the latest surveys conducted in 2019-2020.

Smoking: In 2020 the data in young people who declare to be smokers increased in comparison with 2019. Young people from 14 and 17 that declare to be smokers are the 6,3% compared to the 5,9% of 2019 (ISTAT survey [“Lifestyle and health”](#)).

The highest percentage is found among 25-34 years old (23,7% in 2019 and 24,2% in 2020), followed by 20-24 years old and 18-19 years old, always with a slight increase in percentage between the two years. The lowest percentage concerns young people in the 14-17-years-old

group.

In 2020, almost half of young people say they consume up to 5 cigarettes a day (45.7%) while 32,3% of young people consume 6 to 10 cigarettes a day. Compared to 2019, the number of young people who consume from 11 to 20 cigarettes per day increased from 17,6% to 18,1% in 2020.

Table 1. Percentage of young people who declare themselves smokers

Age group
14-17 18-19 20-24 25-34

2019 5,9 18,6 22,4 23,7

2020 6,3 19,5 22,9 24,2

Alcohol: in 2019, 6.8% of young people aged 11 to 34 declared that they drink alcohol on a daily basis (ISTAT Multiscopo Survey on families [“Aspects of daily life”](#)). 57.4% declare a moderate consumption of alcoholic beverages, while 16.8% assume behaviours considered at risk with a high habitual consumption both outside meals (17.9%) and during meals (53.7%), especially in the 11-17 age group. Binge drinking is more common among young people aged 18-24 (16%) followed by young people between 25 and 34 (13.8%).

Alcohol: In 2020 the number of young people consuming meals outside mealtime increased for all age groups (ISTAT Multiscopo Survey on families [“Aspects of daily life”](#)).

From 2019 to 2020 the percentage of young people belonging to the 14-17 years-old group who drink alcohol outside mealtime went from 13,4% to 14,2%, the same tendency is recorded in all the age group, with a significant increase for the 18-19 group, that goes from 42,7% to 45,9% and for the 20-24 years old (49,2% in 2019 and 52,5% in 2020).

Obesity and physical activity: According to what is reported in the [Annual Italian Statistic for 2020](#), in 2019 the highest number of people who continuously perform sports is in the 6-17 group, particularly in males between 6 and 10 years old (61,9%). With the increase in age the sport practice diminishes.

The least assiduous in sports are young people between 25 and 34 years old.

Suicide: in 2017, the incidence of suicides among young people was 13.7% of the total causes of death, (ISTAT - [Survey on the causes of death](#)). Among young people in the 15-34 age group (out of the total population), the figure stood at 14.3% in 2017 (ISTAT), a slight decrease compared to the previous year in which it stood at 13.9% compared to an EU average of 27.6% ([Eurostat](#)). A focus on age groups shows that in 2017, the youth suicide rate was the lowest compared to the rest of the population.

Regarding mental health and the spread of HIV among young people, the Ministry of Health disclosed the following data:

- According to the latest [Mental Health Report 2019](#), published in March 2021, it has recorded an increase in the number of young people who got in touch for the first time with the Mental Health Departments. This applies to boys and girls and especially for the age group 18-24, for which it's been observed a high percentage (67,4 on 10.000 citizens for males; 70,9 for females).
- The data related with the new surveillance system for the diagnosis of HIV infection ([data from the High Institute for Health](#)) report that in 2020 in Italy there were 1303 new diagnoses of HIV infection, with 2,2 new cases every 100.000 residents. The incidence of new HIV diagnoses is constantly diminishing since 2012. In the 79,9% of the cases the people who found out to be HIV positive in 2020 were men. The average age is 40 years old for men and women alike and the highest incidence is in the 25-29 age group. (5,5 new cases every 100.000 residents) and 30-39 (5,2 cases every 100.000 residents)

2.

Main concepts

Health: Italy has adopted the definition of health and well-being present in the Constitution of the World Health Organization (WHO) according to which: "Health is a state of complete physical, mental and social well-being, and not simply the absence of disease or of infirmity". Health is influenced by a series of socio-economic factors upon which it is necessary to act through global strategies of promotion, prevention, treatment and recovery in a global government approach. In accordance with this premise, Italy has adopted policies that are increasingly oriented towards considering the complex of life, work and social and economic contexts in which each person lives, with specific reference to the different age groups, so much so that, in as part of the counseling centres, a "youth space" has been set up, dedicated to people aged between 14 and 20 (Cf. paragraph 7.7).

Prevention and screening: to ensure equity in access to early diagnosis, the National Health Service carries out three screening programs for the prevention of breast, cervical and colorectal cancers.

The PAP Test for cervical cancer screening is offered free of charge every three years to young women between the ages of 25 and 30.

7.2 Administration and governance

1. Governance

2. Intersectorial Cooperation

1. Governance

In Italy, the governance of the health system is a concurrent matter between the State and the Regions. The Constitution reserves to the State's exclusive competence the determination of the essential levels of benefits concerning any civil and social rights that must be guaranteed on the national territory (Article 117, paragraph 2, letter M), international prophylaxis (Article 117, c.2, letter q), the determination of the fundamental principles in matters of shared competence, including health protection and scientific research. The Italian health service is based on the principles of uniformity of the levels of assistance across the territory, equity of access to services for all citizens and financial solidarity. The aforementioned principles are implemented through the provision of services and services included in the [Essential Levels of Assistance \(LEA\)](#), namely the benefits and services that the National Health Service is required to provide to all citizens through public resources, for free or upon payment of a participation fee (ticket). The LEAs were established with the [Decree of the President of the Council of Ministers \(DPCM\) of November 29, 2001](#) and the [Decree of the President of the Council of Ministers \(DPCM\) of January 12, 2017](#) updated the new essential levels of assistance. The Prime Minister's Decree identifies three major Levels:

Collective prevention and public health, which includes all prevention activities aimed at both the community and individuals; in particular:

- Surveillance, prevention and control of infectious and parasitic diseases, including vaccination programs;
- Protection of both health and safety of open and confined environments;
- Surveillance, prevention and protection of health and safety in the workplace;
- Animal health and veterinary urban hygiene;
- Food safety - consumer health protection;
- Surveillance and prevention of chronic diseases, including the promotion of healthy lifestyles and organized screening programs; nutritional surveillance and prevention.
- Medical-legal activities for public purposes.

District assistance, namely the health and sociomedical activities and services throughout the territory, articulated as follows:

- Primary health care;
- Territorial health emergency;
- Pharmaceutical assistance;
- Supplementary assistance;
- Outpatient specialist assistance;
- Prosthetic assistance;
- Thermal/SPA assistance;
- Home and local social and health care;
- Residential and semi-residential social and health care;

Hospital assistance, articulated in the following activities:

- First aid;
- Ordinary hospitalization for acute cases;
- Day surgery;
- Day hospital;
- Post-acute rehabilitation and long-term care;
- Transfusion activities;
- Transplantation of cells, organs and tissues;
- Poison control centres.

The performance and services included in the LEA are provided uniformly throughout the national territory. The main state actors, through which Italy operates in the field of population health and which also intervene in the field of health and well-being of young people are the Ministry of Health and several other Ministries that have responsibilities in this sector:

[Ministry of Health](#): structured in 4 departments, it is the central body of the National Health Service to which are assigned the functions pertaining to the State in terms of human health protection, coordination of the National Health System, veterinary health, health protection in the workplace, hygiene and food safety. It arranges the National Health Plan and represents the connecting element between the WHO (OMS) and the European Medicines Agency (MEA).

Various Commissions and Advisory Committees are headquartered in the Ministry of Health, including the Joint Group for the implementation of the “Gaining Health” program (Cf. paragraph

7.4), which draws particular attention to the health and well-being of young people.

Local authorities and bodies

Regions and Autonomous Provinces: The Constitution (art. 117) gives the Regions competence in matters of the planning and organization of health and social services (art. 117, c. 4). The Regions can legislate in compliance with the fundamental principles of state legislation and have exclusive competence in the organization of services and activities aimed at health protection. They can also deliver services in addition to those included in the LEA, using their own resources.

Among the matters falling within the exclusive competence of the Regions, there are also the financing criteria of local health authorities and hospitals.

Local health authorities (abbreviated ASL or AUSL): these are public bodies responsible for providing health services. The ASLs are part of the national health service; they are companies with a public personality, with organizational, managerial, technical, administrative, patrimonial and accounting autonomy. Each Local Health Unit is organized into the following complex technical-functional structures: hospital garrison; hospital district; health district; departments.

[ISS \(Istituto Superiore di Sanità\)](#): technical-scientific body of the National Health Service, placed under the supervision of the Ministry of Health, which carries out research, experimentation, control, consultancy, documentation and training on public health;

[Council for Agricultural Research and Agricultural Economy Analysis \(CREA\)](#): a national body supervised by the Ministry of Agricultural, Food and Forestry Policies (MiPAAF) which aims to increase the international and national competitiveness of Italian agricultural, food and agro-industrial enterprises as well as improve the safety, quality, economic, social and environmental sustainability of the agricultural, livestock and forestry sectors. CREA also carries out institutional research activities, requested by MiPAAF and other public administrations, as a support for knowledge for the planning of sectorial policies. This involves the collection and analysis of statistical data, drafting of documents for the definition of policies and certification activities.

[National Agency for Regional Health Services \(AGENAS\)](#): a national non-economic public body that provides technical and operational support to the government policies of the State and Regional Health Services through research, monitoring, evaluation, training and innovation activities;

[National Institute for Accidents on the Workplace \(INAIL\)](#): subject to the supervision of the Ministry of Labour and Social Policies, it carries out activities of accident prevention, research and rehabilitation and reintegration of injured workers, also through its prosthesis centre. INAIL also promotes the adoption of measures to promote health and safety in the workplace, including the adoption of safety management systems, including the ISI tenders (Incentivi di Sostegno alle Imprese);

[Scientific Hospitalization and Care Institutes \(IRCCS\)](#): hospitals of excellence, subject to the supervision of the Ministry of Health, which pursue research purposes, mainly clinical and translational, in the biomedical field as well as in the organization and management of health services. They also carry out high specialty hospitalization and care services as well as other activities of excellence.

2. Intersectorial cooperation

Thanks to the close cooperation between the Ministry of Health and the Ministry of Education, University and Research, it was possible to witness a change that has allowed for the consolidation of health promotion as a process whose responsibility is no longer to be considered exclusive to the health sector, in line with the main international guidelines as well as with national regulations and documents. At a territorial level, although some experiences have been consolidated over the years, the relationship between the school system and the health system requires greater interaction, aimed at integrating specific skills and purposes.

Other ministries are involved in a series of programs, initiatives and projects to promote and support the health and well-being of young people:

- Ministry of Agricultural, Food and Forestry Policies;
- Ministry of Education and Ministry of University and Research;
- Ministry of Economic Development;
- Ministry of Economy and Finance;
- Ministry of the Environment;
- Ministry of Labor and Social Policies;
- Department for the Sport of the Presidency of the Council of Ministers.

[The CONI \(National Olympic Committee\)](#) is responsible for promoting motor, physical and sports activities as well as for spreading an increased awareness and culture of movement among the entire population, with particular attention to the youngest, starting from the school environment, through sports opportunities, along with specific and targeted training interventions.

7.3 Sport, youth fitness and physical activity

1. National strategies

2. Promotion and support of sport and physical activity among young people

3. Physical education in schools

4. Collaboration and partnership

1. National strategies

The strategies for the promotion of sport and physical and mental well-being are in line with the WHO Global Action Plan as well as the policies of the European Union, which take into account all the factors influencing physical activity in a cross-sectoral perspective.

Therefore, the promotion of physical activity involves various actors: the Department for Sport, the Ministry of Health, the Italian National Olympic Committee, and the sports system, which includes private associations.

Sport is a subject matter of concurrent legislation among the central government and the Regions ([Art. 117 of the Constitution](#))

<http://www.senato.it/documenti/repository/istituzione/costituzione.pdf> . The State sets the fundamental principles and regulates agonistic sport ([D.Lgs. 242/99](#) and [DL 138/2002](#)), while the Regions and the Autonomous Provinces can legislate on the matter.

Moreover, the Italian sport system is going through a process of reform and reorganisation aimed at strengthening its effectiveness and efficiency.

In July 2020, (with the [decree of the Minister for Youth Policy and Sport](#)) the [Department of Sport](#) was set up within the Presidency of the Council of Ministers. It is responsible for coordinating public policy in the field of sport in support of the President of the Council or of the Delegated Political Authority.

In 2018, [law 145/2018](#) (art. 1, paragraph 629), set up the public company “[Sport and Health](#)” (Sport e Salute S.p.a.). According to its [Statute](#), the company produces and provides services of general interest for sport, in accordance with the guidelines of the competent political Authority.

In April 2020, the Minister for Youth Policy and Sport issued a [Guideline Act for the three-year period 2020-2022](#) which defines public policies in the field of the promotion of sport and the objectives of the Società Sport e Salute. In recalling the [Guidelines for Sport presented by the Minister to the Parliament](#), the Act is based on the binomial “sport – health”, and identifies young people, women and all those who are at a disadvantage as the main beneficiaries of any

government action.

The Guideline Act is divided into 4 strategic areas:

1) “Actions to address the health and socio-economic emergency related to the epidemic due to Covid-19”.

2) “Modernisation and promotion of the efficiency of the sports system”. This area provides incentives to national sports federations that promote:

- social inclusion of people with disabilities;
- healthy lifestyles and the fight against childhood obesity;
- sport in schools as a mean of combating marginalisation and various forms of addiction;
- cultural inclusion;
- prevention of discrimination, violence and racism;
- sport as a social aggregation tool.

3) “Increasing the social, scientific, educational and ethical value of sport, raising the levels of inclusion, education and promotion of the psycho-physical well-being of people”. In this context, the Società Sport e Salute must promote sport as a tool to improve the condition of young people, involving young people in the planning of innovative responses to the needs of the community, and promote sport in schools. The Company is also in charge of fully implementing the EU Sport Work Plan 2017-2020.

4) “Economic dimension of sport; initiatives related to the development and promotion of sport tech-industry-economy and employment through sport”.

Sport and Health has developed an [Action Plan 2020-2022](#) which is based on the Guideline Act of the Minister for Youth Policy and Sport. The Action Plan promotes the health and well-being of the population through sport and physical activity at all stages of the individual’s life, individually or in a group, within a context of strengthening social cohesion.

The [Italian National Olympic Committee \(CONI\)](#) regulates and manages national sports activities in Italy. CONI is a public body entrusted with the organization and strengthening of national sport, and the promotion and dissemination of sport. It is the Confederation of Sports Federations and Associated Disciplines. Today, CONI is present in 102 Provinces and 19 Regions, recognizes 45 National Sports Federations, 19 Associated Disciplines, 14 National Sports Promotion Bodies and 1 territorial, 20 Meritorious Associations 95,000 sports clubs and 11 million people are members of these bodies.

The importance of amateur sports associations and clubs affiliated to one or more of the above-mentioned bodies should also be stressed. The sports associations are the real engine of the sports at a grass root level.

As part of the National Prevention Plan, the [Ministry of Health](#), in agreement with the Regions and Autonomous Provinces, promotes the national program “[Gaining in Health. Making healthy choices easy](#)” (Guadagnare Salute. Rendere facili le scelte salutari) approved with [Decree on May 4, 2007](#). The programme is part of the European strategy for the prevention and control of chronic diseases [Gaining in Health](#) promoted by the World Health Organisation.

The primary objective of the Program is to promote healthy lifestyles by acting in an integrated and coordinated way on the four main risk factors of chronic degenerative diseases of epidemiological importance: smoking, alcohol, incorrect diet, and physical inactivity. According to the Program, these risk factors must be addressed not only from the health point of view but as social phenomena. The Gaining in Health strategy identifies four specific programs:

- [promotion of healthy eating behaviour](#);
- [fight against smoking](#);
- [combating risky alcohol consumption](#);
- [promotion of physical activity](#).

Promoting and supporting sport and physical activity among young people

The Department for Sport manages the “Fund for interventions in favour of amateur sports associations, amateur sports clubs and sports promotion bodies” established by [Decree Law 87/2018](#) (art. 13, paragraph 5). The Fund was allocated € 3.4 million in 2018, of € 11.5 million in 2019, of € 9.8 million in 2020, of € 10.2 million in 2021, of € 10.3 million in 2022, of € 5.6 million in 2023 and of € 5.2 million per year from 2024.

In 2020, according to the [decree](#), funds were allocated to financing programs aimed at:

- promoting sport, including equal opportunities, combating all forms of discrimination, increasing the integration of disabled people, ethnic minorities, immigrants and other vulnerable groups;
- promoting sport in school of all levels, including afternoon and extra-curricular activities;
- encouraging healthy lifestyles through the practice of sport even among students who are in difficult socio-economic conditions.

The Department of Sport also has a [Fund to support the strengthening of the Italian sports movement](#) created with [Law 205/2017](#) (art. 1, paragraph 369). The Fund was allocated €12 million for 2018, €7 million for 2019, €8.2 million for 2020 and €10.5 million from the year 2021.

These resources are used to finance projects for one of the following purposes:

1. promoting the sport of disabled people;

2. support the implementation of international sports events;
3. supporting motherhood of non-professional athletes;
4. ensuring the right to practise sport as the main form of developing children's personalities, including through awareness-raising campaigns;
5. supporting the implementation of women's sporting events at national and international level.

With reference to basic sports activities, some of the associations most present at a national level that stand out for including training and sports practice in the framework of an educational mission are the Salesian Youth Sports Clubs (PGS, <https://www.pgsitalia.org/>), the Italian Sports Center (CSI, <https://csi-net.it/>) and the Italian Union of Sport for All (UISP, <http://uisp.it/>).

The PGS network and the CSI are among the main educational associations in the sports sector oriented by a Christian vision. Mainly integrated with the activities of Catholic oratories, the 2183 PGS active throughout Italy have 109,000 members at a national level. Established in the 1960s, the PGS have developed over time an educational approach in line with the Salesian pedagogical model, with particular attention to the community dimension and the active involvement of families, lay people, sports and religious educators. In 1979 CONI recognized the PGS as a Sports Promotion Body. As stated on the official website, the objective of the PGS is "to develop the educational, cultural and social dimensions of sporting activity, within an articulated project (...) inspired by the Christian vision, the preventive system of Don Bosco and the contributions from the Salesian tradition".

Another sports association of the Catholic area throughout the country is the CSI (Italian Sports Center) founded in the 1970s. Like the network of Salesian Youth Sports Clubs mentioned above, the CSI - which brings together 12,708 sports clubs in 19 different regions - promotes sport as an educational activity based explicitly on the values ??of the Christian religion. The ecclesial orientation of the educational role of the CSI and its member structures is clearly spelled out in its Statute. Young people are its main target audience. 40% of the members (who are 1,354,000 in total) are under the age of 20 and almost half of the sports teams are youths (18,426 out of 40,142). Finally, the Italian Union of Sport for All (UISP) is a social and sports promotion association which includes over 1.3 million members and 17000 affiliated sports clubs. The UISP was founded in 1948 as a sports organization close to leftist parties. Its aims are to promote culture and sporting practice among the workers. During the 1960s, the UISP began to gradually detach itself from the direct influence of parties, until it was recognized in the 1970s by CONI as a Sports Promotion Body.

As stated on its official website, UISP promotes "education, civics, ethics through sport" as a "social good that affects health, quality of life, integration, education and relationships between people". A specific area is dedicated to children and young people, with an approach based on peer education, self-management and the logic of a network between different local actors (school, health and social workers, local public bodies, other associations, etc.).

Physical education in schools

[School sports policies](#), promoted by the Ministry of Education, through the implementation of physical education projects in schools, are aimed at promoting healthy lifestyles and enhancing diversity. Thus, they become an irreplaceable means of preventing obesity, violence, bullying, racial and gender discrimination.

The activities are aimed at:

- promoting a correct culture of sport;
- combating early school leaving;
- promoting inclusion;
- encouraging the active participation of students with disabilities.

The School Reform, approved by [Law 107/2015](#) (Cf. chapter 6), at Art. 1, paragraph 7, letter g), provides for the “Strengthening of physical education and development of behaviours inspired by a healthy lifestyle, with particular reference to nutrition, physical education and sport, and attention to the protection of the right to study of students practicing competitive sports”.

Physical education is a compulsory subject for one hour per week in the primary school curriculum, and two hours per week in secondary schools.

The teaching of physical education, together with other educational components, contributes to the education of young people, with the aim of encouraging their integration into civil society.

In order to enhance physical activity in all schools, starting from the kindergarten, the Società Sport e Salute in collaboration with the Ministry of Education promotes the project Sport at School (Sport a Scuola). This project includes innovative teaching models to support the skills of teachers. Among the specific projects, it is worth highlighting:

- [Sport in the classroom \(Sport in classe\)](#). The project is open to all primary schools and provides two hours of physical activity per week. It includes the figure of a Tutor graduated in Sport Science. The Tutor collaborates in the design and implementation of the activities, supports the teachers in the gym, for one hour a week. Particular attention is paid to the training of teachers, who are provided with educational tools for the development of programs of physical activities suitable for the inclusion of disabled children. In addition, the project provides sports equipment for all schools participating for the first time.
- [Schools open to sport](#) (Scuole aperte allo sport). The project is aimed at high schools and realized in collaboration with the National Sports Federations. It aims at fostering physical activities, discovering new sports, promoting the educational values of sport, and offering specific know-how and tools.

The Youth Apprenticeship Programme ([alternanza scuola lavoro](#)) which is compulsory for all

students during the last three years of high school, is one of the innovations introduced by [law 107/2015](#). It is an educational experience, aimed at offering students training opportunities through work experience in a host facility. In this context, high-level student athletes attending high secondary schools are offered the possibility of fulfilling the commitment, their obligations through sports. This instrument provides high level athletes the possibility to develop skills that are useful for integration into the work market.

Collaboration and partnerships

[Guideline Act for the three-year period 2020-2022](#), which defines public policies in the field of sport promotion, provides that the [Società Sport e Salute](#) interacts with the Ministry of Education in order to promote sport in primary and secondary schools as a means of preventing and combating phenomena of bullying, the use of narcotic drugs and alcohol, drug abuse and the Internet Addiction Disorder. In addition, Sport e Salute interacts with the Ministry of University and Research to develop proposals to strengthen university pathways related to sports.

The “Fund for interventions in favour of amateur sports associations, amateur sports clubs and sports promotion bodies” managed by the Department for Sport (Cf. previous paragraphs) finances sports activities in schools at all levels.

The [Department for sport](#) cooperates with other central, regional and local administrations, with schools, local communities, the sports system, foundations and non-profit associations to plan and implement interventions for the promotion of physical activity, above all for children and young people and to promote a culture of active-life as a fundamental tool for the physical and mental well-being.

The 3rd of November 2021 [a deal between State and the regions](#) has been adopted, with the document containing “[Guidelines on physical activity. Review of the recommendations for the different age groups and physiological situations and new recommendations for specific diseases](#)”, made by the working group on the promotion of physical activity and health protection, instituted with the decree by the Minister of health on 25th of July 2019 with its following edits and integrations. The document widens the topic of the importance of physical activity in the prevention and management of the main chronic and untransmittable diseases (cardiovascular, oncological, respiratory and psychiatric ones) as a “therapeutic tool” needed for the improvement of the physical and mental health, as well as a guarantee for a better wellbeing and lifestyle for the population”.

The document includes also a reflection on “how to restart” the population in the post pandemic times and how to build the possibility and the opportunity for practicing physical activity taking into account the obstacles and the restrictions imposed by the emergency.

7.4 Healthy lifestyles and healthy nutrition

1. National strategies

2. Encouraging young people towards healthy lifestyles and healthy eating

3. Educating about health and healthy lifestyles in schools

4. Peer education approaches

5. Raising awareness on healthy lifestyles and factors affecting the health and well-being of young people

1.National strategy

In Italy, the main tools for promoting health and well-being are represented by the National Plan for Prevention (PNR) and the Government Program “Guadagnare Salute: rendere facili le scelte salutari”. These are tools that promote healthy lifestyles and proper nutrition. They are aimed at the entire population and specifically they are addressed at children, adolescents and young adults through prevention and health promotion programs.

The National Prevention Plan (PNP), whose coordination is entrusted to the Ministry of Health, is an integral part of the National Health Plan. Established in virtue of the agreement between the State and the Regions (23 March 2005), it deals with issues concerning health promotion and disease prevention and requires each Region to prepare and approve its own Regional Plan of prevention (PRP). The PNP has a duration of four years. The [one drawn up for the 2014-2018 period](#) to which the Regions and Autonomous Provinces have allocated €200 million, has been extended to the whole of 2019 and outlines a system of health promotion actions and prevention, which accompany the citizen in all phases of existence in the places of life and work, with specific objectives aimed at young people. The plan identifies the following 10 macro-objectives:

1. reducing the preventable and avoidable load of morbidity, mortality and disability of non-communicable diseases;
2. preventing consequences of neurosensory disorders;
3. promoting mental well-being in children, adolescents and young people;
4. preventing substance addiction;
5. preventing road accidents and reducing the severity of their outcomes;
6. preventing domestic accidents and their outcomes;

7. preventing accidents and occupational diseases;
8. reducing potentially harmful environmental exposure;
9. reducing the frequency of priority infections/infectious diseases;
10. implementing the National Integrated Control Plan for food safety and veterinary public health prevention.

The PNP is accompanied by an evaluation plan [State-Regions Agreement Rep. Acts no. 56 / CSR of 25 March 2015](#) which aims to: measure the impact it produces on the health on a central, regional and local level as well as ensure national cohesion in achieving the health goals.

Each Region formulates a Regional Logical Framework (QLR), which defines the programs, actions, beneficiaries and process indicators (and related standards) with which it intends to implement the national strategies and monitor their implementation.

For the 2014-2018 PNP, €300,000 have been allocated. A part of the evaluation system aims, through the definition by the Regions of “sentinel indicators”, to certify compliance with the commitments undertaken at the regional level and the obligations deriving from the system to verify LEA compliance. More than 130 central indicators have been defined, covering all the objectives of the PNP, with relative standards for 2018, which the Regions must aim for through the Regional Plans, setting the corresponding standards [in the Assessment Document](#).

On 6 August 2020, with an agreement in the State-Regions Conference, the [PNP 2020-2025](#) was adopted.

It strengthens the vision that considers health as the result of a harmonious and sustainable development of the human being, nature and the environment (One Health). Recognizing that the health of people, animals and ecosystems are interconnected, it promotes the application of a multidisciplinary, intersectoral and coordinated approach to address any potential or existing risks that originate from the interface between environment-animals-ecosystems. The PNP 2020-2025 aims to contribute to the achievement of the objectives of the United Nations 2030 Agenda, which defines a combined approach to the economic, social and environmental aspects that impact on the well-being of people and on the development of societies, thus addressing the fight against health inequalities as a priority across all objectives.

The Plan is divided into six macro-objectives:

- Chronic non-communicable diseases;
- Addictions and related problems;
- Road and domestic accidents;
- Accidents and accidents at work, occupational diseases;

- Environment, climate and health;
- Priority infectious diseases.

The financial allocation for the 2020-2025 PNP is €200 million annually bound within the budget of the National Health System.

With regard to the verification of the PNP 2020-2025, the following program has been prepared: by March 31 of each year (2023-2026), the Regions are required to document the progress of the Plan.

For the year 2020, the evaluation is successful in the presence of the regional act of transposition of the agreement; for the year 2021, the evaluation is successful if the regional planning meets the set objectives; for the years 2022-2025, the evaluation is successful if it shows a growing proportion (60% in 2022, 70% in 2023, 80% in 2024, 90% in 2025) of the total indicators.

The coordination of the implementation of the National Prevention Plan 2020-2025 is entrusted to the Ministry of Health, Directorate General of Health Prevention, which ensures the necessary operational link with the other Directorates General of the Ministry involved.

The national program “Gaining health: making healthy choices easy” was adopted with [DPCM May 4, 2007](#) and its purpose is to promote lifestyles that can counteract, in the long term, the burden of chronic diseases and that can make citizens gain years of healthy life. It is the program that Italy has adopted to promote health as a collective benefit, the coordination tool of the Gaining health actions is the [“National Platform on nutrition, physical activity and smoking”](#), a technical committee that operates at the Ministry of Health and ensures the connection between the institutions. It also defines the overall guidelines and annually establishes the program’s priorities.

The program aims to tackle the four main health risk factors (smoking, alcohol abuse, poor diet, physical inactivity) in an integrated way to ensure a fairer and healthier society as well as reduce health disparities within the population groups, focusing action on health promotion, not only through interventions aimed at strengthening the capacities of individuals (empowerment), but also through interventions aimed at changing life contexts.

There are 4 specific projects that develop the government program:

- Gaining health by making a healthier diet easier (nutrition)
- Gaining health by making it easier to move around and exercise (physical activity)
- Gaining health by making it easier to be smoke-free (anti-smoking)
- Gaining health by making it easier to avoid alcohol abuse (fight against alcohol abuse).

“Gaining health” works through alliances and agreements that involve different subjects, sectors

and responsibilities at an institutional level (Ministry of Health, Department of Family Policies, Department of Equal Opportunities, Department of Youth Policies, Ministry of Agricultural Food Forestry Policies, Ministry of Education, Ministry of Economic Development, Ministry of Economy and Finance, Ministry of Transport, Ministry of Environment, Ministry of Labour, Ministry of University and Research; Higher Health Institute, Higher Prevention Institute e Work Safety, National Institute for Food and Nutrition Research; Regions, Provinces, Municipalities), along with the most significant associations, business and trade union organizations.

The program promotes the use of surveillance data for the planning, implementation, monitoring and evaluation of health programs, to ensure the accountability of prevention.

The surveillance programs activated in relation to the younger groups are:

1. OKkio alla Salute: project, with the direct involvement of the Regions, for the realization of a system of surveys on some anthropometric parameters, on the eating habits and physical activity of primary school children (6-10 years), linked to the European program Guadagnare salute and National prevention plan. OKkio alla Salute is part of a broader project of the National Center for Disease Prevention and Control (CCM), or the “System of investigations on behavioral risks for ages 6-17”, promoted by the Ministry of Health and the Ministry of Public Education, for which the ISS received a loan of €1,800,000. The implementation of the project is entrusted to the Regions and the Local Health Authorities, in collaboration with schools, and the coordination to the National Centre for epidemiology, surveillance and health promotion (Cnesps) of the Istituto Superiore di Sanità (Iss) assisted by the Regional School Office for Lazio, which handles relations and communications with the Regional School Offices and schools. The methods of carrying out the project include:

- recording of the anthropometric measurements of primary school pupils (weight and height);
- collection of information on the school environment, on training activities relating to physical activity and nutrition, carried out by the school independently or in collaboration with other institutions;
- collection of information on eating habits, physical activity and sedentary lifestyle by primary school pupils, carried out through a simple questionnaire filled in by children in the classroom;
- collection of information on children's eating habits, physical activity and sedentary lifestyle, carried out through a questionnaire addressed to parents.

In a second phase, the project provides for the creation of information support for schools to guide them towards the most effective interventions in favour of the promotion of children's health.

1. HBSC - Health behaviour in school-aged children

This is an international multicentre study carried out in collaboration with the Regional Office for Europe of the World Health Organization (WHO), which was created as part of the project “Survey system on behavioural risks in the age of 6-17”. HBSC turns its attention to a sample of boys (both boys and girls) of school age: 11, 13 and 15 years. HBSC surveillance is managed by a network of university researchers and government institutions coordinated by a committee made up of elected members of the countries represented. The main objective of the survey is to increase knowledge of the determinants of health and well-being of adolescents in order to better guide the (national and international) health prevention and promotion policies aimed at young people. For the surveys, a closed-ended questionnaire is used which is administered to the children of the sampled schools and which is composed of a part common to all countries and optional in-depth sections that each participating State can decide to include on the basis of particular interests at a national level. The questionnaire addressed to young people is made up of questions that investigate various aspects:

- health-related behaviours (with particular reference to nutrition, oral hygiene, physical activity and sedentary lifestyle, consumption of alcohol, tobacco and substances, gambling, sexual behavior, violence suffered, to perceived well-being);
- individual health and well-being
- the social context
- the environmental context for the development of relational skills.

The school context is also the subject of study and in-depth analysis: through a questionnaire addressed to the head teacher, useful information about the school is collected both in terms of initiatives and programs to promote health and in terms of the adequacy of the infrastructures.

For the data emerging from the HBSC study, see paragraph 7.1.

In 2018 the Emilia Romagna region joined the international multicentric study HBSC on behaviours connected with health in boys and girls in school age, with a sample of 1200 people. The Region has also organized a webinar during which data from 2021 were presented “Health and lifestyle of young Italian people between 11 and 15 years old”, related with the study from 2018. It was considered as representative for the national and regional scenario, giving back the picture of the single local realities.

In April 2022 there will be the HBSC survey 2022, important for understanding what happened during the pandemic years: the comparison between the data collected in 2018 and the new ones will be a key to detect new health needs and areas of intervention.

2. Encourage healthy lifestyles and healthy nutrition in young people

In 2018, the Council for Agricultural Research and Analysis of the agricultural economy (CREA) published the [“Guidelines for a healthy”](#), with the purpose of providing consumers with a series of simple information and indications to eat better and with taste, in compliance with the food

traditions of their country while protecting their health. The study provides important tips on weight control, the importance of physical activity, salt reduction, alcohol avoidance and sugary drinks, macronutrients, water and the necessity of having a varied diet.

The surveillance, promoted by the Ministry of Health /Centre of control and prevention of diseases (CCM) is coordinated by the college of health (ISS) together with the Universities of Turin, Padua and Siena and is carried out in collaboration with the Ministry of Education of the University and Research, the Regions and the Local Health Authorities;

[A working table for the prevention and contrast of overweight and obesity](#) was set up at the Directorate-General for Health Prevention. It has the task of providing a national strategic policy document aimed at defining effective strategies and actions to fight the spread of obesity and encourage informative, formative and sensibilization initiatives, among other things, to spread awareness on the risks of obesity resulting from an incorrect, unbalanced and excessively caloric diet, especially in young people and adolescents.

Italy has introduced some provisions to ensure greater protection from smoking for minors.

These measures include: a ban on the sale of new-generation tobacco products to minors, a ban on smoking in vehicles in the presence of minors and pregnant women, a ban on smoking in the external

areas of paediatric hospitals and scientifically-based hospital and care institutions, as well as in the external areas of individual paediatric, gynaecological, obstetrics and neonatology departments, stricter penalties for the sale and administration of tobacco products, electronic cigarettes and new-generation products to minors, verification of vending machines, in order to ensure the correct age of the purchaser.

[“No smoking, be happy”](#) is a project by the [Veronesi Foundation](#).

It is designed to fight the habit of smoking at all ages which has a section dedicated entirely to educational activities for students, with interactive lessons, meetings in cinemas, educational materials downloadable directly from the website to avoid that children remain passive in the face of the information they are given.

[Project “Guadagnare salute con LILT”](#): the Italian League for the fight against Cancer supports preventive interventions and training initiatives that they promote psychophysical well-being, peer education and family awareness in schools of all levels.

The project is divided into different programs for preschool and primary schools (Infancy and health), for lower secondary school (well-being and health) and the LILT programs for upper secondary schools.

[Project “Cuora il futuro”](#): on 7 August 2017, a [Memorandum of Understanding on the prevention of drug and alcohol use in school age](#) was signed between the Presidency of the Council of Ministers - Department of Drug Policies, and the Ministry of Education, University and Research - Department for the education and training system.

The project was set up from this collaboration and it aims to build a path of concrete actions and effective dissemination, aimed at fighting and preventing the use of drugs among the population. The project has a duration of two years, starting from the date foreseen by the school that activates it and through the implementation of educational programs and initiatives aimed at school students, but also at teachers and parents, the two-year project aims to implement a communication strategy, awareness and education on the prevention of drug use.

The [platform](#) is the main tool for the dissemination of the initiatives provided. Under the agreement signed with the Presidency of the Council of Ministers, Indire (National Institute of Documentation, Innovation and Educational Research) has the task of supporting the Miur in the realization of the training plan through the creation of online training for participating teachers and offering technical and planning support. Operational and consultation materials, legislation and documents will be published on the website, along with a reference bibliography and links to the main sites of interest. Indire will also take care of the informative campaign to students and families with a plan of targeted interventions aimed at spreading the message through various media (platform, brochures, press, TV, web, etc.).

[EDU project](#), promoted by the Department of Drug Policies, in collaboration with the Ministry of Education, University and Research and with the United Nations Organization, promotes innovative tools for the prevention of drug use among young people, making them available to teachers and parents, so that they accompany young people towards positive and responsible choices. [The EDU platform](#) is an e-learning system responsible for providing teachers and parents new prevention tools that can be used and adopted in class to address the drug issue with children in a simple and understandable language. Two areas are available on this educational platform: one dedicated to teachers and one dedicated to parents. Each area provides the user with a training kit for the collection of scientific information for the implementation of activities to prevent the use of drugs at home or school. The training kit consists of electronic material available in various formats (slides, videos, documents, etc.) and can be used by the teacher/parent to acquire more skills on the consumption of alcohol, tobacco and drugs among young people and on how to prevent them being adopted. The platform also provides spaces for discussion between users and teachers/tutors who can further support teachers and parents in their training.

1. Education about health and healthy lifestyles in schools

- [Law 107/2015 \("Good school"\)](#) in Article 7 Point g. enhances the motor disciplines and promotes the development of behaviours inspired by an healthy lifestyle, with particular reference to nutrition, physical education and sport, and attention to protection of the right to study of students practicing competitive sports, through high-level student-athlete didactic experimentation ([D.M. 279 10/04/2018](#)).
- The Ministry of Health, together with the Ministry of Education, University and Research has prepared the document "Integrated policy guidelines for the school that promotes health", approved on January 17, 2019 in the State-Regions Conference (Cf. paragraph 7.6). These two political-regulatory instruments have not imposed any obligation at the

curricular level but have introduced a joint and continuous path that intends to formally include the promotion of health, well-being and the culture of safety and legality within the educational system of education and training through the launch of a series of projects including “Gaining health with LILT” and “Cuora il futuro”, summarized in the previous paragraphs.

Sex education

Italy is one of the countries in which sex education was introduced late and, to date, there has not been sufficient consensus in favour of a national law that will make its teaching compulsory in schools.

2. Peer education approaches

The LILT (Italian League for the Fight against Cancer) has launched a program aimed at the fourth and fifth years of high schools, “Change lifestyle and promote change with LILT”, consisting of a path of peer education on contrasting lifestyles at risk and a curricular didactic module on the following points: decision-making processes, problem solving skills; analysis of the individual reference values; conflict management; simulation of the different kinds of reaction with the use of the forum theatre; emotion management; creativity/divergent thinking: training to enhance the skills of using creative thinking for the solution of mathematical, existential and relational problems; adaptability.

A structured peer-to-peer education model has yet to be developed in Italy and the country does not have any guidelines that introduce this type of education as a form of learning for health and healthy lifestyles.

Collaborations and partnerships

The various political strategies and action plans on health and well-being are developed and implemented in close collaboration between the Central Government (through the different ministries), the Regions, the Autonomous Provinces, the National Association of Italian Municipalities (ANCI), the Higher Institute of Health (ISS), the National Institute for Occupational Accident Insurance (INAIL), the Council for Agricultural Research and Analysis of the Agricultural Economy (CREA) and various associations and non-governmental organizations.

3. Raising awareness on healthy lifestyles and factors affecting health and well-being of young people

In Italy, there are several initiatives and awareness campaigns on healthy lifestyles and the factors that affect their health and well-being:

The fruit and vegetable program in schools uses traditional media (radio, press, TV) to reach the general public but has also developed a digital strategy that uses the main social networks and paid ads on Google, banner display and video ads on Youtube. For this program, in 2020, ISMEA (Institute of Services for the Agricultural Food Market) organized 4 live online events

called “Batti il ??5 con Frutta e verdura nelle scuole”.

“Charter of non-smokers” is a poster created for schools by the Umberto Veronesi Foundation in collaboration with the MIUR. It summarizes in ten points the important issue of protection from the damage of smoking in order to stimulate young people to a sense of responsibility with regard to smoking;

In compliance with the law n.125 / 2001 [“Framework law on alcohol and related alcohol problems”](#), the Ministry of Health, in collaboration with the National Alcohol Observatory (Ona) of the Higher Institute of health care, in 2016, launched a communication campaign aimed at combating alcohol abuse, especially among young people. The messages promote the following values: freedom from external conditioning of the group and models proposed by the media and advertising, maturity in the choice of wanting to remain lucid mentally when living a situation of leisure, awareness of the possible direct and indirect damage to health related to alcohol abuse.

Among the tools used there is the advertisement “There are those who drink and who have fun. And you?”, which aims to deconstruct the behavioural model proposed by the media that associates the act of drinking with success, fun and charm, to belittle the idea of ??alcohol as a facilitator of socialization in the collective imagination, to propose the alternative of non-alcoholic conviviality, to promote and make the image of those who know how to control themselves attractive. As part of the collaboration with HBSC Italia (Health Behaviour in School-aged Children – Behaviours related to health in school-aged children) projects were realized:

- The multimedia educational kit, aimed in particular at high schools of both first and second level, created by the Ministry of Health, the Higher Institute of Health and the Ministry of Education university and research, with the aim of promoting knowledge and awareness of the problems in adolescent life;
- Promocards on smoking and alcohol, designed for a young target (ages 14-35). They use a type of information that is based on the use of messages with a youthful and provocative tone and attractive graphics. Among these:
 - When you drink you become more expansive. Yes, because your belly swells.
 - The breath of smokers takes your breath away. Worse than a cigarette.
 - Rimmel on the eyelashes. Lipstick on the lips. Nicotine on the teeth.
 - Two glasses. Two car keys. Two accelerators. Two roads. Two trees.

7.5 Mental health

1.National strategy(ies)

2. Improving the mental health of young people National strategy(ies)

1.National strategy

Mental health interventions are aimed at all citizens, although there has been a [strategy to promote mental well-being in children, adolescents and young people](#) adopted with an agreement between the Ministry of Health, regions and autonomous provinces through the national prevention plan, in 2014. The 2014 PNP actions were re-proposed in the 2020-2025 one (Cf. paragraph 7.4).

The 2014-2018 National Prevention Plan identifies five macro-objectives including “Investing in the well-being of young people” in a logic of seeking psychophysical and emotional well-being by promoting the adoption of healthy lifestyles and refusal behaviours towards any form of addiction. The main strategies identified are:

- Develop a global approach through integrated and interinstitutional strategies (health system, social system and school world) to enhance/promote, in and out of school, the personal skills of young people in terms of self-esteem, self-efficacy and resilience;
- Develop the creation of integrated teams and define pathways for the diagnosis and early care of subjects in pre-adolescent, adolescent and youth at risk of mental distress and in order to prevent mental distress and psychiatric pathology in adulthood;
- Develop universal interventions aimed at all groups present in the school setting by involving young people in preventive programs that promote awareness of the benefits deriving from healthy lifestyles, the risks associated with substance use/abuse and that address only the fight against bullying and violence;
- Develop specific interventions, in or out of school, aimed at groups at risk due to particular social or economic conditions.

The central objective of the national prevention plan proposes as the main elements:

- Strengthen the resilience skills and promotion of personal and social empowerment processes;
- Promptly identify those with emotional and/or behavioural problems and social problems.

2.Improving the mental health of young people

The National Prevention Plan defines the health objectives for the population as well as the actions and actors necessary to achieve them. The plan underlines the need to develop a

specific intervention for the childhood and adolescence area, which requires a differentiation of the care pathways with respect to adulthood, identifying eight specific objectives to guarantee the essential levels of care (LEA) for neuropsychic disorders in childhood and adolescence:

1. Creation of an integrated and complete regional network of services for the diagnosis, treatment and rehabilitation of neuropsychic disorders of the developmental age;
2. Creation of a regional network of residential and semi-residential therapeutic structures for the out-of-hospital treatment of severe psychiatric disorders in pre-adolescence and adolescence, in close integration with local services;
3. Definition of transition paths towards services for adulthood;
4. Convergence of interventions in the same family nucleus of a minor with neuropsychic disorders and parent/s with psychic disorders and/or pathological dependence;
5. Timely and integrated intervention in severe psychic disorders at onset and in psychiatric acute conditions in adolescence;
6. Early identification of neuropsychic pathologies and consequent prompt treatment;
7. Improvement of assistance in mental disorders of minors subject to criminal proceedings;
8. Structuring of an adequate monitoring system.

Among the specific actions aimed at young people, there are:

- Awareness-raising interventions in the area for the early identification of risk signals; regional recommendations aimed at improving the specificity and appropriateness and coordination of interventions in the context of psychiatric acute illness in adolescence, including hospitalization, and their integration and coordination; experimentation of intervention models and/or teams integrated with the Departments of Mental Health, addiction departments, counseling areas in the context of projects aimed at prevention and early intervention in psychosis and severe mental disorders, strongly integrated with the services.
- Coordination and integrated management of interventions for the mental health of juvenile offenders; specific and targeted training.

More recently, because of the COVID19 pandemic, the prolonged containment measures have reduced moments of sharing and encounter, spaces for participation, working and socialization. In this unprecedented scenario, young people have been among the most damaged ones: serious consequences have been weighing on their psycho-physical health; severe disorders and addictions; worse inequalities and difficulties in accessing constitutional and guaranteed rights, such as education and health assistance. In Italy the Centre for Behavioural Sciences and Mental Health of the High Institute for Health (ISS), has been active since the beginning of the pandemic, both through the conducting and participation to studies then with evaluation surveys on the state of services available for the population.

Along this direction many projects and actions have been deployed at different levels. With the decree of the Undersecretary for the State of Health of the 26th of January 2021, the working group on mental health has been established. The group operates within the General Directory for sanitary prevention and lasts for three years. The work of the group is organized in thematic subgroups, like the one related with children and teenager's neuropsychiatry which is likely to be reinforced to bring the interventions to a more integrated and systemic level.

The group has the following tasks:

- Preparing guidelines, instructions and scientific documents, including the deals made within the State-Regions Conference and the United Conference
- Verifying the pertinence and quality of the treatments and rehab courses supplied for mental health disease.
- Detecting and facing the existence of possible criticalities in local services, taking into account the data of the Information System and elaborating proposal for their overcoming
- Proposing operational and legislative actions to support the implementation of the most appropriate models of intervention for the psychosocial diagnosis, treatment and rehab of subjects with psychiatric disorders, finalized for the reduction of the voluntary and compulsory sanitary treatments (TSO) and of the mechanical and chemical restraint

For what concerns the ongoing projects coordinated by the High Institute for Health, it's possible referring to:

- The project "Impact of the pandemic on the mental health of children and teenagers", lasting three years, financed by the Guaranteeing Authority for Childhood and Adolescence, with the scientific coordination by the High Institute for health. It has been activated on the 2nd of August 2021 and its final aim is to make an epidemiologic study in schools, in collaboration with the Ministry of Education (age groups 6-10, 11-13 and 14-18) and to implement an action plan, evidence based, to satisfy the psychosocial needs of vulnerable children and teenagers during the pandemic and after the pandemic. More precisely, general interventions for the support of mental health of every minor would be arranged as well as targeted interventions for subjects at higher risk and/or in vulnerable conditions and that would be constantly remodeled according to the general and local evolution of the pandemic.
- The project "Middle Term effects of the SARSCoV-2 pandemic on the phyco-physical wellbeing of teenagers (2021-2022), in cooperation with the University of Turin and Padua. It envisions a study on a sample of 11-15 years old people to collect information on their psychophysical wellbeing after the COVID-19 pandemic, detecting possible differences in comparison with the same thematic in the pre-pandemic period (comparison made with the HBSC survey of 2018), through an online questionnaire, optimized for different devices.
- The project "Monitoring knowledge, risk perception, preventive behaviours and trust to provide information on the response to pandemic" (2021), in cooperation with the European Office of WHO, the IRCCS Fatebenefratelli of Brescia, ASL Modena. The project has received a small funding from the Cariplo Foundation. It includes the survey on a stratified sample of the Italian population from 18 to 70 years old (N=10.000), to obtain

relevant data on aspects related with risk perception, adopted behaviours, psychological attitude towards vaccines and with validated indexes of psychological wellbeing etc., that will be compared with the answers provided by other European countries.

Other projects started to investigate the impact of the pandemic on mental health of young people are:

- The [“I care”](#) research conducted in the University of Palermo, that highlights that during the lockdown period in Italy, between march and may 2020, 35% of teenagers has felt anxiety and discomfort, 32% low levels of optimism and 50% low expectations for the future.
- On the same track a [study conducted by the Italian Committee for UNICEF](#) in cooperation with the Educational Science Department of RomaTre University on the psychological wellbeing of families during the first lockdown, there is in general more worrying from both parents for sons compared to daughters regarding the range of social withdrawal (male: M=3,4; female: M=2,83) aggressivity (male: M=8; female: M=6) and attention disorder (male: M=5.7; female: M=4.4)
- Particularly interesting is also the survey [by Telefono Azzurro \(the blue telephone\) and Doxa](#), that encapsulates a wider timeframe since there have been more collections of data: one during lockdown (April 2020) and another in October 2020. From the first collection it emerged that 30% of parents has noticed an excessive usage of social networks, 25% change in nutrition and in the sleep-cycle, 18% isolation and social withdrawal, and even a higher percentage (25%) where there are pre-adolescent kids. In October 2020 when restrictions came back strong in teenagers' lives, parents denounced a strong detachment from daily activities in their children (17% of parents of preadolescents, 18% of adolescents), with higher levels compared with April data, indicating the persistence and even the increase in the situation of discomfort over time.
- Also, the report [“Rewrite the future – Where are the teenagers? The voice of unheard students during the crisis”](#), published by Save the Children last January, aims to comprehend the opinions, emotional state and expectations of high school students and it gives a critical picture that alarms, also regarding school dropouts. Almost 4 students out of 10 declare to have had negative repercussions on their ability to study (37%). Teenagers say that they are tired (31%), uncertain (17%), worried (17%), irritable (16%), anxious (15%), disoriented (14%), nervous (14%), apathetic (13%), discouraged (13%), in a kaleidoscope of negative feelings they share mostly within the family (59%) and friends (38%), but that in 1 case out of 5 stay with a heavy burden within themselves, without sharing it with anyone (22%).

The interest for this topic touched closely also some regions, like the Lazio Region for example, which was the first Italian region to activate extra support for young people and their families, to contrast the psychological and psychic effect of covid, with the strengthening of “Listening Hubs”, thanks to a 10,9 million fund from the Fund FSE+ 2021-2027. In this way the region introduces a series of actions to be implemented within three years (2022-2025), to answer to the problems of young people after the Covid19 pandemic. A plan for integrated and coordinated interventions targeting specifically young people, with particular attention to the most vulnerable and to those with familiar difficulties.

7.6 Mechanisms of early detection and signposting of young people facing health risks

1. Policy framework:

2. Stakeholders:

3. Guidance to stakeholders:

4. Target groups:

5. Funded projects

1. Policy framework

Since 2001, Italy has participated in the HBSC multicentric study (Cf. paragraphs 7.1-7.4). The HBSC surveys promoted a continuity in the monitoring of health-related behaviours of school-age children.

All the Italian Regions participated in the HBSC data collection and the reports available are those of [Calabria](#), [of the Autonomous Province of Trento](#) and [Tuscany](#).

With the State-Regions Conference of 18 December 2019, the agreement regarding the [Health Pact for the years 2019-2021](#) was ratified in which specific active policies for the promotion and protection of health are considered with particular attention to children and adolescence, to people with mental disorders, to support the autonomy of people with disabilities and non self-sufficient people.

2. Stakeholders

The protection of human health is developed, in which central and local institutions and civil society are involved, in order to develop integrated policies that act effectively on the main determinants of health.

Among the main actors involved in the promotion of health and in the prevention of risky behaviours are:

- the health operators of the Prevention Departments of the Health Authorities that intervene in the world of schools;
- teachers who, thanks to the direct and continuous link with students, can collaborate effectively to foster the close link between education and health;
- students who have to learn the possibilities of choice in terms of health behaviours;

- parents as they play an important role in the educational area and in the maintenance or modification of health behaviours.

Young people are also an active part in health promotion, since they participate in the process of transmitting information, advice and other types of help for the prevention of health risks, such as, for example, [the abuse of alcohol and drugs and in the prevention of communicable diseases](#).

Primary doctors and pediatricians are fundamental for promoting the psycho-physical well-being of young people.

The [Ministry of Health has set up programs](#) with pediatricians from the Italian Society of Pediatrics (SIP) and the Italian Federation of Pediatric Doctors (FIMP) aimed at promoting healthy nutrition and correct lifestyles and promoting health education interventions, aimed at families and children/adolescents. The main objective is to develop synergies to transform good practices into consolidated interventions, networking different systems, skills and responsibilities.

3.Guidance to stakeholders

In January 2019, the State-Regions Conference approved the memorandum of understanding between the Ministry of Health and the Ministry of Education [“Integrated policy guidelines for schools that promote health”](#).

The protocol is aimed at encouraging the inclusion of “Health Promotion” in the educational curriculum of school students of all levels, not as a “new subject”, but as a continuous and integrated educational proposal along the entire school path. Every school will be able to develop in the manner deemed most suitable to address the real educational and training needs of individual students, constantly monitoring the entire educational process.

The document underlines how a health promoting school must adopt a global approach aimed at all students, their families, teaching and non-teaching staff, aimed at developing the individual skills of all members of the school community and improving their physical environment and social, opening up to the territory and strengthening collaboration with the local community.

The transposition of the document by the Regions will help improve collaboration between health and school operators as well as encourage the implementation of the actions activated in the school setting, as part of the ongoing regional prevention plans. All the Regions, therefore, have developed [Regional Plans](#) that address the various macro-objectives of the PNP through transversal and integrated programs (Cf. paragraph. 7.4).

4.Target groups

Smoking, harmful consumption of alcohol, improper diet and physical inactivity are health risk

behaviours that often occur in childhood or adolescence.

Smoking is one of the main risk factors for the development of serious and often fatal diseases. ISTAT data indicate that in 2019 there are still many young people who declare themselves to be smokers, although down from the previous year (Cf. paragraph 7.1).

The consumption of alcohol by young people is also on the rise, in ways that are new and far from tradition, such as consumption between meals and in moderate quantities, drunkenness and binge drinking (Cf. paragraph 7.1). [According to data from the Istituto Superiore di Sanità](#), among young people aged 11-25, consumption at risk concerns 20.1% of males and 10.1% of females (about 1.3 million young people), with different consumption patterns in the various regions and maximum values ??for the total consumption at risk in the male population of north-eastern Italy. About 390,000 minors below the legal age do not comply with the prescription of total abstinence from alcohol and female consumption has recorded a worrying increase among younger women, in particular, for the consumption between meals and binge drinking.

Other risk factors for health are unhealthy eating and a sedentary lifestyle, which are important modifiable risk factors for chronic diseases. [Incorrect eating habits](#) such as skipping breakfast, consuming little fruit and vegetables, overeating with sugary drinks are frequent among adolescents (Cf. paragraphs 7.1 e 7.4).

5.Funded projects

Among the national programs aimed at promoting the health and well-being of young people, there are:

[Safer Internet Centre Connected Generations](#), co-financed by the European Commission under the Connecting Europe Facility (CEF) - Telecom program, which materializes in the “Better Internet for Kids” online platform managed by European Schoolnet.

The project is coordinated by the Ministry of Education, University and Research with the partnership of some of the main Italian companies dealing with network security: the Guarantor Authority for Childhood and Adolescence, the State Police, the Ministry for Goods and Cultural Activities, the Universities of Florence and “La Sapienza” of Rome, Save the Children Italy, Telefono Azzurro, the non-profit EDI cooperative, Skuola net, the DIRE press agency and the Autonomous Giffoni Experience.

The Safer Internet Center (also known as SIC) was created to provide information, advice and support to children, teenagers, parents, teachers and educators who have Internet-related experiences, including problems, and to facilitate the reporting of illegal material online. The general objective is to develop services with innovative and higher quality content, in order to guarantee young users’ safety “in the environment” online, while considering, at the same time, the connected investment as a “virtuous” opportunity to a social and economic growth of the entire community;

The national project "[Gaining health in adolescents](#)" Recognition of projects and interventions for the prevention and promotion of health in adolescents in the Italian regions (Cf. paragraph 7.4.), promoted and financed by the Ministry of Health (Centre for Disease Control - CCM) which aims to carry out a survey of all the prevention and promotion initiatives of health aimed at adolescents-young people (11-30 years), conducted in the Italian Regions from 2003 to today, in the following thematic areas:

- eating habits;
- physical activity;
- sexually transmitted infections
- consumption of drugs and alcohol;
- mental health;
- road accidents.

7.7 Making health facilities more youth friendly

1. **Monitoring and evaluation**
2. **Funding of the Valore project**
3. **Monitoring/evaluation**

In Italy, [Law no. 405 of July 29, 1975](#) has established family counseling in order to intervene in the support and protection of the family or the individual. The counseling centre is a territorial social and health service managed by the Regions through the Local Health Authorities: it is a public service that falls within the services of the SSN (the National Health Service).

The clinic's main purpose is to provide:

- Psychological and social assistance for the preparation and support to parenting.
- Psychological support to the individual, the couple or the family unit.
- Women's health protection and support services.
- Prevention of maltreatment and abuse of minors and women.
- Gynecological and pediatric medical examinations.
- Birth preparation classes.
- Professional advice and information on responsible procreation.
- Contraception and fertility; counseling on voluntary termination of pregnancy (IVG).
- Psychological listening space specifically aimed at young adults and adolescents.

Among the initiatives aimed at making health facilities more suitable for young people, there is the establishment of a "youth space", an environment reserved and dedicated to young people aged 14 to 20 for assistance and advice on problems related to sexuality, emotional and relational life, gynecology and andrology.

The activities promoted by the Youth Counseling Centre are diverse and have different professional figures:

- the gynecologist, who advises on the health of the female genital system, carries out medical examinations, offers advice on contraception, sexuality, STD (sexually transmitted diseases), infertility problems, follows up on pregnancies and also carries out interviews for those who decide to voluntarily terminate the pregnancy.

- the obstetrician, who welcomes new users and guides them in the service, carries out education in personal hygiene and pregnancy; follows physiological pregnancies and also carries out prevention activities for cervical and breast cancers, through the execution of pap tests and through the teaching of breast self-examination;
- the psychologist, who carries out a series of consultation activities concerning inherent psychological-relational problems, the individual, the peer group, the bond with adults, the couple, and with respect to problems related to situations of bullying and cyberbullying. When facing clinically relevant cases, also personally follows the transition to the services responsible for treatment.

The youth space can be accessed free of charge, without a prescription, in addition to moments of external consultancy with a social worker and a dietician.

1. Monitoring and evaluation

There is no mere strategy for monitoring and evaluating consultants, however, 35 years after their establishment, the Istituto Superiore di Sanità as part of the project carried out by the National Centre for Disease Prevention and Control ["Analysis of the activities of the network of family clinics for a reassessment of their role with reference also to problems relating to endometriosis"](#), carried a survey on the 1800 family consultants present on the Italian territory, coordinated by the Women's Health and Developmental Department of the ISS. All the Regions and Autonomous Provinces joined the project. The data collection began at the regional level in November 2018 and ended with the collection in the individual counseling offices in July 2019.

It emerged that in 5 regions the counseling centres are based in the Maternal and Child Department, in 2 regions in the Department of primary care, in 7 regions they report to different Departments and in 5 they are not part of a Department but of a District. Private counseling centres are present in 6 regions and an autonomous province and are more numerous in the northern regions. Almost all the regions have set up corporate Birth Pathways Committees dedicated to monitoring and improving care in pregnancy, childbirth and the puerperium in collaboration with the regional level.

Assistance with the birth path, the voluntary interruption of pregnancy path and access to the youth space are free services guaranteed in all the regions. Five regions provide for the payment of a ticket for some services: tests for sexually transmitted infections/diseases, visits for menopause, psychological and sexological counseling, psychotherapy and contraception.

Almost all the consultants participating in the survey (1535 out of 1800; 622 in the North, 382 in the Center and 531 in the South) operate in the field of women's health. More than 75% of the consultants deal with sexuality, contraception, IVG pathway, pre-conceptional health, birth path, sexually transmitted diseases, oncological screening and menopause and post-menopause.

As part of the birth path, the clinic takes care of pregnancies with low obstetric risk and actively offers Courses of Accompaniment to Birth (CAN) and support for breastfeeding.

Regarding the couple, family and youth area, there are 1,226 (North 504, Center 224, South

498) counseling centres that carry out activities in this area. The areas covered are contraception, sexuality and reproductive health, sexually transmitted infections/diseases and relationship distress. Among the counseling centres that have carried out activities in schools, the most frequent theme is emotional and sexual education (94%), followed by lifestyles, bullying and cyberbullying; programs to prevent the use of substances are less frequent, but they are also in charge of other services. The professional figures most represented in the counseling centres are the gynecologist, the obstetrician, the psychologist and the social worker, with great suffering and variability in terms of staff between regions. Taking as an indicator the average number of weekly working hours per 20 thousand inhabitants foreseen for the various professional figures to respond to the institutional mandate, only 5 Northern regions reach the expected standard for the figure of the midwife, 2 for the gynecologist, 6 for psychologist and none for the social worker who in the South records an average number of hours per week (14) which is almost double compared to the Centre (8 hours) and the North (9 hours).

This first photograph of the Istituto Superiore di Sanità shows that in our country there are still few family clinics with respect to the needs of the population (1 clinic for every 35,000 inhabitants although they are recommended in the number of 1 every 20,000).

Another high-level initiative to make health facilities more suitable for young people is the Valore project ([Local and Regional Assessment of HPV vaccination campaigns](#)), launched in 2010 and concluded in 2013, funded by the National Centre for Disease Control (CCM) of the Ministry of Health, coordinated by the National Center for Epidemiology, Surveillance and Health Promotion (Cnesps) of the Higher Institute of Health and conducted in collaboration with the ASL and the Regions

The project aims to improve adherence to vaccination against HPV and to provide local health authorities and regions with some operational tools, with the ultimate aim of increasing vaccination coverage throughout the country. To achieve these objectives, as part of the project, an attempt was made to explore, with various activities, the points of view of the various actors involved in vaccination against HPV. In order to raise awareness among young women of the importance of vaccination against HPV and to bring them closer to the health facilities in charge, the project has tried to shed light on the points of view, considerations and needs of this particular user group, through a series of focus groups in which girls from the second grade of middle school were involved. In addition, an integrated offer of vaccinations for adolescents was proposed that includes all vaccinations provided for this age group (Hpv, dTP, MPR, chicken pox, meningococcus). With a view to making vaccination facilities closer and better known to young people, the project has encouraged collaborations with schools, through information/educational meetings with parents and children and vaccination days and has promoted an “activist” attitude of the Institutions on the internet, providing clear, complete and transparent information, monitoring the sites of the anti-vaccination movements and intervening on the contents considered misleading.

2.Funding of the Valore project

The project was funded with € 228,000 by the National Centre for Disease Prevention and Control (CCM) of the Ministry of Health.

3. Monitoring/evaluation

At the end of the Valore project, an operational document “Areas of action and proposals to improve adherence to the HPV immunization program” was prepared which, in addition to providing a brief summary of the project results, describes the critical issues identified in the offer of vaccination against HPV, the areas of intervention identified and proposes some practical actions to promote adherence to HPV vaccination and improve vaccination coverage. To achieve these objectives, we tried to explore, with various activities, the points of view of the various actors involved in vaccination against HPV, namely:

- the contact persons of the Asl and Regions for vaccination against HPV, with a survey on the vaccination campaigns carried out in the Regions and Asl, aimed at evaluating the organizational, logistical and communicative aspects and collection of information material used in vaccination campaigns (letters, brochures, posters, invitation letters, etc.)
- families, with a study on the reasons for non-vaccination, aimed at furthering the point of view of the families of a sample of girls who, invited to be vaccinated, did not join the vaccination program
- pre-adolescent girls, with focus groups in which girls from the second grade of middle school were involved
- health professionals, with focus groups, in which various health professionals (pediatricians, general practitioners, gynecologists and vaccination services operators) were involved and with an online survey addressed to all health professionals to understand their opinions and attitudes towards vaccination against HPV.

The integration of the results obtained from the different activities of the project has made it possible to identify the critical issues encountered during the promotion and offer of vaccination against HPV and the “areas of action” to work on to improve adherence to the vaccination program for HPV and, more generally, compliance with vaccinations. Among the main areas identified:

- increasing the knowledge of health workers on the subject of HPV and vaccination, including aspects related to counseling
- study of the risks and benefits of vaccination through clear, transparent, exhaustive and documented communication
- strengthening the role of vaccination services as a reference point for vaccinations, both for the population and for local health workers
- reorganization of operating procedures to ensure an active offer of vaccinations with appropriate methods of vaccination counseling

- development of a network between vaccination services and local health workers for the promotion of vaccinations, which provides for a sharing of the message and communication objectives
- encouraging the active role of local health workers, including pediatricians and general practitioners, whose activity is crucial in communicating directly with families and girls, to implement an informed decision-making process
- integrated offer of vaccinations for adolescents through the proposal of a vaccination package that includes all vaccinations provided for this age group (Hpv, dTP, MPR, chickenpox, meningococcus)
- enhancement and integration of the institutional role at central, regional and local level
- adoption of good vaccination practices to improve vaccination compliance (for example: indicate in the vaccination invitation letter the date of the vaccination session at the vaccination service and a telephone line to obtain information, attach information material to the invitation letter, introduce the reminder active of defaulting girls on first call)
- encouraging collaboration with schools, through information / educational meetings with parents and children and vaccination days
- promotion of an "activist" attitude of the Institutions on the internet, providing clear, complete and transparent information, monitoring the sites of the anti-vaccination movements and intervening on the contents considered misleading
- improving the access of non-Italian families to information on vaccinations.

From the various activities, the crucial role of the health worker in the decision-making process of families emerged. For this reason, a package has been created that makes available, for the Regions and the Local Health Authorities, educational materials to be used for training courses aimed at healthcare professionals involved at different levels in vaccination against HPV: vaccination service operators, clinic operators, cervical screening service operators, general practitioners, pediatricians, gynecologists and other professionals involved in the HPV problem. The teaching material consists of 4 modules that can be used, even separately, for the organization of seminars and training meetings:

- Epidemiology of HPV and cervical cancer
- Vaccination against HPV
- Vaccination strategies and monitoring of vaccination against HPV
- Communication strategy planning: methods and tools for effective communication.

Each module consists of a set of slides, accompanied by an explanatory text and bibliographic references for further study of the issues. The goal is to give maximum dissemination to the products made, so that they can be of practical support at the regional and local levels in the organization of the next vaccination campaigns for HPV.

7.8 Current debates and reforms

1. Upcoming political developments;

2. Debates in progress

1. Upcoming political developments

The new [2020-2025 Prevention Plan](#) (Cf. paragraph 7.4) aims at an integration function between the different levels of government with the activation of technical tables to strengthen health promotion strategies according to the “Health in all policies” approach.

Today’s society reflects an important challenge for public health policies, especially in the landscape of addictions among young people; in particular the action of the mass media, the uncertainty in the educational and social message and the growing disorientation of the reference educational figures contribute to the dissemination of incorrect information on the impact on health of the various substances that cause addiction and the low perception of risk, especially among young people.

The community and, in particular, the family represent the main actors who can enhance the educational functions for adequate health skills. Schools and places of youth gathering represent the main contexts in the paths of growth and acquisition of adequate life skills, also through comparison between peers and interaction with reference adults. The school, due to its institutional and training role, its universal educational function and its widespread presence on the territory is a central setting for preventing and identifying situations that risk causing addiction.

2. Debates in progress

In PNP 2020-2025, it stands out that adolescence and youth represent a crucial phase for the development of the individual and therefore constitutes a key moment in which to intervene effectively with adequate health promotion policies and interventions that address the development of positive values ??and facilitate the adoption of behaviour oriented to a healthy life style.

Prevention is the main action to avoid and reduce the risks and damage to health related to the use and abuse of legal and illegal substances, along with the onset of behavioural disorders.

Strategic approaches are needed to:

- counter and reduce the offer, through the adoption of policies aimed at regulating access;
- reduce demand, working on changing attitudes;

- foster intersectoral coordination between the various policies implemented

In the current debate, it is clear that the task of promoting intervention programs capable of reducing risk factors and strengthen protective factors, cannot be delegated only to the social-health system but the involvement and connection of all the institutional, cultural and social energies present at national, regional and territorial levels is fundamental to ensure a system of intervention system that brings together all the available resources (human, technical, organizational, social and financial).

According to what has been arranged in the Mission 6 of the PNRR, 7 billion are allocated for the development of proximity networks, structures and telemedicine for local sanitary assistance and 8.63 billion for innovation, research and digitalization of the National Health System, with a particular focus on the Electronic Health Dossier.

Proposed reforms and investments in the area of health have two main objectives:

- strengthening the capacity in preventing and treating in the national health system for the benefit of all citizens;
- guaranteeing equal and widespread access to treatments and promoting the usage of innovative technologies.

The improvement of performances supplied at local level is pursued through the strengthening and the creation of local posts and structures (like the Houses of the Community and the Hospitals of the Community), the reinforcement of domestic assistance, the development of telemedicine and of remote assistance (with the activation of 602 Local Operational Centres), and of a more efficient integration with all the socio-sanitary services.

8. Creativity and Culture

This chapter describes the actions through which Italy promotes creativity and culture in the youth context, with interventions aiming at: creating tools and incentives; reducing obstacles in the access of cultural and creative processes; encouraging the acquisition of skills; valorising talents; promoting the development of entrepreneurial skills; and improving social inclusion. All after promoting the use of new technologies.

Policies and actions dedicated to youth creativity and culture are planned by bodies operating at different levels. These interventions are integrated into regulations that refer to the following: youth policies, education and research, training and employment.

The use of digital and innovative channels has become more and more effective, launching specific initiatives that facilitate access to culture through new media.

At the national level, the main bodies responsible for promoting creativity and culture for young people are: the Department for Youth Policies and the Universal Civic Service, the Ministry of Education, the Ministry of University and Research, the Ministry for Cultural Heritage and Activities and Tourism.

8.1 General context

The theme of the promotion and development of creativity and culture in the younger generations in Italy is based on institutional bodies such as the [Department of Youth Policies and Universal Civic Service](#) which includes, among its main objectives, the promotion of knowledge and technological innovation, as well as the “... *promotion and support of creative activities and of cultural and entertainment initiatives by young people as well as of initiatives regarding free time, cultural and study trips ...*”, as established in the [DPCM 1 October 2012 and subsequent amendments](#), on the *Organisation of the general structures of the Presidency of the Council of Ministers*.

Together with the development and the support to youth creativity, the central theme of cultural policies is the valorisation and the conservation of the artistic and cultural heritage of the area. Article 9 of the [Italian Constitution](#) sets out that “*the Republic promotes the development of culture and scientific and technical research. It protects the landscape and the historical and artistic heritage of the nation*”.

[Legislative Decree 22 January 2004, n.42 and subsequent amendments](#), was issued to implement the constitutional principle and contains the “*Code of cultural heritage and landscape*” which attributes to the [Ministry for Cultural Heritage and Activities and Tourism](#) (MiC) the task of protecting, conserving and valorising the cultural heritage of Italy, while also regulating the State-Regions relations on the competences regarding the protection and valorisation, identifying Cultural and Landscape Heritage and regulating its protection, use and valorisation.

The valorisation of cultural heritage is not intended solely in terms of the protection of cultural heritage but is closely linked to the concept of promoting the development of culture and collective creativity and, in particular, of young people, a principle guaranteed by [Legislative Decree 13 April 2017, n. 60](#) containing “*Regulations on the promotion of humanistic culture, on the valorisation of cultural heritage and artefacts and on the support of creativity*”. The regulations set out the importance of disseminating humanistic culture and artistic knowledge to students in order to recognize the centrality of man, affirming his dignity, needs, rights and values ??and entrusts the national education and training systems with the task of promoting the study, historical-critical knowledge and practice of the arts.

Main trends in young people’s creativity and cultural participation

Participation in the creative and cultural experiences of the area is monitored nationally by the [Italian Institute of Statistics](#) (ISTAT) which annually carries out national surveys on the cultural participation of the population. According to the data collected in Chapter 10 “Culture and leisure” of the ISTAT 2021 [Italian Statistical Yearbook](#) , (<https://www.istat.it/it/archivio/264305>) in 2020 cultural participation of Italian people decreased compared to the data from 2019, going from 64,9% to 60%. This tendency was registered among all the sectors, with particular relevance to theatrical performances, attendance to museums and exhibitions, mainly due to the

different stages of lockdown caused by the COVID19 pandemic.

The pandemic scenario, though, caused the increment in the percentage of book readers, while the number of people reading newspapers keeps decreasing in favour of a much higher percentage of people using the Internet, especially young ones, that now reached 73,3% of the population, 2,9% more compared to 2019.

In this context, the data referring to the cultural participation of young people as highlighted by the “[Multipurpose survey on families: aspects of daily life](https://www.istat.it/it/archivio/91926) (<https://www.istat.it/it/archivio/91926>) in the chapter of [Giovani.stat](http://dati-giovani.istat.it) (<http://dati-giovani.istat.it>) related to Culture, Free time and Media Usage (ISTAT 2021) confirm the prevalence of practices related to cinema, followed by discos, visits to museums and exhibitions and participation in concerts and sporting events.

Nonetheless it's possible to notice a general decrease in all the activities, sometimes of even more than 5 points, mainly due to the pandemic (Tab. 1). For what concerns reading instead, more than half of the young people aged between 15 and 20 years read at least one book a year, while those aged 15-17 who read an average of one book per month are the only ones who increased their percentage between 2019 and 2020, since it lowered in all the others under 35.

Table 1. Culture, free time, use of the media. Cultural participation: Shows. Data on 100 young people aged between 15 and 34 years with the same characteristics. Year 2020 (percentage values)

Period 2020

Data type	Theatre	Cinema	Museums, exhibitions	Classical music concerts, opera	Other music concerts	Sports events	Discos, clubs	Archaeological sites e monuments
15-17 years	22,1	74	37,8	8,5	28,4	36,5	44,9	27,5
18-19 years	26,6	78,2	41,4	9,9	30,9	34,5	60,7	31,8
20-24 years	15,7	75	37,3	9,5	34,7	32,2	57,1	30,8

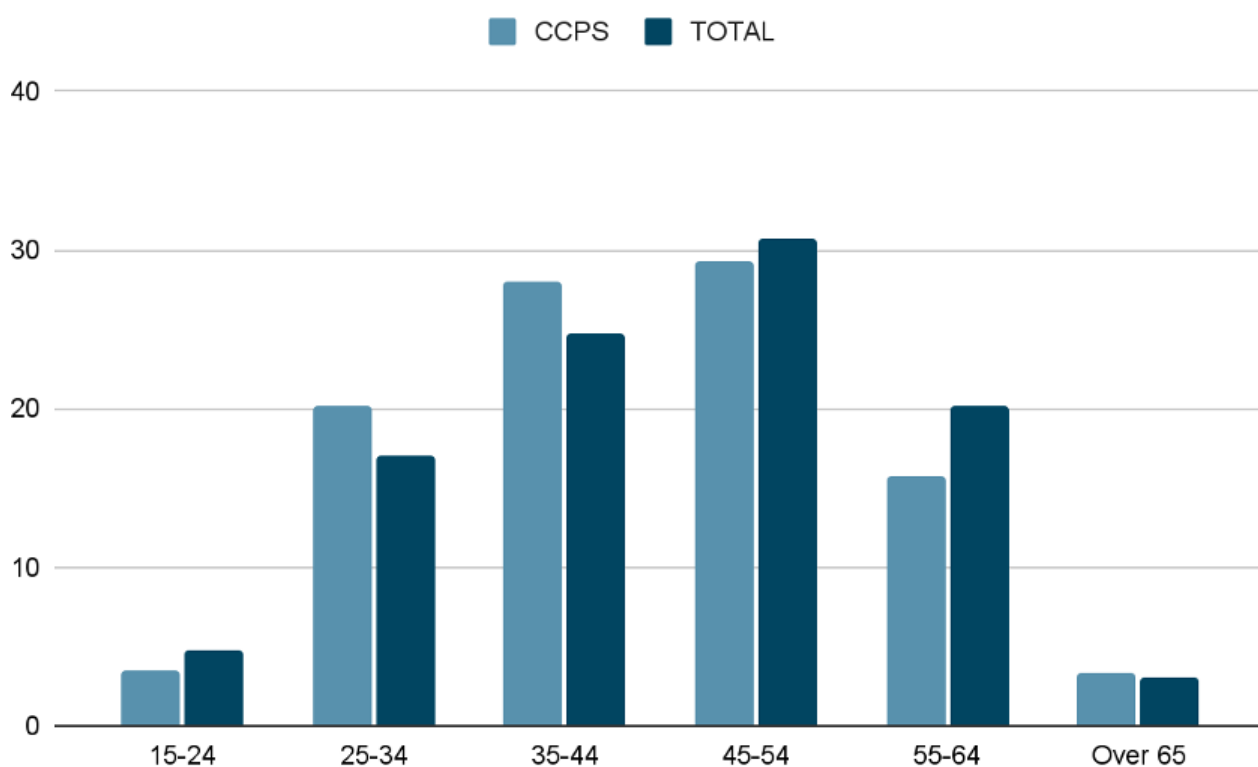
25-34 years	15	61,5	31,8	10	8,8	28,2	37	29,4
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Source ISTAT: Sample survey "Multipurpose on families: aspects of daily life", year 2021

According to data from "[io sono Cultura](https://www.symbola.net/ricerca/io-sono-cultura-2021/)" of 2021 (<https://www.symbola.net/ricerca/io-sono-cultura-2021/>), a research project carried out by [Unioncamere](#) and the [Fondazione Symbola](#) that analysed the economic and social value of companies operating in the cultural and creative sector of the country, in 2021 the focus has been once again the effect of the COVID pandemic, which deeply influenced the field of arts and culture but not only in negative, since it provoked a faster transformation and update, especially in digital communication and in the audio-visual arts where the values of inclusion and creativity found great application.

it's especially notable to observe that the people employed in the *Cultural and Creative Production System* (CCPS) who are between 25 and 44 years old, represent more than 20% of the national workforce, where the average is 17%, even though it's a category that is less employed compared to the over 44.

Graph 1. Distribution of employees in the Cultural and Creative Production System by age group. Year 2020 (percentage values)



Main concepts

Cultural heritage: the [Code of Cultural Heritage and Landscape](#) sets out in Article 2 that cultural heritage consists of cultural heritage and landscape heritage. In particular:

- **cultural heritage** is any tangible and intangible asset that belongs to the State, regions, other territorial public bodies, as well as any other public body and institution and non-profit private legal persons, which has an artistic, historical, archaeological or ethno-anthropological interest;
- **landscape heritage** consists of any buildings and areas constituting an expression of the historical, cultural, natural, morphological and aesthetic values ??of the territory, along with any other assets identified by law or on the basis of the law.

Public use of cultural heritage: the [Code of Cultural Heritage and Landscape](#) sets out art. 1 that *“The State, the regions, the metropolitan cities, the provinces and the municipalities ensure and support the conservation of the cultural heritage and promote its public use and valorisation”*. In addition, art. 2 sets out that *“The assets of the cultural heritage belonging to the public are intended for use by the community, compatibly with the needs of institutional use and as long as there are no reasons for protection”*.

Valorisation of cultural heritage: the [Code of Cultural Heritage and Landscape](#) sets out in art. 6 that the valorisation of cultural heritage consists of activities aimed at promoting knowledge of cultural heritage and ensuring the best conditions for public use and enjoyment of the heritage itself, including by people with disabilities, in order to promote the development of culture.

8.2 Administration and governance

Governance

Policies dedicated to creativity and culture for young people in Italy are defined at national level by various bodies which, on the basis of their political-institutional mission, plan interventions in favour of young people.

The [Department of Youth Policies and Universal Civic Service](#) (DPGSCU), through the National Fund for Youth Policies, finances measures aimed at promoting various interventions in favour of young people, including cultural activities and talent development. Among the measures related to creativity and culture, the DPGSCU has promoted national calls to support young people in the expression of their talent and creativity “Support for young talent”, to support job placement and self-entrepreneurship “Orientation and placement of young talent”, to encourage youth aggregation and encourage the production of young people through creativity and innovation “Fermenti” (See [1.7](#) and [8.5](#)).

The Universal Civic Service (See [chapter 2](#)) identifies the promotion of historical, artistic and cultural heritage among the sectors of intervention in which its aims are achieved (Article 3 of [Legislative Decree 6 March 2017, n. 40](#)).

The [Ministry of Education](#) is responsible for the planning and implementation of training plans for the promotion and valorisation of the humanistic culture and knowledge as well as practice of the arts in young people, pursuant to [Legislative Decree 13 April 2017, n. 60](#) on “*Regulations on the promotion of humanistic culture, on the valorisation of cultural heritage and productions and on the support of creativity*” which also provides for the adoption of an Arts Plan, implemented with the [DPC 30 December 2017](#).

The [Ministry of Culture](#) (MIC) is the institution responsible for the protection, conservation and valorisation of cultural heritage. MIC operates both centrally through 12 Directorates General, each with a specific area of competence, and at a peripheral level with the Regions, Municipalities and Metropolitan Cities.

The following MIC Directorates General carry out functions strictly related to the promotion of culture in young people:

- the [Directorate General for Education, Research and Cultural Institutes](#) carries out functions of coordination, elaboration and evaluation of education, training and research programs; manages relations with universities and training bodies and organizations, in particular with the [National School of Administration](#) for the continuous training of managers and directors of the Ministry, as well as with the [School of Cultural Heritage and Activities](#) for the advanced training of culture professionals;

- the [Directorate General for Libraries and Copyright](#) carries out functions relating to the promotion of books and reading, while also promoting, in schools of all levels, the dissemination of literature and essays relating to the subjects taught, through programs agreed with the Ministry of Education;
- the [Directorate General for Contemporary Creativity](#) promotes creativity and production in the field of contemporary art and architecture, photography, design, fashion, and spreads knowledge, valorising, also through competitions, the works of young artists;
- the [Directorate General for Entertainment](#) carries out functions and tasks in the field of performing arts, live entertainment with reference to music, dance, theatre, circuses, travelling entertainment and theatrical festivals as well as the promotion of the diversity of cultural expressions. Through the Single Fund for Entertainment, it makes contributions to organizations operating in the live entertainment sector, encouraging youth planning and participation;
- the [Directorate General for Archaeology, Fine Arts and Landscape](#) has the task of protecting archaeological and landscape heritage. It promotes the stipulation of agreements between the Ministry, local and regional authorities and cooperatives of young art historians, archaeologists, archivists and librarians, to increase cultural sensitivity and education about cultural heritage;
- the [Directorate General for Tourism](#) deals with the planning, coordination and promotion of national tourism policies, relations with the Regions and development projects in the tourism sector, relations with the European Union and international tourism matters as well as relations with industry associations and tourism businesses. It draws up programs and promotes initiatives aimed at raising awareness among the younger generations of sustainable tourism that is respectful of cultural heritage, the environment and the ecosystem.

The [Ministry of Foreign Affairs and International Cooperation \(MAECI\)](#) annually provides contributions for the co-financing of [Youth Exchange projects](#) aimed at creating socio-cultural training courses for curricular enrichment and professional training for young Italians and foreigners, in Italy and abroad, aged between 18 and 30 years. The projects encourage cultural exchange activities with the aim of developing respect for cultural diversity, communication and tolerance in the new generations, also through the creation of transnational partnerships between two or more entities from different countries.

The [National Youth Council \(CNG\)](#) (See [5.3](#)) is the consultative body to which the representation of young people is entrusted in dialogue with the institutions for any discussion on policies affecting the world of youth. As indicated in its [2019/2020 programmatic lines](#), the CNG encourages the possibility for young people to access cultural opportunities in Italy and abroad; promotes the possibility of creating spaces and opportunities for creativity together with other young people; it encourages the possibility of visiting, at favourable economic conditions, the museums and monuments of the national territory, networking different artistic and cultural experiences. It promotes tourism, as a tool for economic growth and job opportunities for young people, as well as a driving force for the promotion of the Italian historical, artistic, cultural and environmental heritage.

Cross-sectoral cooperation

The [Department of Youth Policies and Universal Civic Service](#) and the [National Association of Italian Municipalities \(ANCI\)](#) have signed agreements to co-finance interventions implemented by Municipalities, Provinces and Metropolitan Cities to encourage the meeting of young people, urban regeneration, development youth creativity, social innovation and the prevention and contrast of youth discomfort. They carried out the “[Development of youth creativity for urban regeneration](#)” initiative, aimed at promoting youth creativity through the implementation of experimental projects on the theme of the regeneration of urban spaces (See [8.5](#)).

The MIC, in agreement with the Ministry of Education, adopts every three years the National Action Plan for the promotion of reading through a special Fund, managed by the [Centre for books and reading \(Cepell\)](#) with the aim of promoting reading as a tool for individual growth as well as for the civil, social and economic development of the nation. Municipalities and regions adhere to the Action Plan through the stipulation of local reading pacts intended to involve libraries, private and public entities, especially schools, operating in the area and interested in promoting reading. The main initiatives for young people carried out by Cepell in collaboration with other institutional bodies include:

1. [Il Maggio dei Libri](#), an initiative carried out in collaboration with the MAECI, the Ministry of Education, the [Conference of Regions and Autonomous Provinces](#), the [National Association of Italian Municipalities \(ANCI\)](#) and with the patronage of the [Italian UNESCO Commission](#). The initiative aims to encourage and stimulate the habit of reading, considered a key element of personal, cultural and social growth, especially among young people.
2. [Libriamoci a scuola](#), an initiative founded from a Memorandum of Understanding between the Ministry of Education and the MIC which every year involves Italian schools of all levels, both nationally and abroad.

MIC also cooperates with universities through specific [Conventions and agreements](#) for study and research purposes, with research institutes such as ISTAT (See 8.1) and with the [Società Italiana degli Autori ed Editori \(SIAE\)](#) (Italian Society of Authors and Publishers) to carry out research, studies and other cognitive activities in relation to cultural heritage. The SIAE, in agreement with the Ministry, promotes studies and initiatives aimed at encouraging the creativity of young Italian authors and facilitating the public use of intellectual works disseminated through telematic networks for didactic and educational purposes.

The [CRUI Internship program](#) is the result of a collaboration between the MAECI, the [Ministry of Universities and Research](#) and the Italian Universities, through the organizational support of the [Conferenza dei Rettori delle Università Italiane \(CRUI\)](#) (Conference Foundation of Italian University Rectors) for the carrying out of curricular internships at the foreign branches of the MAECI and the [Italian Cultural Institutes](#) which are a place of meeting and dialogue for intellectuals and artists, for Italians abroad and for anyone who wants to cultivate a relationship with our country. These institutes promote the image of Italy and its culture abroad. [The latest 2021 Call \(https://www.tirocinicrui.it/192-tirocini-bando-maeci/\)](https://www.tirocinicrui.it/192-tirocini-bando-maeci/) includes 192 curricular internships at diplomatic offices in Italy abroad.

The **coordinated system for the promotion of creativity issues** was created for the

promotion of humanistic culture in schools and involves the Ministry of Education, MIC, also online educational institutions, the institutions of [Higher Education in Art, Music and Choreutics \(AFAM\)](https://www.miur.gov.it/web/guest/-/sistema-coordinato-per-la-promozione-dei-temi-della-creativita-nel-sistema-nazionale-di-istruzione-e-formazione), universities, higher technical institutes (ITS), Italian cultural institutes, [Inter-ministerial decree 14 August 2019, n. 764](https://www.miur.gov.it/web/guest/-/sistema-coordinato-per-la-promozione-dei-temi-della-creativita-nel-sistema-nazionale-di-istruzione-e-formazione) (<https://www.miur.gov.it/web/guest/-/sistema-coordinato-per-la-promozione-dei-temi-della-creativita-nel-sistema-nazionale-di-istruzione-e-formazione>) established the accreditation of public and private entities who will be able to collaborate with schools for projects related to the implementation of the Arts Plan in order to expand the training offer for young people and promote the development of transversal skills through projects and activities related to art and creativity.

8.3 National strategy on creativity and culture for young people

Existence of a national strategy

Cultural policies for young people in Italy are not defined through a specific strategy but are integrated into national and regional regulations relating, in particular, to the sectors of youth policies, education, training and employment.

At a national level, the [Department of Youth Policies and Universal Civic Service](#) manages the Fund for Youth Policies (see [chapter 1](#)) annually in order to promote the right of young people to cultural and professional training and integration into social life.

At a national level, the [Ministry for Culture \(MIC\)](#) annually defines the programmatic lines on creativity and culture, in line with the political guidelines of the Presidency of the Council of Ministers contained in the Budget Law which also reports the specific three-year measures and actions assigned to MIC.

As provided for by *the Guidance Act regarding the identification of political priorities to be implemented in the year 2021 and for the three-year period 2021-2023*, the MIC has identified five priorities (Protection and security of the cultural heritage, Promotion of the development of culture, Support to entertainment, cinema and audio-visuals, Promotion of tourism and Improving the organization and functioning of the administration) aimed, first and foremost, at the implementation of the actions under its responsibility within the [National Recovery and Resilience Plan \(PNRR\)](#) (<https://www.governo.it/sites/governo.it/files/PNRR.pdf>), which Italy presented to the European Commission as part of *the Next Generation EU*, the tool to respond to the pandemic crisis caused by Covid-19 and that has officially been approved on July 13 2021, with the first funding arrived in August. In this plan culture, together with tourism, is associated with the concepts of digitalisation, innovation and competitiveness and together constitute the first of the 6-mission identified by Italy for these fundings. For Tourism and Culture in particular, there is the investment of 6,68 billion euros for the divided into 4 different fields of intervention:

- Cultural heritage for the next generation
- Regeneration of small cultural sites and of the religious, cultural and rural heritage
- Cultural and creative industry 4.0
- Tourism 4.0

In this scenario young people are explicitly mentioned as one of the groups who would benefit from these measures the most since the plan of investment is seen as a way “to improve the job market with particular attention to recruiting processes and valorisation of the human capital” (*Chapter 2B, MISSION 1, pp. 114*

).

At a peripheral level, the Regions and Autonomous Provinces (See [1.2](#)) provide within the specific law dedicated to youth policies, interventions to promote and support youth creativity and culture:

1. The **Valle d'Aosta** Region supports youth creativity, both individually and in groups, in the field of arts, work and research; promotes actions to support and valorise youth creativity and new ideas implemented jointly or coordinated between public and private bodies, associations and informal groups; supports the creation of exchange networks between young artists, artisans, researchers, promoters of innovation in the technological, social, environmental and tourism sectors.
2. The **Piemonte** Region promotes meeting places aimed at creating opportunities for exchanging experiences and skills through processes of active citizenship, experimentation and implementation of educational, artistic, cultural, sporting, recreational and multicultural activities.
3. The **Liguria** Region aims to valorise and support youth creativity in traditional or innovative forms, promoted by Third Sector Entities, also through specific regional programs and project lines. The Region also supports the establishment and strengthening of Youth Centres, as places suitable for socializing and meeting young people where educational, training, cultural or recreational purposes are pursued.
4. The **Autonomous Province of Trento** supports the planning and creative capacity of young people; supports the creation of educational, cultural and recreational activities and structures with particular attention to the artistic ones; establishes the provincial universal civic service also intended for the safeguarding and protection of the environmental, historical-artistic, cultural and civic protection heritage.
5. The **Autonomous Province of Bolzano** through the youth service contributes, in an autonomous way, alongside the family, school and vocational training, to guaranteeing in society the right of the young person to education and to their own cultural formation that allows for the active participation in the heritage and cultural life of society and which stimulates the search for forms and means of personal expression.
6. The **Veneto** Region supports cultural participation and actions to promote creativity and artistic production.
7. The **Friuli-Venezia Giulia** Region promotes services for autonomy, knowledge, free time, culture, sport, socialization, associations, youth creativity; promotes and supports projects and interventions to valorise youth creativity and pluralism of expression in all its manifestations.
8. The **Emilia-Romagna** Region supports and valorises youth creativity and pluralism of expression, and promotes the growth, critical awareness, knowledge and competence of young people in the cultural sphere; supports the cultural productions of young people in various fields and artistic disciplines; ensures them a cultural environment open to innovation in its various expressions; guarantees a favourable context for the research and development of planning, creativity and professionalism of young people, also through the provision of tools to create social networks, and favours the meeting between the artistic-creative production of young people and the market.

9. The **Umbria** Region supports the initiatives and projects aimed at valorising the art and creativity of young people and encouraging the use and access to cultural heritage and cultural activities by young people; supports the creativity of young people and their cultural and artistic productions.
10. The **Marche** Region aims to valorise young talents, through initiatives and events that highlight the skills and creative genius of the new generations.
11. The **Campania** Region provides for the promotion of projects that promote the creation of meeting places and multifunctional aggregation centres aimed at encouraging creativity in its various expressions, with interventions, including training, which facilitate the transition to adult life and to the world of work.
12. The **Basilicata** Region has programmatic actions that promote autonomy, free time, sport, socialization, youth creativity; and actions to valorise the creativity and cultural productions of young people through the organization and participation in artistic events, favouring the encounter between artistic-creative production and the market and promoting the creation of an archive in the various disciplines.
13. The **Sicily** Region promotes the creation of a network of public and private partners who can offer services and spaces for young creative people and innovators; promotes access to and participation in culture with initiatives aimed at respecting cultural heritage; entrusts the municipalities with the role of promoting projects that promote the creation of aggregation centres aimed at encouraging creativity.
14. The **Sardinia** Region promotes, in agreement with youth movements and associations, cultural and social initiatives aimed at developing the culture of young people.

Scope and contents

The [Fund for Youth Policies](https://www.politichegiovaniieserviziocivile.gov.it/media/674921/decreto-riparto-fondo-polgiov-2021.pdf) (

<https://www.politichegiovaniieserviziocivile.gov.it/media/674921/decreto-riparto-fondo-polgiov-2021.pdf>) provides for interventions of national, regional and local importance and, with particular reference to the promotion of creativity and youth culture, provides, for 202, the funding of:

1. projects supporting a wider participation of young people in the cultural life of the country in accordance with national anniversaries and in cooperation with the relevant mission within the presidency of the Italian ministry.
2. co funding of not-for-profit projects and initiatives of high level social and cultural events, particularly of those promoting the strengthening of young people's competences and their participation to the cultural and social life of the country.

As part of the five intervention priorities of MIC, reported in the [Guidance act regarding the identification of political priorities to be implemented in the year 2021 and for the three year period 2021-2023](#), some specific actions are highlighted for the youth population:

1. strengthen study, research and training activities, including through the School of Cultural Heritage and Activities;

2. promote and support contemporary art and architecture in Italy and abroad as well as the cultural and creative industries;
3. support the redevelopment and recovery of urban peripheries and degraded areas through culture and the promotion of cultural and creative businesses;
4. disseminate media literacy through organic interventions in support of media education, audio-visual languages ??and the history of cinema;
5. promote the programming of live shows aimed at the younger generations;
6. initiate the continuation of internships under the «Youth Fund for Culture».

Authority responsible for the implementation of the strategy

The [Department of Youth Policies and Universal Civic Service](#) is responsible for coordinating and implementing the objectives and actions provided for by the Fund for youth policies. It is also responsible for coordinating and monitoring the interventions carried out by the Regions, which are regulated through a collaboration agreement that the Department stipulates with the individual Regions that submit a project proposal based on the National Fund and that is in line with the objectives provided therein. The Agreement also regulates the methods of monitoring the interventions and the methods of transferring the related resources.

The [Ministry for Cultural Heritage and Activities and Tourism \(MIC\)](#) is responsible for the implementation, coordination of the objectives and actions outlined annually by the Government and contained in the Budget Law. The Ministry acknowledges the directives and defines the programmatic guidelines, addressing them to the managers of the central and peripheral structures of the Ministry and transmits an annual report to the President of the Council of Ministers and the MEF with the degree of achievement of the results.

The [Independent Performance Assessment Body \(OIV\)](#) exercises strategic control to verify the effective implementation of the choices contained in the ministerial directives and reports directly to the political-administrative policy body. The OIV also assists the Minister for Cultural Heritage and Activities and Tourism in the drafting of the annual Directives, for the purposes of planning and defining the objectives of the top-level management units, central and peripheral, and the identification of the main results to be achieved – in line with the guidelines of the President of the Council of Ministers – as well as for the identification of the parameters for evaluating the consistency between the results achieved and the objectives assigned.

Revisions/Updates

The measures described above, implemented by the Department for Youth Policies and the Universal Civic Service and by the Ministry for Cultural Heritage and Activities and Tourism (MIC), are updated annually through the adoption of the respective planning documents, which indicate the objectives, actions and funding aimed at supporting and promoting youth creativity and culture.

8.4 Promoting culture and cultural participation

Reducing obstacles to young people's access to culture

The main actions taken to facilitate the access of young people to the artistic and cultural heritage of the area are:

The [National Youth Card \(CNG\)](#) was established by art. 1, paragraph 413, of law 160/2019 (budget law 2020), in order to promote access to goods and services to Italian and European citizens residing in Italy, aged between 18 and 35, supporting the process of growth and encouraging opportunities. From March 2021, the CGN allows for assistance to access goods, services and opportunities on the national and European territory. The Card is linked to the European Card managed by the European Youth Card Association (EYCA) joined by the [Department of Youth Policies and Universal Civic Service](#). The use of this tool wants to encourage cultural and educational "consumption", support the mobility and sociality of young people, change in the digital age, as well as physical and social well-being. The card will be available only in digital format on the [app for social services IO](#), since it's connected to the digital identity of citizens (SPID). Its launch will be accompanied by a dedicated website but also an advertising campaign, distributed mainly on the social media channels of the card, on [Facebook](#), [Instagram](#) and [Linkedin](#).

[IoStudio - La carta dello studente](#). The initiative, promoted by the Ministry of Education, is part of the right to study and student welfare actions. With IoStudio, upper secondary school students can take advantage of the first private/public partnership network in Italy for young people. This network offers discounts and concessions of a cultural and *edutainment* nature for cinemas, museums, books, school and audio-visual material, telephones and internet, technology, travel and study holidays. All this to also encourage student mobility, access to architectural and environmental heritage, the use of products and services of a technological nature to support teaching.

Disseminating information on cultural opportunities

The importance of communicating to young people the opportunities offered to them through digital and innovative communication channels is recognized at an institutional level, especially in consideration of the significant changes inherent in the youth media diet, as demonstrated by recent national and international studies on the topic ([ISTAT](https://www.istat.it/storage/ASI/2021/capitoli/C10.pdf) <https://www.istat.it/storage/ASI/2021/capitoli/C10.pdf>, [We are social](https://wearesocial.com/it/blog/2021/10/digital-2021-i-dati-di-ottobre/) <https://wearesocial.com/it/blog/2021/10/digital-2021-i-dati-di-ottobre/>). These changes have inevitably led central and peripheral institutions to adapt and equip themselves with dedicated communication plans as well as implement *social media policies* aimed at promoting the image of Italy in Europe and in the world, giving visibility to events of local and regional, national and international importance.

In 2021, the [Department of Youth Policies and Universal Civic Service](#) created the [GIOVANI2030](#) project, a web platform for young people between 14 and 35 years of age, with the aim of promoting a dialogue between young people and institutions. The logo shares the colour choice of the 2030 Agenda for Sustainable Development: the colours of the rainbow highlight the multiplicity of opportunities that are intended to be offered to the younger generations. The GIOVANI2030 platform offers news, insights on volunteering, training, education, culture, entertainment, sport, giving the opportunities to be taken so as to grow in a participatory way. GIOVANI2030 is a digital home that is always open and constantly evolving, ready to welcome proposals, ideas and suggestions from those who want to contribute. The long-term objective is to promote and develop a community capable of providing ideas and contents, also through periodic columns.

There are also platforms dedicated to youth creativity promoted and implemented by public or private institutions and aimed at promoting, valorising and supporting art and creativity:

- [GAI – Giovani artisti italiani](#) is an Association for the Circuit of Young Italian Artists created to support youth creativity through training, promotion and research initiatives. The GAI circuit, present since 1989, also carries out programs through the collaboration of public and private subjects.
- [Chiamata alle arti](#) is a project started in 2010 to valorise contemporary creativity, promoted by the [Youth Observatory \(OCPG\)](#) of the Department of Political Sciences and Communication of the University of Salerno, with the patronage of the Campania Region. The platform is an institutional showcase of contemporary art and creativity aimed at promoting and legitimizing creative work by involving and informing artists on initiatives, events, exhibitions, artistic collaborations, projects and awards organized by the OCPG Observatory or by the network of connected national and international partners.
- [ArTribune](#) is a content and services platform dedicated to contemporary art and culture, founded in 2011 from a private initiative as a tool for information, updating and in-depth analysis in Italy on the themes of art and culture.

In addition, some Regions have opened websites dedicated to art and creativity containing information on measures, programs, and funding in support of youth creativity. The main ones include:

1. [Emilia Romagna Creativa](#)
2. [Lazio Creativo](#)
3. [Basilicata Creativa](#)
4. [Sardegna Creativa](#)

Every year MIC implements a Memorandum of Understanding with the Regions containing the Museum valorisation plan with an indication of the main initiatives to be implemented during the year to promote widespread communication throughout the territory and a wider participation in cultural initiatives through involvement in schools. Starting from the analysis of research carried

out on participation in cultural sites that showed a lower interest in cultural heritage by young people, MIC has adopted a series of measures aimed at encouraging youth participation, implementing a social media policy through the use of social channels ([Facebook](#), [Twitter](#), [Instagram](#) e [YouTube](#)) dedicated to culture and strengthening digital communication with a series of initiatives and campaigns aimed at citizens and in particular young people:

- [Gran Virtual Tour](#): a digital journey throughout the whole Peninsula to explore the beauty of the Italian cultural heritage online through virtual tours of theatres, archives and libraries, museums and state archaeological parks.
- [European Heritage Days](#): the largest and most popular cultural event in Europe to which the MIC adheres with its own structures in line with the themes launched by the Council of Europe (e.g., 2021 theme: “Cultural Heritage: Everyone included!”).
- [Fumetti nei musei](#): is a project conceived for children and young people who receive free books by participating in educational activities, workshops and guided tours in state cultural sites: 51 comics set in Italian museums, by some of the most famous Italian cartoonists.
- [#Artyouready](#): digital flash mob, active every weekend, through which citizens are involved in actively participating online. The invitation is to share their photographs of works of art, museum rooms, archives and libraries, foyers and theatre stages as well as landscapes throughout the country. A shared and free space where it is also possible to play with [#Iartetisomiglia](#) looking for similarities between works of art, people, environments.

During the Covid-19 health emergency, MIC launched the “[La cultura non si ferma](#)” campaign, a section dedicated to the many virtual initiatives organized by the places of state culture, the world of entertainment, music and audio-visual; a rich cultural offer available from home that has allowed Italians to stay in touch with art and culture even in the crucial moments of the pandemic and directly involving them with the social initiatives [#ioleggoacasa](#) and [#inLibreria](#). Currently it is not updated anymore but it still represents a great archive of initiatives and resilience.

Finally, [Cepell – Centre for books and reading](#) (See 8.2), which aims to implement policies for the dissemination of books and reading in Italy, as well as to promote Italian books and culture abroad through a series of initiatives dedicated to young people such as: [Il Maggio dei Libri](#) and [Libriamoci](#).

Knowledge of cultural heritage among young people

The dissemination of knowledge of cultural heritage, especially among the young people, is entrusted to the [Centro per i Servizi Educativi \(SED\)](#) (Centre for Educational Services), which is part of the Directorate General for Education, Research and Cultural Institutes of the MIC in collaboration with the Ministry of Education. The Centre has the task of supporting the dissemination of knowledge of cultural heritage through educational projects and activities aimed, in particular, at the school sector.

The Directorate General for Education, Research and Cultural Institutes prepares the [National Plan for Cultural Heritage Education](#) every year, taking care of the development, verification and

evaluation of the actions planned also through the actions of the Centro per i Servizi Educativi which collects the activities and projects for cultural heritage education carried out free of charge by the Network of Educational Services of places^[1]. The collection aims to promote educational activities, which include historical-documentary paths, workshops, school-work experience, internships, courses, training and refresher days, series of conferences, aimed at the school and university systems, families, and the general public as well as training proposals for school teaching staff and sector operators. [The Educational Offer 2021-2022](http://www.sed.beniculturali.it/index.php?it/471/of-2021-2022) (<http://www.sed.beniculturali.it/index.php?it/471/of-2021-2022>) includes around 900 laboratories, trainings and activities to educate about the national cultural heritage, free of charge and organised in cultural places and institutions of the Ministry.

In recognising culture and creativity as parts of broader political agendas, it becomes fundamental to prioritise social cohesion, the implementation of economies more attentive to welfare, to the environment, to health, to digitalisation, to innovation as well as to inclusion and to cultural accessibility. For this reason there is the main support of two initiatives:

- [The three years Arts plan 2020-2022](https://miur.gov.it/web/guest/il-piano-delle-arti) (<https://miur.gov.it/web/guest/il-piano-delle-arti>) (DPCM 12th of May 2021) for what concerns the promotion and the development of themes connected with creativity
- [The memorandum of understanding between MIC and the Minister of Education](https://www.miur.gov.it/-/protocollo-d-intesa-ministero-istruzione-ministero-della-cultura) MI-MiC 11/06/2021 (<https://www.miur.gov.it/-/protocollo-d-intesa-ministero-istruzione-ministero-della-cultura>)

Concurring to social responsibility and fostering participation while strengthening the competences related with citizenship; providing orienteering and fostering local synergies and networking, become priorities.

[School-work experience in paces of culture](#). The reform of the national education and training systems with -[Law 107/2015 “La Buona Scuola”](#) (See [chapter 6](#)) has introduced important innovations in the field of school-work experience, making it mandatory for all students of the final three years of any area of study of upper secondary school. The reform also explicitly indicates museums and other places of culture as privileged places for work experience, with this having resulted in a significant increase in requests from schools. The Directorate General for Education and Research has developed the [‘Portolano’ of school-work experience in places of culture](#) with the results of work experience in cultural places relating to the academic year 2015-2016 being positive, both in quantitative and qualitative terms, due to the number and level of activities offered by the Institutes, which have invested considerable energy and professional resources in this area. The largest number of projects were carried out by those institutes that already had a long tradition in the heritage education sector and the Regions most involved were those with a widespread presence in the territory of museums, archaeological sites and archives.

8.5 Developing cultural and creative competences

Acquiring cultural and creative competences through education and training

The [Ministry of Education](#) guarantees all pupils of all levels access to Italian culture and artistic heritage through the promotion of theoretical and practical activities, as well as with workshops, linked to the themes of creativity through the three-year adoption of an **Arts Plan** (See [8.2](#)). Schools include in their three-year educational offer plans (PTOF) courses of study as well as the production and use of the arts in the following areas:

- - music-dance: historical-critical knowledge, practice and conscious use of instrumental music, song and dance
 - theatre-performance: historical-critical knowledge, practice and conscious use of the art of theatre, cinema or other forms of entertainment
 - artistic-visual: historical-critical knowledge, practice and conscious use of painting, sculpture, graphics, decorative arts, design, artistic craftsmanship and Italian creative productions
 - linguistic-creative: strengthening of logical-linguistic and argumentative skills, knowledge and practice of creative writing, poetry and other forms of expression of the Italian language, its classical roots, languages ??and dialects spoken in Italy.

Music Committee: the [National Committee for the practical learning of music for all students](#) has the tasks of supporting, coordinating, monitoring and proposing towards the central administration to define cultural and didactic contents as well as creating training courses focused on the development of musical practice in school, while also valorising its aesthetic and historical aspects. The committee proposed the national plan “[Everyone make music](#)”, highlighting the central role of musical learning in school for the training of young people as well as the overall development of the person, through improvisation and “learning by doing” practices. [\[1\]](#) In order to invest in new project in the setting of the PNRR, the [Directorate General for Contemporary Creativity \(DGCC\)](#) of the MIC has organised a series of discussion tables and [events](#).

Cinema for school: the [National Cinema Plan for Schools](#) aims to promote the teaching of cinematographic and audio-visual language in the classroom and has provided for the issuance of several calls addressed to institutions, foundations, associations and schools of all levels to support and promote the study and use of cinema and audio-visual language at school. The calls have seen the participation of thousands of educational institutions, trade associations, universities and research centres, public and private agencies. Due to the pandemic the plan for 2019-2020 has been prolonged to 2021 and, despite the difficulties, it managed to involve 220 thousand students, 10 thousand teachers, more than 54 thousand hours of education, labs, activities, which are great numbers but still far from the majority of Italian students. For this

reason, there is the plan to invest even more funds for 2021-2022, going from 30 to 54 million. The cinemaperlascuola.it web platform was also created, becoming a national reference point for cinema education and showing all the updates regarding the different projects and activities implemented within the plan.

Theatre and teaching: The Ministry of Education has launched a path of promotion, support and valorisation of theatre in schools, intending theatre as a transversal pedagogical tool capable of profoundly affecting the growth of the person in their cognitive and emotional entirety. With the [Strategic Indications for the didactic use of theatrical activities for the school year 2016/2017](#), theatrical activity definitively abandons being an additional extracurricular offer and becomes a complementary didactic choice and becomes part of the didactic offer of Italian schools.

The issue of the acquisition and development of transversal skills in young people has become central in Italy with the reform of “La Buona Scuola” [Law 107/2015](#) (See chapter 6, paragraph 8.4) and has been further strengthened with [Decree 774/2019](#) of the Ministry of Education with which the Guidelines on the paths for **transversal skills and orientation (PCTO)** were defined, in line with the European guidelines and, in particular, with the [Recommendation of the Council of the European Union of 22 May 2018 \(2018/C -189/01\)](#) relating to “key competences for lifelong learning”. PCTOs are paths that aim at the development of transversal and technical-professional skills. The certification of skills takes place in accordance with the indications contained in the [Legislative Decree 16 January 2013, n. 13](#) relating to the National Skills Certification System and subsequent implementation measures. The final results of the evaluation carried out by the educational institution are summarized in the student’s curriculum, attached to the final diploma issued after passing the state exam. The curriculum also reports the cultural, artistic and musical, sporting and voluntary activities carried out outside school.

The [National Digital School Plan](#) is a pillar of “La Buona Scuola” aimed at meeting the challenge of school innovation. Among the objectives of the Plan, there is the need to promote creativity, entrepreneurship and the leading role of students in the context of the valorisation of key and life skills within the school curricula. The Plan is divided into a series of actions related to the development of digital creative skills including:

- “Creative ateliers and workshops for key skills” to equip schools with innovative and modular spaces where they can develop the meeting point between manual skills, craftsmanship, creativity and technologies;
- the creation of new laboratories for the strengthening of thematic and digitally characterized laboratories of technical and professional institutes, including artistic secondary schools, allowing schools to update their training courses by integrating them with elements of digital and multimedia creativity;
- “School-friendly” laboratories: promotion of laboratories open to schools in the area of museums, research institutions, technology parks, foundations, associations and other spaces that involve sets of emerging practices but now recognized by the community such as the “Fab Lab”.

For what concerns the development of digital skills applied to form “digital citizenship”, the Plan includes courses on: digital art, digital management of *cultural heritage*; reading and writing in digital and mixed environments, *digital storytelling*, digital creativity. Also in the PNRR (see 8.3) there is direct mention of the use of digitalisation for creating “a cultural heritage for the next generation”, enabling and facilitating the development of services by the creative sectors, creating accessible platforms and removing possible barriers.

Specialised training for professionals in the education, culture and youth fields

The “La Buona Scuola” reform defines the training of school staff as “compulsory, permanent and strategic” and, to this end, the Ministry of Education approved the [2016-2019 Teacher Training Plan](#). The Plan was updated in 2020, defining the [operational guidelines for carrying out remote training activities due to the COVID-19 health emergency](#). The training actions for teachers are mandatory and included in the Three-Year Plan of the Educational Offer.

Regarding the skills related to the use of technologies for the development of digital creativity and the creation of laboratory environments dedicated to art and creativity, the Plan provides training courses for teachers, managers, technical-administrative staff and digital animators (teachers who have a strategic role in the dissemination of innovation at school) on: didactic innovation, creativity and digital skills, computational thinking, digital content.

The [Foundation School of Cultural Heritage and Activities](#), established by MIC, was founded with the mission of valorising professionals working in the care and management of cultural heritage and activities, with it representing a training and research model of excellence of international standards in the areas of the protection, management and promotion of cultural heritage. The foundation has the “The School of Heritage” course which issues the title of High Specialization Diploma and Research in Cultural Heritage, corresponding to 150 ECTS (European Credit Transfer and Accumulation System) credits, valid and recognized within the European area. It also manages the International School of Cultural Heritage, a permanent laboratory dedicated to foreign professionals involved in the management of cultural heritage.

The system of [Higher Education in Art, Music and Choreutics \(AFAM\)](#) (<https://www.miur.gov.it/afam-alta-formazione-artistica-musicale-e-coreutica1>) is made up of state conservatories, academies of fine arts (state and non-state), former musical institutes promoted by local authorities, state academies of dance and drama, by the Higher State Institutes for Artistic Industries, as well as by other private institutions authorized by the Ministry of Education to issue legally recognised qualifications. The AFAM system is composed of a total of 100 institutions, of which 69 are public and 31 private. Higher artistic and musical qualifications have a legal value equivalent to university qualifications. The data collected in 2020 show 344.850 first and second level graduates and 17.802 graduates under the AFAM system.

Providing quality access to creative environments

The main initiatives aimed at supporting, promoting and valorising youth talent and creativity in

Italy are implemented at a national level by the [Department of Youth Policies and Universal Civic Service, MIC](#) and the [Ministry of Education](#) through national and European funds, with the latter destined to the less developed southern regions.

The [Department of Youth Policies and Universal Civic Service](#), through the Fund for Youth Policies (See [8.1](#)), has financed and finances measures designed to promote the development of young talents and creativity through the [memorandum of agreement of August 4 2021](#) (<https://www.politichegiovani.gov.it/media/5ytnerzc/intesa-104-cu-del-4-agosto-2021.pdf>)

1. “[Sostegno ai giovani talenti](#)” aimed at supporting young people between 18 and 35 in the expression of their talent and creativity, through initiatives that make it possible to valorise their experiences and skills, including in the field of technological innovation. The Call, with a funding of €2.5 million, financed the project proposals of 18 beneficiaries whose activities are currently being finalised.
2. “[Orientamento e placement giovani talenti](#)” (See [1.7](#)) aimed at promoting and supporting the job placement and self-entrepreneurship of young talents aged between 15 and 28 years through innovative orientation and placement initiatives that make it possible to acquire knowledge of all the available alternatives in the fields of education, training and professions. The Call, with an initial funding of €2 million and a subsequent further investment of €2.6 million, financed the project proposals of 33 beneficiaries whose activities are underway.
3. “[Giovani per la valorizzazione dei beni pubblici 2018](#)”, (See [1.7](#)) measure aimed at promoting private social projects aimed at young people in the territories of the «less developed regions (Calabria, Campania, Puglia, Sicily, Basilicata) aimed at both social inclusion and personal growth, promoting employability, activation, integration, inclusion and social innovation policies to be understood as a transformation technological economic management of services, spaces and public assets». The measure, which is part of the [Piano di Azione e Coesione \(PAC\)](#), was already adopted in 2013 with the funding of 507 beneficiaries and saw a refinancing in 2018 with a new public notice that approved 35 projects currently underway.
4. “[Fermenti](#)” (See [1.7](#)) recent measure aimed at offering financial and technical support to build and implement youth entrepreneurship initiatives that respond to **5 social challenges** identified as priorities, including the one on “*Training and culture*” which provides for the development of ideas designed to offer non-formal learning opportunities; strengthening of personal and social skills, critical and analytical thinking, creativity and the ability to solve problems as well as implementing actions for the protection and valorisation of cultural heritage.
5. “[Sviluppo della creatività giovanile per la rigenerazione urbana](#)”, a measure active since 2009 and financed with the National Fund for Youth Policies aimed at promoting youth creativity for the purpose of carrying out experimental projects on the theme of the regeneration of urban spaces, implemented thanks to the collaboration between the Department for Youth Policies and the National Association of Italian Municipalities (ANCI). In ten years (from 2009 to 2019), the Fund has made it possible to carry out over 440 social innovation and regeneration projects and 23% of the funds have been directed to finance projects for youth creativity.

[Per chi crea](#): is a program promoted by MIC and managed by the [Società Italiana degli Autori ed Editori \(SIAE\)](#) (Italian Society of Authors and Publishers) which allocates 10% of the fees for

“private copying” to support the creativity and cultural promotion of young people in the visual and performing arts sectors and multimedia, cinema, dance, book and reading, music, theatre. The measure provides for three lines of funding: 1) New works, or funding of artistic production projects aimed at the creation and promotion of unpublished works by young authors, artists, performers and performers under the age of 35 and resident in Italy; 2) Art residencies to support the creation of training-creative courses aimed at young authors, artists, performers and performers under the age of 35 and living in Italy; 3) Education and cultural promotion in schools for projects aimed at strengthening education and cultural promotion in public schools with particular attention to schools located in the “urban peripheries” In the three-year period 2016-2018, around €28 million were assigned to 927 winning projects. About 8 thousand young artists and 27 thousand students were actively involved. The submission period for 2019-2020 has been prolonged up to June 2021 due to the pandemic.

The [Directorate General for Contemporary Creativity \(DGCC\)](#) of the MIC carries out actions to promote and valorise contemporary art at an international level by encouraging the participation of young emerging artists through projects and awards created in collaboration with Italian cultural institutes. Among the important initiatives, there is the [Italian Council](#), an international call to promote the production and dissemination of contemporary Italian creation in the field of visual arts, funding projects that involve the participation of artists in international events or that provide residencies abroad for artists, curators and critics or aimed at the realization of monographic exhibitions at foreign cultural institutions or editorial projects dedicated to Italian contemporary art.

[Premio nazionale delle arti](#) is an annual competition promoted by the Ministry of Education which promotes, through prizes and awards, the excellence of students enrolled in institutions and accredited courses of the AFAM system in the field of visual, digital and cinematographic arts, of the arts of entertainment, design and musical interpretation and composition. Each year a national winner is awarded for each artistic category.

[Cultura Crea](#) is a measure promoted by MIC, active since 2016, which supports the founding and growth of entrepreneurial and non-profit initiatives in the cultural, creative and tourism industry sector, which aim to valorise the cultural resources of the territory in the Regions of Basilicata, Calabria, Campania, Puglia and Sicily. The program, which is part of the [PON Cultura e Sviluppo 2014-2020](#), provides for a subsidized interest-free loan and a non-repayable grant on eligible expenses, with an additional bonus for young people, women and businesses with a legality rating. According to the data collected in November 2018, the measure had a positive impact on employment with about 500 new work units of which more than 70% are women and young people under the age of 36, in line with the strategic aims of the Program. In October 2020, 279 companies were funded and €46 million were assigned. Considering that 55 million haven't been spent, MIC decided to renew it on March 29th 2021, naming it [Cultura Crea 2.0](#).

[Piano Sud 2030](#): is a recent investment strategy of the [Ministry for the South and Territorial Cohesion](#) for the revamping of the South of Italy, an action for the rehabilitation and development of cities set out as part of the 2020-2030 development plan in order to promote opportunities for aggregation and social integration for young people and for new job opportunities that could characterize the entire creativity chain. The action provides for the recovery of places o in the

urban areas of the South where the use and production of culture takes place, starting from civil archives and libraries, theatres and conservatories, as well as supporting for youth orchestras. The document states that cities will be able to become “creativity factories”, through the recovery of urban complexes not used to attract and facilitate the settlement of artists. The interventions and methods of implementation for these lines of action are identified by MIC in partnership with the territories of the South and that have been confirmed and widened in the [national budget for 2021](#).

8.6 Developing entrepreneurial skills through culture

Developing entrepreneurial skills through cultural activities

Support for youth entrepreneurship in the cultural field is implemented in the Italian legal system both through specific measures as well as general tools to support youth entrepreneurship, self-employment and start-ups (See [3.9](#)).

The measure called “[Nuove imprese a tasso zero](#)” is managed by the INVITALIA Agency, with a counter open starting from January 13, 2016 and still open in 2021, with 583 funded initiatives, 132,5 millions of granted benefits and 3000 jobs. This is a radical modification of the discipline of incentives for self-employment, introduced with the [Ministerial Decree 8 July 2015, n. 140](#) (in implementation of the measures referred to in Title I of [Legislative Decree 185/2000](#)), whose main innovations compared to the past are represented by the audience of beneficiaries (which now includes not only young people up to 35 years of age, but also women regardless of age), by territorial extension (the whole national territory being now covered and not only disadvantaged areas) and in the type of public financial aid provided (low-interest zero-rate loans instead of non-repayable contributions).

Regarding **youth cultural entrepreneurship**, activities related to the tourism-cultural supply chain (understood as activities aimed at valorising and enjoying the cultural, environmental and landscape heritage and improving services) are eligible.

The promotion and development of entrepreneurial potential through participation in cultural activities in the Italian system have received impetus from the already mentioned [National Digital School Plan](#). This is a policy document adopted by the then MIUR (now ME - Ministry of Education) in implementation of Law 13 July 2015, no. 107 (so-called “La Buona Scuola”) and aimed at defining an overall innovation strategy for the Italian school (See [6.8](#)). The multi-year plan (2014-2020) provided for the implementation of the 35 points in which it was divided. Among the objectives of the plan, there were some that aimed at the acquisition for students of the skills necessary to carry out their school curriculum and oriented towards the development of entrepreneurial skills useful even at a later time, outside the school environment. The Plan included: the promotion of creativity, entrepreneurship and leadership of the students for the valorisation of the key competences of the school curricula; the involvement of students as a lever to digitize businesses; the valorisation of the relationship between school and work; the promotion of careers in the field of “STEAM” (Science, Technology, Engineering, Arts & Maths). To achieve these objectives, various “actions” were identified that focus on entrepreneurship and the development of digital careers: among these, there are the action dedicated to a curriculum for digital entrepreneurship and the action dedicated to the development of a Digital Career Plan.

Some specific initiatives, governed by the actions identified by the Plan, have highlighted the valorisation of competition as a training tool: as well as positively testing the “**entrepreneurship Olympics**”

for disciplines such as mathematics, physics and Italian, structured as contests aimed at students, which consist in identifying innovative solutions (on products, services, processes).

For the development of entrepreneurial skills, the Plan aimed to valorise significant synergies, which include the School-Work Experience for digital companies: the goal is to promote a dialogue between the world of school and the world of work, built starting from the strengthening of key digital skills and competences focused on students as protagonists.

Starting from March 2018, the Ministry of Education adopted the [Syllabus for Entrepreneurship in secondary Schools](#), with the aim of achieving a structural introduction of entrepreneurship education in Italian schools. The tool consists of the set of materials necessary to [accompany schools in the construction of structured paths](#) to provide students with the ability to transform ideas into actions through creativity, innovation, risk assessment and assumption, the ability to plan and manage entrepreneurial projects.

The syllabus is divided into five macro-areas: forms and opportunities of doing business; the generation of the idea, the context and social needs; from the idea to the company: resources and skills; the company in action: dealing with the market; economic citizenship.

Among the initiatives included in the National Digital School Plan, there are the “**acceleration paths**”, which complement the expected basic curriculum and competitions, and which come from the world of entrepreneurship. These paths allow the most deserving students to gain experience with a training program, established thanks to the collaboration with the main players in the world of digital entrepreneurship and the start-up ecosystem, as well as with universities, which includes hours of training experience with workshops. in areas that concern the application of digital to contexts such as entrepreneurship, storytelling, digital marketing, the study of social media languages, among other disciplines.

Among the other initiatives included in the National Digital School Plan to promote entrepreneurship among young people connected to the concept of digital, there are **workshops**, intended as spaces for dialogue with the territory, put into practice by integrating programs aimed at creativity into the school education plan and the development of digital skills. For this reason, funds have been allocated for the creation of workshops that help students develop skills such as creativity and innovation (See [8.5](#)).

Regarding **formal university-based learning**, there are courses with a vocation for [cultural entrepreneurship](#). The three-year Bachelor's degree reflects this vocation with courses in cultural heritage, the figurative arts, music, entertainment and fashion, the sciences of tourism, education and training and the social sciences and communication.

Regarding the Master's Degrees, there are courses in anthropology, ethnology, archaeology, information, education and training, social sciences, communication, cultural and landscape heritage, with a significant technological footprint.

Regards **non-formal learning** (See [6.4](#)), an important role is that of the [National Youth Agency](#) (See [1.7, 2.5](#)). The activities of the ANG are part of the actions aimed at encouraging and

supporting youth work, promoting the participation of young people in social life through youth creativity, forms of voluntary work and self-employment.

Support young entrepreneurs in the cultural and creative sectors

The already mentioned “[Cultura Crea](#)” project managed by [INVITALIA](#) supports the creation [\[DB1\]](#) and growth of **entrepreneurial and non-profit initiatives** in the cultural-tourism industry sector, which aim to enhance the cultural resources of the territory in the regions of Basilicata, Calabria, Campania, Puglia and Sicily. “Cultura Crea” is aimed at micro, small and medium-sized businesses of the cultural and creative industry.

Investment programs which involve the creation or introduction of innovative products or services are funded for the creation of new businesses in the following thematic areas: knowledge (development or integration of technologies that create, organize, store, etc. data on the cultural industry); conservation (development or integration of innovative practices and processes related to the maintenance and recovery of cultural heritage); fruition: (development of innovative methods of use, communication, dissemination, valorisation, including by integrating local resources, cultural heritage, with the integration of digital platforms, hardware and software products); management (development of tools to engineer management of cultural assets and activities).

The funding includes subsidized zero-interest loans and non-repayable contributions up to the admitted expense. The program provides for subsidies relating to the **third sector** for the **management** of the attractions and cultural resources of the territory, **entertainment** activities and cultural participation. In all these cases, more favourable conditions are recognized for **projects presented by women-owned companies, young companies or companies with a legality rating**.

8.7 Fostering the creative use of new technologies

New technologies in support of creativity and innovation

National Digital School Plan

The use of new technologies to support creativity and innovation was promoted nationally in 2015 by the [National Digital School Plan](#) (See [6.8, 8.6](#)). The policy act, implemented starting from 2016, is in continuity with the previous experiences activated by the Ministry of Education with funding and regulatory guidelines starting from 2009. In this context, digital is valorised, identified as an enabling and driving tool of change. The idea behind the interventions provided for in the plan is that any digitalization efforts are channelled within an idea of ??innovation, of a school that is no longer solely transmissive, but open and inclusive. As part of the Plan, other interventions have been considered to pursue the objectives set, including the promotion of active policies for BYOD (bring your own device), the implementation of a digital identity (SPID) through the activation of digitalization for each student and for each teacher, the completion of the digitization of the school administration and teaching, in order to reduce processes that use only paper, improve school-family-student digital services and open school data and services to citizens and businesses.

Week of Scientific and Technological Culture

Among the various initiatives organized by state institutions to support creativity and innovation, there is the [Week of Scientific and Technological Culture](#), established in 1991 by the then MURST (Ministry of University and Scientific and Technological Research), in collaboration with the then Ministry of Education (today the Ministry of Education and the Ministry of University and Research) and the Ministry for Cultural and Environmental Heritage (today MIC).

The Week of Scientific and Technological Culture aims to spread a solid technical-scientific culture, stimulating the creation and launch of effective communication and exchange channels between the universe of civil society and the Research System (represented by universities, public and private research centres, museums, companies, associations, etc.). Among the objectives of the initiative, there is the promotion of a project aimed at creating a national system of permanent institutions (museums, centres and cities of science and technology, universities, academies, etc.) that provide citizens and in particular school-age young people updated and certified technical-scientific information. The subjects who take part in the “Weeks” organize specialized workshops targeting young people.

AICA-Ministry of Education agreement

In promoting the creativity and innovation capacity of young people it's worth mentioning the consolidated partnership between the Italian Association dedicated to the development of knowledge, training and digital culture (AICA) and the Ministry of Education. In April 2020, AICA

announced the renewal of the Memorandum of Understanding with the Ministry for the promotion and support of the [development of the culture of digital innovation and the dissemination of digital skills](#). The agreement, valid for three years and signed for the first time in 1999, is aimed at students but also at teachers and non-teaching staff. It provides for the implementation of activities aimed at greater digital development in schools as well as at the development of students' skills.

The objectives include: valorisation of IT certifications in schools; implementation of national and territorial initiatives that aim to promote digital skills for the effectiveness of web research and the improvement of multimedia communication; definition of means and tools that promote the connection between the world of school and the work market, digital businesses and local initiatives aimed at orienting young people; support for activities and programs for the dissemination of culture and skills aimed at digital security and safe web browsing by students.

Specific initiatives

Some specific initiatives aim at promoting the creative and cultural use of digital tools and the digitization of institutions. They aim at the active involvement of young people through digital media and social networks, taking advantage of some events of national importance.

Regarding the school year 2020-2021 it is worth mentioning:

- “[L'arte ti somiglia](#)”, a campaign that already existed and was re-proposed in 2020 as a result of the limitations of access to cultural sites, due to the COVID-19 health emergency. Among the various activities and in addition to the *#iorestoacasa* initiative there was the social campaign, aimed at users and above all young people, which invited to find similarities between people and portraits in the works of art in Italian museums, sharing them on social networks using the hashtag *#l'artetisomiglia*. The MIC then relaunched the photos of all those who participated on its social channels. In this way, the “ArTy you ready” campaign was carried out in an innovative way and through a new edition, which weekly involves users on the Internet in order to stimulate creativity through digital media, with particular attention paid to cultural heritage;

Facilitating access to culture through new technologies

Syllabus for digital civic education

In 2018, the Ministry of Education (then MIUR) presented a [syllabus](#) dedicated to [digital civic education](#) as part of the bigger initiative [Generazioni Connesse](#), promoted by the Ministry to promote safety online and a better internet. The platform aims to provide young generations not only with materials, content and useful resources – available through an OER (*Open Educational Resources*) collection – for an informed use of the Internet but also the right tools to train citizens who can actively participate in social life using digital means. The syllabus was created together with over one hundred organizations (institutions, national and international academia, civil society, etc.).

General Catalogue of Cultural Heritage

To facilitate access to the immense Italian tangible and intangible cultural heritage, the MIC and the ICCD (Central Institute for Catalogues and Documentation) created the [General Catalogue of Cultural Heritage](https://catalogo.beniculturali.it/)(<https://catalogo.beniculturali.it/>), a database which contains all the descriptive information of the cultural heritage catalogued in Italy and the result of the activity of the various Institutions that, in the area, deal with their protection and valorisation.

The catalogue cards are managed by SIGECweb. The database contains over 2,700,000 heritage cards and will be updated progressively. Only a part of the heritage cards (monuments, collections, collections, objects of artistic and historical interest, archaeological finds and sites, scientific and naturalistic assets) can be consulted. The platform allows users to search, view previews and access the catalogue sheet of the individual asset of interest. From the site, it is possible to consult a summary sheet (from which to draw the essential information on the asset :) and download an analytical sheet, which contains detailed information, including historical information, state of conservation, legal conditions and presence of constraints, etc.

National Library Service (SBN).

The [National Library Service \(SBN\)](#) is a network promoted by MIC, the Regions and the Universities and coordinated by the ICCU (Central Institute for the Single Catalogue of Italian Libraries and Bibliographic Information). It was created for the consultation of books and volumes. Currently, state libraries, local authorities, universities, public and private institutions operating in various disciplinary sectors adhere to the program (over 6 thousand in June 2017).

Currently, the SBN Catalogue allows access to 19.467.291 bibliographic information, accompanied by 109.284.059 localizations^[1]. Access to the catalogue is possible from the web and through a special smartphone app, which can be downloaded from the main app stores (Google Play and AppStore).

Through the SBN Public Catalogue, it is possible to: identify the documents of interest; identify the libraries that possess these documents and access the personal data sheet of the single library; access local catalogues for additional information on document availability; access the remote lending service or supply of documents in reproduction through the libraries participating in this service; access the Entries of authority, i.e. controlled entries in order to guarantee the uniqueness of the term sought.

#ioleggodigitale

During the COVID-19 health emergency, in 2020, the “[#IOLEGGODIGITALE](#)” project was launched, as part of the digital solidarity initiative “Unite to restart”, promoted by the ICCU together with other private partners (DM Cultura and Amazon Web Service). The “ioleggodigitale” portal allows access to over 2 million free books, copyright-free digital resources belonging to the INDACO Network digital library, including e-books, audio books, music, films, language courses, video games that can be used and downloaded for free, without the need for authentication.

Galleria degli Uffizi Online The digitalisation of part of the [Galleria degli Uffizi Collection](#) is

certainly another positive step in accessibility happening as a result of the COVID19 pandemic. Through the portal is possible to view the catalogue, the photographic archive and inventory and the works related to the project [Euploos](#). [Sistema Hera Paestum](#) An online platform for classifying, managing and studying the heritage of the Archaeological Park of Paestum and Velia. HERA is a shared digital system that allows users to examine and manage the findings, documents and images of the entire archaeological site, while allowing them to cross databases in an efficient way.

[Castel Del Monte HoloMuseum](#) The Unesco site of Andria (Barletta) has become a HoloMuseum, a project based on Microsoft technologies of Cloud Computing, Artificial Intelligence and Mixed Reality, which on one hand enhances the experience of the real visit and on the other allows people to enter the castle from anywhere in the world. This would also enhance the on-site visit, once possible, since a whole series of augmented reality contents can enrich the experience, from the visualization of multimedia contents and audio-visual materials on the history of Castel del Monte, to interviews with art critics, up to the interaction with 3D digital models to explore some themes and elements of the architectural structure of the castle.

8.8 Synergies and partnerships

Synergies between public policies and programs

Over the years, various synergies and partnerships have been created between different bodies and between different sectors in the field of culture.

Unified Conference of the State, Regions, Local Autonomies.

Among the various synergies, it is worth mentioning the activity of the Unified Conference of the State, Regions and local autonomy system. This liaison body is entrusted with the task of adopting the agreements through which it is possible to distribute the endowment of the Fund for youth policies ([Understanding n. 12/CU](#)). The fund, established pursuant to [Article 19, paragraph 2, of Law Decree 4 July 2006, n. 223](#) has the aim of promoting the right of young people to cultural and professional training.

“Libriamoci” program

The partnerships and synergies include the one started in 2019 between the MIC Centre for Books and Reading and the General Directorate for Students of the Ministry of Education. The aim is to promote the [“Libriamoci” program](https://cepell.it/libriamoci/) (<https://cepell.it/libriamoci/>), which consists of the creation of days focused on reading in primary and secondary schools. The initiative involves students but also writers, journalists, actors, members of cultural associations, librarians and ordinary citizens, who are responsible for reading in schools. “Libriamoci” every year records several partnerships and collaborations that help to spread the program throughout Italy.

National Digital School Plan

The development of synergies can be found in the aforementioned (See 8.7) [National Digital School Plan](#). The pursuit of the strategic objective outlined in the plan, that is to ensure the transit of the Italian school towards the digital age, was made possible through the synergy between different sources of funding. These are the funds allocated by the law “La Buona Scuola” ([Law 13 July 2015, n. 107](#)), those provided for by European programming, through the [PON “Per la Scuola” 2014-2020](#), and other funds from the Ministry of Education. For greater penetration of the measures on the territory, agreements were signed, starting from 18 September 2012, between the Ministry of Education and the Regions, to ensure greater collaboration between the central and regional levels. The achievement of some specific objectives of the Plan relies on the carrying out of a harmonious administrative action (for example, the internal wiring of all the schools required the activation of a coordination with the [National Ultra Broadband Plan](#) of the Ministry of Economic Development).

Synergy Ministry of Education – MIC

The [Memorandum of Understanding between the then MIUR and MIC of 28 May 2014](#) sets out

that the Directorate General for Education and Research of the MIC annually activates initiatives aimed at promoting the use and knowledge of heritage as well as the development of culture. To achieve the objectives, operational learning models are developed linked to the training needs of young people, as well as to the development of integrated skills that respond to the new social and economic contexts of the digital society.

The Ministry of Education and MIC have developed a joint action through the [Memorandum of Understanding “Teatro e Cinema per la Scuola”](#) of 4 February 2016 (See 8.5), with which they promoted the [National Cinema and Images for Schools Plan](#) and created the first institutional web platform dedicated to the world of cinema and audio-visual at school. It is a large container of data and initiatives promoted by the two Ministries as part of the National Cinema for Schools Plan. Educational and training tools, opportunities, competition notices, cinematographic and audio-visual works for schools, audio-visual support materials, etc., are available to students and actors in the sector, useful for starting visual education courses in institutions.

Synergy MIC, Regions, Universities.

There is the synergy between MIC, the Regions and Universities, coordinated by the [ICCU](#) (Central Institute for the Single Catalogue of Italian Libraries and Bibliographic Information), through which it was possible to create the public catalogue of the [National Library Service \(SBN\)](#) (See 8.7).

Partnerships between the culture and creative sectors, youth organisations and youth workers

The activity of promoting partnerships between the interested parties of the cultural sector and youth organizations and youth workers is mainly carried out by Local Authorities, due to their greater proximity to the territory and the greater ease of conceiving and implementing connection activities. among the various private actors of cultural promotion in the youth field.

At a national level, the [National Youth Agency](#), as part of its institutional management of activities of European programs and with particular reference to the “**Erasmus +: Youth**” program, promotes the creation of Strategic Partnerships in the Youth sector (Key Action 2 - KA2) aimed at creating synergies to promote innovative practices for quality youth work, together with the modernization of institutions and social innovation. Among the objectives of the partnerships, there is cooperation for the recognition and certification at a national level of skills resulting from non-formal education, with a reference to European and national qualifications frameworks and using EU validation tools.

Public-private partnerships

[Fondazione Scuola dei beni e delle attività culturali](#)

It was born with the mission of enhancing and promoting the skills of professionals involved in the care and management of cultural heritage and activities.

Through a virtuous and integrated circuit of training, research, innovation and dissemination

activities, and with an eye to the national and international context, the Foundation promotes the dialogue between disciplines, skills and subjects. The school targets professionals and scholars, public and private institutions, non-profit entities and places of culture, creating synergies between the various players in the system and helping them to enhance the cultural heritage and the role of culture professionals, according to innovative visions.

8.9 Enhancing social inclusion through culture

Promote equality and involvement of young people through cultural activities

Strategy for the Social Inclusion of Young People

Among the initiatives undertaken by the Department for youth policies and universal civic service, the [“Giovani per il sociale 2018”](#) (See [4.4](#)) cover the social inclusion and personal growth of young people aged between 14 and 35 years resident in the less developed regions (Calabria, Campania, Puglia, Sicily, Basilicata). The actions promoted are intended to promote the employability of young people, their integration and their inclusion.

Call for Social Inclusion Through Sport

The initiatives taken by the Government to combat discrimination and poverty through cultural activities include the funding call published on the basis of the agreement of 27 September 2017 between the Undersecretary of State with responsibility for Equal Opportunities and the Minister of Sport. The call was adopted by the Office for Sport of the Presidency of the Council in collaboration with the Department for Equal Opportunities and has as its objective the [social involvement, through sport, of people in situations of hardship](#) (in the suburbs, difficult family situations, psychomotor problems, economic difficulties, racial discrimination, juvenile delinquency, immigration). Sport is considered not only a means for achieving the psycho-physical well-being of those who practice it, but also an educational tool and a solution to social discomfort since through comparison and interaction it promotes the development of integration and socialization. In addition to the selection procedure, a first group of projects was funded in 2018 and a second group (scrolling the previous ranking) in 2019.

Combatting discrimination and poverty through cultural activities

The fight against discrimination and poverty, as well as the promotion of social and intercultural inclusion, through cultural activities, are carried out through programs and initiatives of various types, which involve various ministries and departments (MIC; Department for Youth Policies and the Civic Universe) and bodies such as the ANG and the CoNNGI (National Coordination of New Italian Generations).

Ministerial initiatives

Bando Fermenti

The call [“FERMENTI”](#) (See [chapter 1](#), paragraphs 8.5 and 8.7) is important for the purposes of social inclusion. “Equality for all genders” is one of the five priority social challenges identified by the Department for Youth Policies and the Universal Civic Service of the Presidency of the Council of Ministers. Funding was allocated to carry out youth entrepreneurship initiatives of a social nature, personally by the protagonists, in order to improve the living conditions not only of

young people but of the whole community.

National activities of non-ministerial actors

Activities of the National Coordination of New Italian Generations (CoNNGI).

The [National Coordination of New Italian Generations](#) (CoNNGI) aims to valorise the inclusion in Italy of young people of different origins who grew up or were born on Italian territory. Among the various points of the manifesto ([Manifest of the New Italian Generations 2019](#)), there is the desire to value and promote the preservation of the culture of the countries of their origin and to strengthen the link with Italian culture; promote sport as a tool for integration, inclusion and socialization; to convey an authentic representation of society at the media level and become the protagonists of their own narrative. To achieve the objectives set, CoNNGI creates situations and opportunities for sharing the culture of origin in places of culture that are generally frequented by young people and in events dedicated to the sharing cultural heritage.

[B.E.S.T. – Buone pratiche, scambi di Esperienze e Training per l'intercultura](#): is the program created in collaboration with the CoNNGI, led by the cooperative Dedalus, which aims to develop and promote the social empowerment of young people with a migratory background, their participation in the public debate on political issues that concern them and the possibility of expressing their needs, with proposals to satisfy them. This is possible through the creation of a network of which third sector subjects operating in Italy and Europe should be part; the goal is to promote the protagonism of the young targets of the project and the development of intercultural skills for educators and professional operators who work with young people with a migratory background. The project aims at the valorisation of innovative aggregative and expressive practices that valorise the cultural diversity of Italian youth: methodologies based on theoretical considerations, laboratory activities, visits/exchanges organized on the national territory are included for the development.

[OLTRE – Oltre l'orizzonte – Contro-narrazioni dai margini al centro](#): this is the CoNNGI project that aims at listening to younger generations and allowing them to express themselves on particularly urgent issues, such as identity, inclusion, welcome and participation. The project consists of various types of activities which include social communication laboratories in seven Italian cities. The aim of the workshops is to tell about themselves through creative practices such as photography, audio-visual and writing, sharing their history, needs and desires through the languages ??and methods of social communication.

8.10 Current debates and reforms

Upcoming Political Developments

The reorganization of the MIUR is part of the new regulations relating to the theme of culture with particular regard to young people, through its division into two distinct departments: one in charge of the management of skills relating to the world of schools, primary and secondary (ME) and another in charge of the care of public interests in the university environment (MUR).

Reintroduction of civic education - education for active and digital citizenship.

In 2020, the Ministry of Education issued [guidelines](#) for the reintroduction of teaching civic education in all levels of education starting from kindergarten starting from the school year 2020-2021. There are three axes around which Civic Education will revolve: the study of the Constitution, sustainable development, digital citizenship.

Youth Fund for Culture

Some regulatory changes have been adopted as part of the measures aimed at supporting and reviving the economy as a result of the COVID-19 health emergency in 2020. In art 24 of the [Law Decree 104/2020](#) urgent measures have been dictated for the protection of cultural heritage and entertainment. Specifically, new insolvency procedures have been included for the recruitment of personnel to carry out the functions of protection and valorisation of the cultural heritage and landscape of the Archaeological, Fine Arts and Landscape Superintendencies. To facilitate the access of young people to cultural careers and support the activities of protection and valorisation of cultural heritage, a fund renamed "[Youth Fund for Culture](#)" was refinanced (already provided for by the [previous legislation](#) but only on a temporary basis).

Ongoing debates

University-world of work debate

The main debate on the relationship between young people and culture, in a broad sense, regards the gap between the competences and skills acquired through university and post-graduate training and the skills required for a rapid and adequate transition into the workplace. The widespread criticism is that academic training, especially in the humanities, is excessively theoretical to the detriment of the need for businesses and employers (public and private) to make use of workers capable of managing production processes. The question arose again the day after the succession to the chair of Rector of the Federico II University of Naples: the press questioned local entrepreneurs to indicate some priority objectives for the future rector of the University. Among the main points, the [need was highlighted that experience in the field be added to the theory](#), increasing internships within companies and with particular reference to the specific needs of SMEs. On the other hand though, there has been an increasing complaint

regarding the tendency to impose production values to academic and intellectual work, forcing those in it in conditions of overworking, especially young people, researchers and those in more precarious positions. This phenomenon has been worsened during the pandemic, particularly with the massive transition to smart working, that in most of the cases didn't happen with a proper education and transition, but just to deal with the emergency. This cause many cases of burnout but also of violation of people's private lives, with the disappearance of boundaries between working and private life. Many believe this is caused by "the obsession for productivity" that is spreading also through University and that is pushing people to work more instead of working better, as stated in many articles and [opinion pieces](#).

"Brain drain" debate.

Another heated debate is related to the phenomenon of the so-called "[brain drain](#)": the tendency of young people educated and trained in Italy to move abroad to pursue better working opportunities, for higher incomes or for jobs that are more suitable for their individual aspirations or studies.

Debate on the precariousness of cultural professionals

Among the other current debates, it is worth mentioning the precariousness of workers in the creativity, culture and entertainment sector. The annual study entitled "[lo sono cultura 2019](#)" highlights growth for the Italian creative and cultural sector in 2018, but still [precarious working conditions](#), as emerges from the report of the Centro Studi Doc Foundation. Job insecurity in the culture and entertainment sector is also highlighted by the study "[Vita da artisti](#)" (carried out in 2017 by the Di Vittorio foundation, with the support of SLC-CGIL) and by the trans-European study (but with a focus on individual countries, including Italy) 2016-2018, "[IndependentWorkers and Industrial Relations in Europe](#)" (co-funded by the European Commission and produced by I-Wire). Since 2020, with the COVID-19 health emergency, the creativity, culture, cultural tourism and entertainment sectors have reported serious problems from an employment point of view. The data collected from the [Cultura e lavoro ai tempi di COVID-19](#)" survey, carried out by the movement and association '[Mi riconosci? Sono un professionista dei beni culturali](#)' show the [problematic repercussions that the virus has had on the lives of professionals](#). The cd. "[Decreto Rilancio](#)" has included some measures for workers in the entertainment sector. The [Fus](#) (single fund for entertainment) for example, was extended from €130 million to €245 million and its budget is going to be of 50 million per year, starting from 2021 and ending in 2050. Associations have also been created ("[La musica che gira](#)", to name one, with producers, various artists, technicians, record labels, etc.) committed to asking institutions for equal access to the support measures for all cultural professionals who operate in the music sector.

9. Youth and the World

Young people in Italy are involved in global issues in various ways, from volunteering activities to formal and informal education, while also being targets of specific youth policies, notably in the fields of sustainable development, the environment and ecological transition as well as public diplomacy at an international level.

In this context, since 2015, young people have been not only beneficiaries of the UN 2030 Agenda for Sustainable Development but also active players of its implementation. The 2030 Agenda and its national implementations require the development and activation of youth policies and actions to ensure their full implementation. Most of the active policies and programs through which young people are involved in global issues at a national level are inscribed in the logic of environmental, social, and economic sustainability as promoted by the 2030 Agenda.

In Italy, young people are currently involved on three main global issues: the National Sustainable Development Strategy, which includes exchanges with policy makers at a global level, and climate change. In this context, the main actions and initiatives include the activation of a youth group within the Forum for Sustainable Development, promoted by the new Ministry for Ecological Transition, taking part in the revision process of the National Sustainable Development Strategy; the organization of the Y7 and Y20 summits by the Young Ambassadors Society, in the UK and Italy respectively, with Italian youth delegations; the organization of top-level events for young people and their inclusion in preparation of the United Nations Conventions on Climate Change Pre-COP26 (Milan 2021) and COP26 (Glasgow 2021).

9.1 General context

Main concepts

The [National Strategy for Sustainable Development](#) (SNSvS) is a strategy approved in 2017 on the proposal of the [Ministry of the Environment and the Protection of the Territory and the Sea \(MATTM\)](#), renamed **Ministry for Ecological Transition** in February 2021, to implement the 2030 Agenda and its 17 Sustainable Development Goals.

As part of the review of the SNSvS - which represents the first step to outline the principles and objectives of the [2030 Agenda for Sustainable Development](#) at a national level - in Italy, a process has been launched which envisages the involvement of a plurality of subjects, based on the cardinal principle of inclusion: businesses, municipalities, regions, citizens and associations (Cf. [5.4](#)).

In December 2019, the MATTM organized and hosted three days of preparatory work dedicated to the operational start-up of the Forum for Sustainable Development working groups. A specific moment was dedicated to the active participation of schools and youth organizations, mobilized on sustainability issues. On this occasion, the opportunity emerged to provide a “moment dedicated to young people” as part of the annual conferences that are an integral part of the Forum’s work.

In view of the renewal of the [National Strategy for Sustainable Development](#) (SNSvS), the following event has to be mentioned: “Towards the National Conference for Sustainable Development. Together for the Future, a Sustainable Revival for Italy”. The Ministry for Ecological Transition has the task of guiding this path and for this reason, in 2021, it will organize a series of inter-institutional working tables, opportunities for discussion with civil society, technical coaching and public events that will accompany the review process of the SNSvS and will culminate, by the end of the year, in the National Conference for Sustainable Development (Cf. [9.7](#)).

In addition, Italy is among the protagonists of the efforts conducted at both European and international levels to reduce the impact of climate change on the environment as well as to ensure sustainable development for the next generations. The Ministry for Ecological Transition is organizing a series of important initiatives linked to the 26th Conference of Parties (COP26) of the United Nations Convention on Climate Change (Glasgow, United Kingdom, November 2021). In June 2020, the MATTM launched an ambitious program of virtual and interactive meetings aimed at young people from all over the world, in view of the special event [“Youth4Climate: Driving Ambition” and the Pre-COP26](#), which will both take place in Milan in autumn 2021 and which, for the first time, will allow young people to contribute to the negotiations of the Pre-COP26 and COP26 conferences (Cf. [9.7](#)).

Youth interest in global issues

Although there are no regular national surveys or studies on global issues at a national level, there has recently been an increased interest, awareness, and participation of young people in matters related to the environment, climate change, and sustainable development.

The interests of young people in global issues is promoted in the context of several national policy frameworks: cross-border mobility in the fields of education, training (Cf. [6.5](#)) and employment (Cf. [3.7](#)), as well as international volunteering (Cf. [2.5](#)).

9.2 Administration and governance

Governance

Main actors

The main actor is the [Ministry for Ecological Transition](#), that in February 2021, with the new Government lead by Mario Draghi, absorbed some of the competencies of the previous **Ministry of the Environment and the Protection of the Territory and the Sea (MATTM)**.

The [Ministry for Foreign Affairs and International Cooperation](#) (MAECI) also contributes to the promotion of the involvement of young people in global issues, mainly through its involvement in revising the [National Strategy for the Global Citizenship Education](#) (Strategia Nazionale per l'Educazione alla Cittadinanza Globale – ECG), with the creation of the [Italian Agency for Development Cooperation](#) (AICS), as well as with its contribution in supporting the [United Nations ECOSOC Youth Forum](#) and the activities of the [Y20](#) and [Y7](#) summits.

The [Department for Youth Policies and the Universal Civil Service](#) (DPGSCU) is the support structure for the President of the Council of Ministers for the promotion and connection of Government actions aimed at ensuring the implementation of policies in favour of youth and in the field of universal civil service (Cf. [1](#)).

Furthermore, the [National Agency for Youth](#) significantly contributes to the promotion of youth active participation within the international context (Cf. [1](#)).

A specific youth representation body, the [National Youth Council](#) (Cf. [1.4](#)), has been established to ensure and increase the participation of young people in the civil and political life of the country. The law establishing the Council therefore represents a strategic instrument whose main objective – in addition to ensuring the representation of young people – is to spread and increase youth participation, including on global issues.

General distribution of responsibilities

In view of the renewal of the [National Strategy for Sustainable Development](#) (SNSvS) – a path aimed at assuming at a national level the principles and goals of the [2030 Agenda for Sustainable Development](#) – a process that foresees the involvement of a plurality of subjects on the basis of the key principle of inclusion was established in Italy. The National Strategy for Sustainable Development (SNSvS) provides that the MATTM (now the Ministry for Ecological Transition) guarantees the functioning of a Forum on the SNSvS open to the involvement of civil society and experts in the various subjects, with multi-level consultations (Cf. 5.4).

Cross-sectoral cooperation

To coordinate youth policies at a national level, the Department for Youth Policies and Universal

Civil Service (DPGSCU) works through memoranda of understanding, agreements, working groups and inter-ministerial tables (Cf. [1.5](#)). The DPGSCU works in consultation with the Ministry for Ecological Transition for various initiatives within the 2030 Agenda, including the United Nations Conference of the Parties on climate change (COP26) of which Italy has the co-presidency in 2021.

In 2021, Italy will host the [Y20 Summit](#) organized by the Young Ambassadors Society, the youth association responsible for the youth processes of the G7/G20 Summits for Italy, under the auspices of the Ministry for Foreign Affairs and International Cooperation (Cf. 9.7).

Y20 is the discussion platform that gives young people from the G20 countries the opportunity to express their vision and propose innovative ideas to the G20 Presidents and Heads of State (Cf. 9.7).

9.3 Exchanges between young people and policy-makers on global issues

Global issues exchanges with policymakers at the domestic level

At a national level, the Department for Youth Policies and the Universal Civic Service cooperates with the National Youth Council and the [National Agency for Youth](#) on global issues.

Within the framework of global issues, the National Youth Council has three targeted youth-led commissions on the topics of External Affairs, Integration, European and International Mobility; EU Cooperation and Affairs; Active Citizenship and Civic Service. In its [programmatic guidelines](#), the National Youth Council expresses the importance of implementing youth policies that are focused on the achievements of the SDGs, respect for human rights, through regular meetings with the General Direction for International Cooperation of the MAECI.

In addition, the National Youth Council is organized around different commissions that have both a domestic and international nature:

- Sports, Culture, Legality, Health Commission
- Environment and Agriculture Commission
- Foreign, Integration, European and International Mobility Commission
- Labor, Training, Social Policies Commission
- Active Citizenship and Civil Service Commission
- European Union Affairs and Cooperation Commission
- Gender Rights and Policies Commission

Global issues exchanges with policymakers at the international level

Young Ambassadors Society

Within a global network, the Young Ambassadors Society aims to promote dialogue and cooperation between national and international young people and offers them opportunities to speak up and make an impact. Through meetings and events, YAS creates the conditions to learn and raise awareness on many issues related to economics, science and innovation.

YAS recruits the Italian youth Delegations who take part in international Conferences and Summits, such as Y7 and Y20, the official engagement groups of G7 and G20 Summits.

The [Y20](#) and [Y7](#) summits are the official engagement groups of the G20 and G7 summits,

bringing together young leaders representing the G7 and G20 countries. The conferences allow young delegates from these countries to gather to discuss ideas and put forth recommendations concerning the global agenda discussed in the G20 and G7 summits. The schedule of the youth summits parallels that of the leader's summit; the outcome is a 'Final Communiqué' containing proposals from the Young delegates that is passed on to the leader's summit to make the voice of young people heard.

[Y20 Summit 2021](#) was held from 19 to 23 July 2021 online in Bergamo and Milan. In October 2021, Italy chaired the G20 for the first time in history and Youth 20 (Y20) is the official G20 engagement group dedicated to young people, chaired by the Young Ambassadors Society (YAS), in collaboration with the Sherpa Office of the Presidency of the Council of Ministers and in coordination with the Ministry of Foreign Affairs and International Cooperation. Students from Italian universities were invited to participate directly in the events of the Y20 2021 Summit to talk about sustainability, innovation, the future of work and inclusion.

[United Nations Youth Delegate Programme \(UNYD\)](#)

The UNYD recruits young people from 37 countries, including Italy, to become involved in the respective diplomatic missions as delegates of youth issues. In Italy, "the program is promoted and organised by [SIOI](#), in cooperation with the Italian Ministry of Foreign Affairs and International Cooperation, and in 2017 for the first time allowed two young university students to take part in the 72nd Un General Assembly and to negotiate, under the supervision of the Italian Diplomatic Mission to the UN in New York, the Youth Resolution".

[Regional and inter-regional initiatives \(CoE / LAS / PYU / NSC\)](#)

The National Youth Council supports the lobbying and advocacy action within the European Youth Forum platform in cooperation with the Informal Group SYC - Southern Youth Councils and on Youth Work Development. Among its principal objectives, there is the establishment and strengthening of the National Councils of South-Eastern Europe. In the same way, it aims to resume the process of Euro-Arab-Mediterranean regional cooperation aimed at strengthening youth organizations, together with the creation of National Youth Councils in the countries of the area where they are not yet present.

9.4 Raising awareness about global issues

Formal, non-formal and informal learning

National Strategy for the Global Citizenship Education

In June 2017, the National Council for Cooperation and Development (Consiglio Nazionale per la Cooperazione allo Sviluppo - CNCS) requested the creation of a working group with the task of developing the [National Strategy for the Global Citizenship Education](#) (Strategia Nazionale per l'Educazione alla Cittadinanza Globale - ECG). In response to this mandate, the [Ministry for Foreign Affairs and International Cooperation](#) (MAECI) created a board composed of multiple subjects that could contribute, from their perspectives, to the development of the Strategy. The coordination of the board was entrusted to the Autonomous Province of Trento, with the assistance of the networks of civil society organizations ([Associazione delle ONG Italiane – AOI](#)) and [Concord Italia](#).

After being introduced to the school system in 1958, civic education changed its name in 2011, becoming *Citizenship and Constitution*. The guidelines are found in the 2014-2020 National Operational Program of the Ministry of Education, University and Research (formerly Ministero dell'Istruzione, dell'Università e della Ricerca – MIUR, and nowadays of the Ministry of Education and the Ministry of University and Research) entitled “[For the School - skills and environments for learning](#)” (Per la Scuola – competenza e ambienti per l'apprendimento). The program promotes the development of global citizenship skills with interventions aimed at developing transversal, social and civic skills, which fall within the broader concept of fostering global citizenship, to train aware and responsible citizens in a modern, connected and interdependent society. In the context of international cooperation, [Law 125/2014](#) states among the objectives and purposes of the Italian development cooperation the promotion of education, awareness and participation of all citizens in international solidarity, international cooperation and sustainable development (art. 1.4).

Global Citizenship Education

Italy is committed to ensuring that students acquire the knowledge and skills needed to promote sustainable development, through education, sustainable lifestyles, respect for human rights, the promotion of a culture of peace, global citizenship and the leveraging of cultural diversity as envisaged in SDG Target 4.7. At a European level, membership by the Ministry of Education, the Ministry of University and Research and MAECI to the “Global Education Network Europe” represents an opportunity to stimulate political action on the topic of Global Citizenship Education (GCE). Other key factors include: objective 10.2 of the national program “For Schools - skills and environments for learning”, which mentions and promotes a specific GCE plan of implementation, as well as the common position on GCE expressed by the Italian Regions in the document approved on 4 February 2016 by the Conference of Regions and Autonomous Provinces. The Regions play a leading role in coordinating GCE activities, in close collaboration

with the regional Education Offices, and in implementing GCE projects in their territories, with the involvement of various actors active in schools, CSOs, Universities and the private sector.

Civil Society Organisations (CSOs) play a crucial role in promoting the ECG. In 1997, the Association of Italian NGOs (AOI) was founded; in 2004 the [CINI](#) (Italian coordination of international networks); in 2007, the [Link 2007 network](#). These coordination bodies promoted an increasingly consistent development of programs connected, in particular, with the themes of intercultural and migration, involving teachers, educators and experts. Currently, the groups that deal with ECG both at national and European levels have merged into the ECG platform of [Concord Italia](#) and AOI. The platform regularly participates in the meetings of HUB 4 of the Concord Europe confederation, the working group that deals specifically with ECG at a European level.

The [Italian Alliance for Sustainable Development](#) (ASviS), born in 2016, is a network of civil society organisations, universities, and companies working on the SDGs and contributing to the political and policy dialogue with the Italian Government. In particular, through its working group 4 dedicated to Goal 4 of the Agenda 2030, in which over forty NGOs, associations, unions, foundations, universities participate to organise activities, events and make resources available.

[SDSN Italy](#) is the regional network of the Sustainable Development Solutions Network (SDSN) in which it is included the SDNS Youth. Its main objective is to educate, raise awareness, inform about the SDGs as well as directly support young people in the creation of innovative solutions and projects meeting the SDGs. In Italy, it includes several CSOs such as [AIESEC Italy](#), foundations, and universities.

Universities have a crucial role in the global citizenship education framework. According to the programmatic guidelines, sustainable development must be an integral part of the university curricula. Practical implementation of these requirements calls for the strengthening of mobility projects for young teachers, researchers and post-graduate students to share knowledge on capacity and institution building as well as on the development of joint training and study programs. Academia should also contribute to the training of future leaders in international cooperation as well as empowering universities in partner countries. The 2017 Strategy for the Promotion of the Italian Higher Education System abroad clearly states the contributions of higher education institutions in international cooperation, including students, academics and staff.

[RUS](#) – Network of Universities for Sustainable Development (Rete delle Università per lo Sviluppo sostenibile) is the first experience of coordination and sharing between all Italian universities involved in the issues of environmental sustainability and social responsibility.

The primary purposes of the RUS are: disseminating the culture and good practices of sustainability, both inside and outside the universities, sharing skills and experiences to increase the positive impacts of the actions implemented by individual universities.

In line with the growing trend concerning the involvement of private companies and subjects in development and cooperation activities, art. 27 of [Law 125/2014](#) promotes a business culture

that contributes to the implementation of the 2030 Agenda.

[National Sustainable Development Strategy](#)

Italy has launched a pro-active and inclusive, inter-institutional process for the elaboration of a new sustainable development strategy that implements the 2030 Agenda. The National Sustainable Development Strategy intends to implement the 17 Sustainable Development Goals (SDGs). The national strategic choices are defined concerning the SDGs and their targets, and organised around the 5Ps: People, Planet, Prosperity, Partnership and Peace. The national strategy represents a reference framework for applying the “internal dimension” of the 2030 Agenda and helps to ensure the policy coherence for development. The Conference for the replenishment of the Global Partnership for Education, which currently represents the principal funding mechanism for actions to achieve SDG 4.

The National Strategy for Sustainable Development adopted in 2017, lays the basis for specific guidelines and actions for sustainable education and GCE within formal, non-formal, and informal learning. In the field of formal education, the [MIUR Plan for sustainability education](#) includes 20 actions, divided into four macro-areas: 1) Construction and environment/MIUR structures and staff; 2) Didactics and teacher training; 3) University and research; 4) Information and communication.

The [Network of Universities for Sustainable Development](#) pays particular attention to processes of sustainable education and GCE in formal environments. The categories of practices present in the universities on the theme of SDGs:

- Development of transdisciplinary programs to foster the culture of sustainable development and influence the adoption of correct lifestyles by students
- Training and updating on sustainable development themes for the staff (teachers, technician-staff, collaborators and experts) of all the Italian universities, possibly also for teachers of the other orders and grades of schools.

A [compendium of best practices](#) adopted by 18 universities across the territory includes important initiatives and activities such as the “UNESCO lectures”, graduate and post-graduate interdisciplinary programs focused on sustainable development. Some examples include the programs *Coopera(c)tion: knowledge and skills for sustainable cities in the Global South*; *Project LenSin, Sustain T* at the Politecnico of Milan; the *Active Learning Lab-Urban Innovation* of the University Ca' Foscari Venezia; the *OPEN DOORS Summer School on Migration, Sea Border Control and Human Rights* at the University of Napoli L'Orientale; the activation of several courses on the environment, sustainability, food sustainability, sustainable management of resources, among others. In addition, the *Turin School of Development* has been created with the cooperation of the University of Turin, the International Training Centre and the ILO. It offers ten different Master programs, all centred on the Agenda 2030 goals and carried out in collaboration with UN agencies.

Furthermore, there are numerous [“extra-curricula” activities](#) promoted by Italian universities on

global issues and sustainable development, collected in a shared database created by the RUS.

[Environment Education and Education to Sustainable Development \(ESS\)](#)

[Environmental Education](#) (EA) is a fundamental tool for raising awareness among citizens and communities about environmental issues and the good governance of the territory. The growing attention to the interconnection between ecological, social, and economic dynamics has led to the elaboration of the broader concept of Education for Sustainable Development (ESS).

[Education for Sustainable Development](#) (ESS) is not just about the environment, but also about the economy (consumption, poverty, north and south of the world) and society (rights, peace, health, cultural diversity). It is conceived as a process that lasts a lifetime, with a holistic approach, and which is not limited to formal learning, but also extends to non-formal and informal learning.

[New Guidelines for Environmental Education](#). Starting from 2009, the Ministry of the Environment and the Protection of the Territory and the Sea (MATTM) and the MIUR formalized a Charter of Intent, in the direction of coordination between Ministries in orienting the educational activity of the two cycles of education towards building awareness and responsibility on sustainability issues. With the 2015-2016 school year, the MATTM, in collaboration with the MIUR, launched the publication of the new guidelines for environmental education developed by an inter-ministerial working group. The cooperation between the two ministries was strengthened in 2016, with the signing of a memorandum of understanding on environmental education and sustainable development in schools.

Since 2017, the MATTM has also been promoting, in collaboration with the relevant Ministries, the National Sustainable Development Strategy with a specific area of intervention dedicated to education and, in particular, its inclusive practices. Among the objectives of the Strategy, there is that of ensuring interdisciplinary and participatory paths aimed at spreading knowledge in every educational area (from pre-school age to university education and vocational training and in informal and non-formal education) skills, attitudes and lifestyles oriented towards sustainable development, also by investing in teacher training, the integration of training programs, and respect for the principles of sustainability and social inclusion by educational and training centers.

In cooperation with the MATTM, several [Master programs](#) are offered by different Italian universities, with a specific focus on environmental management:

- University of Padua: Master on Strategic Environment Management
- University of Rome: Master on Environmental Law
- Sustainable Energy System Management promoted by the Association of European Renewable Energy Centers and University of Pisa in Italy

In the context of the [new Climate law](#), for the years 2021 and 2022, there is an 8 million fund for pilot projects of environmental education in the territories close to protected areas (natural

parks, MAB reserves, Unesco naturalistic sites). Furthermore, for schools, a 6 million euro fund is foreseen for environmental education projects: thus intervening on the article of the [Climate law #iosonoambiente](#) simplifying the regulation and procedures.

Educators' support

The ASviS is a key promoter of education to sustainable development and GCE at different levels. In particular, the protocol between the MIUR and the ASviS was stipulated to promote and disseminate information, training and culture of sustainable development. Partnerships with educational institutions have been launched, within the framework of the National Operational Program (Pon), and educational and training projects are being promoted for all the components of the school system at all grade levels. It provides an e-learning course for teachers on "The Agenda 2030 and SDGs", as well as different public contests to promote knowledge on sustainable development, such as "Facciamo 17 Goal. Trasformare il nostro mondo: l'Agenda 2030 per lo Sviluppo Sostenibile", the "Youth in Action for Sustainable Goals – Edizione 2018" targeting young people under 30 and the "Lavazza and Youth for SDGs". Among other initiatives, ASviS informs the general public about the following projects:

- [Scuola 2030](#): platform created by Indire, on the initiative of the Ministry of Education and in collaboration with ASviS, which offers self-training materials, content and resources to bring to the classroom education inspired by the values and vision of the 2030 Agenda.
- [Project Sudego](#): Structured initiative within the Erasmus plus program in which there are specific contributions and in-depth analysis of the 2030 Agenda for teachers and students of upper secondary schools.
- [Nuove Narrazioni per la Cooperazione](#) (Positive Narrations for Cooperation): the Positive narratives for cooperation is a project created by ASviS in collaboration with Terra Nuova, ActionAid, Cipsi, Fairwatch and Differenza Donna to help spread a positive narrative of sustainable development to local, national and European policymakers.

Finally, the [Youth in Action for Sustainable Development Goals](#) calls for young people to develop projects and ideas to meet the SDGs while providing learning opportunities through an e-learning course dedicated to raising awareness and understanding of the Agenda 2030. The program also supports young people in the finalization of their projects, through training sessions and the development of job skills.

Youth targeted campaigns on global issues

Italy has a variety of campaigns targeting youth on global issues, both at an institutional (national) level, as well as at regional and local ones. CSOs and NGOs also launch many of these campaigns. The following are the recent campaigns (2019) issued by the Government and targeting youth on global issues.

- [30th Anniversary of the UN Convention on the Rights of the Child](#): The campaign, informs children and adolescents that they are holders of the fundamental rights provided for by

the UN Convention and that the Guarantor Authority protects and represents them in their relationship with adults and institutions. The campaign hashtag is #DirittiInCrescita. The claim is: "We protect your right to grow as you deserve".

- [Universal Civic Service 2020](#): The campaign aims at promoting awareness about the 2021 Universal Civic Service call for volunteers. The campaign intends to promote participation in the Civic Service programme aimed at enhancing active citizenship and solidarity.
- [#PlasticFreeGC](#): The campaign goal is to encourage and stimulate active and virtuous behaviours aimed at respecting and conserving the marine habitat, to feed the culture of sustainability, especially among the new generations.
- [#StopHateSpeech](#): The campaign goal is to raise public awareness of the hate speech phenomenon, which often ends up fueling episodes of discrimination.
- [Mettiamo mano al nostro futuro: Festival dello Sviluppo Sostenibile 2019](#): The goal of the campaign is to spread the culture of sustainability and knowledge of the 2030 Agenda to encourage discussion, share the best initiatives that commit the country's leadership to respect the commitments made at the UN. The campaign aims to stimulate citizens to get involved, promoting responsible individual and collective behaviour to achieve the Sustainable Development Goals and create a better future in which everyone is called to participate.

Information providers

Official information and dissemination channels on global issues are provided by the MIUR, MATTM and MAECI along with the different national agencies, notably the AICS and [Indire](#).

There are also several thematic websites informing young people on global issues and sustainability, such as:

- [Futuranetwork.eu](#): "FUTURA network is a frequently updated site that presents studies, articles, interviews, reports of important materials, starting from the news, to explore the possible scenarios and to decide today which future we want to choose among the many possible ones."
- [Ansa2030.it](#): a dedicated page on the website of the news information agency ANSA.
- [ASviS](#) is committed to offering accurate and in-depth information daily, acting as a reference point and authoritative source of information on sustainable development issues, offering daily news and studies relating to the 17 Goals. In addition to daily news, reports and analysis, it provides information through radio interviews, videos in the targeted rubric "Alta Sostenibilità" (High Sustainability).

Key initiatives

- [Festivalvilupposostenibile.it](#): The Sustainable Development Festival is the largest Italian initiative to raise awareness and mobilise citizens, businesses, associations and institutions on the issues of economic, social and environmental sustainability, as well as to achieve a cultural and political change that allows Italy to implement the 2030 Agenda.

of the UN and the 17 Sustainable Development Goals.

- [Saturdaysforfuture.it](https://saturdaysforfuture.it): Building on the global Fridays for Future mobilisation, the goal of the initiative is to transform Saturday (when most people do their weekly shopping) into the day of commitment to responsible production and consumption in favour of sustainable development. The intention is, therefore, to involve consumers, businesses and civil society organisations in initiatives capable of changing production models and spending habits in favour of sustainable development. The initiative contributes to the achievement of the 2030 Agenda Goals for sustainable development, and in particular to the following Goals: 12, 13, 14.

[Giovani: Nuovi narratori e attori della Cooperazione allo Sviluppo](#): a project launched to increase the awareness and active engagement of young people (11-35 years old) throughout Italy in support of the importance of development cooperation in solving global challenges, especially those related to the root causes of migration. Supported by the NGO ICEI, it focuses on launching formal education courses in 5 schools in Milan and creating two active citizenship workshops aimed at giving young people the tools to move from understanding to action. ICEI will also coordinate the Regional Table, where young people will be able to write a document of recommendations for territorial cooperation aimed at stimulating the empowerment of young people in the South of the World and inclusion and coexistence in Italy.

9.5 Green volunteering, production and consumption

Through the [Ministry for Ecological Transition Programme](#), the Italian Government has a dedicated environmental ministry which follows six main objectives: to reduce emissions in the transports sector, to preserve biodiversity and value water as a public good, to control the hydrogeologic risk, to ensure safety and prevent environmental damage resulting from wildfires, to promote the circular economy, and to diminish and possibly eliminate the international infractions with implications in Italy. Within this framework, the Ministry is promoter of several [campaigns and initiatives](#).

Green volunteering

The current Ministry of Environment is promoting eight webinars between July 2020 and March 2021, preparing the international event "Youth4Climate: Driving Ambition" and the [COP26](#) that is going to take place in Milan in the autumn of 2021. Resilience and adaptation to climate change (Driving Adaptation & Resilience) are the themes at the center of the meeting of the interactive series [Youth4ClimateLiveSeries](#), created by the Ministry, to offer the opportunity for a broader and more participatory preparation for the preparatory meeting of PreCop26 and at the youth event.

In Italy, there are various options for green volunteering. From one-day cleaning (which is usually free) to more extended boot camps where a small fee is required to cover transport and accommodation – with all the money raised by the initiatives being generally directed to environmental protection. CSOs and NGOs promote many such initiatives.

- [Greenpeace Italia](#): this international initiative, which covers more than 55 countries, is active in Italy since 1986. In 2019, Greenpeace Italia was present in 31 cities, counting with about 1200 voluntaries and activists. In 2011, they were involved in the fight for the elimination of nuclear energy in the country. Today, the initiative is engaged in actions on sustainable forestry, agriculture and cattle raising, green energy, air and water pollution, and climate change.
- [Legambiente](#): this established initiative that fought for the reduction of plastic bags in Italy and the liberation of mistreated dogs in Green Hill, in Brescia, claims to be the most represented across the country. With around 1000 local groups, it invites anyone who is interested to open a *circle* in their area if there is not one. It is possible to be either a partner or a volunteer in their actions, which include: to stop the climate crisis, to fight against the non-sustainability and the environmental illegalities, to provide environmental education, to reconvert the production and to fight the inequalities, towards a better environment and society.
- [Keep the Planet](#): Keep the Planet is a very recent initiative (founded in 2016), but it

already has multiple projects in countries like Zanzibar, Cambodia, Indonesia, Australia and the United Kingdom. Its objective is to develop alternatives and re-educate local economic activities that are currently not sustainable, at all levels of the ecosystem. A *Planet Keeper* can help this ONG (ONPLUS in Italian) in many ways. Either by reporting the current environment actions on their blog, or by actively participating in one of their missions.

- [Italian Climate Network](#): Italian Climate Network is an Italian non-profit organisation of volunteers committed to raising awareness on climate change and its related environmental issues. Italian Climate Network was founded in 2011 and aims to bring together citizens, advocates, NGOs and business committed to solve the climate crisis to ensure Italy a sustainable future, working both at a national and international level.
- [Fridays For the Future Italia](#): FFF is a global movement that recognises the climate emergency and demands zero around the world. Inspired on Greta Thunberg, who protested in Rome in April 2019, the movement is mainly composed of young students that reunite in different cities across many countries. Italy is classified as the third-best country in terms of participation, with about one million people protesting in 180 different cities in 2019. The forthcoming FFFs are frequently updated onto their website, with the association also inviting young people to create local groups, with the option of mobilising the school where the student is currently enrolled.
- [Extinction Rebellion Italia](#): Abbreviated as XR, Extinction Rebellion is an (explicitly non-violent) social movement, founded at the end of 2018 in the United Kingdom, which protests against climate change, biodiversity losses, and the risk of human extinction and ecological collapse. In October 2019, it organised the third international protest in Rome to appeal to the conscience of governments and institutions. They have nine local groups in Italy, and promote their actions, as well as workshops of non-violent communication on their website.

Green production and consumption

The [Department for Ecological Transition and Green Investments](#) takes care of the MATTM's expertise in the [field of circular economy](#), [environmental economy](#), and [sustainable finance](#).

The voluntary national scheme for the assessment and communication of the environmental footprint of products, called "[Made Green in Italy](#)" is established by art. 21, paragraph 1 of [law no. 221/2015](#) containing the "Environmental provisions to promote green economy measures and to contain the excessive use of natural resources".

With the proposal of promoting a "Green New Deal" to fight against the environmental crisis, the European Commission and Italian Government (Environment Ministry) created the [Stati Generali della Green Economy](#) annual events, dedicated to debate ideas to finance and promote the Green Economy. The congresses have taken place since 2012, and the 2020 edition took place online.

9.6 Intercontinental youth work and development cooperation

Intercontinental youth work cooperation

Intercontinental youth work cooperation in Italy is managed through a variety of exchanges and mobility programs with partner countries, in terms of education, training, and working opportunities.

The Erasmus Plus program is the most comprehensive in this sense, since it provides young Italians with an extensive range of opportunities, from studying to working, including volunteering and professional training/education.

Moreover, projects or project components aimed at promoting youth work actions are included in the [governmental development cooperation activities](#).

Development cooperation activities

The Italian Development Cooperation System

A relevant change in Italian foreign policy following the 2008 recession has also been [Law 125/2014](#), the reform of international cooperation. The new law established an inter-ministerial committee for development cooperation (CICS), with it transforming the MAE into MAECI, and also creating the [Italian Agency for Development Cooperation](#) (AICS). Most importantly, the law finally recognises Italian universities as key actors for international cooperation and states that cooperation is a part of Italian foreign policy. With the same objective, all funds for action in support of development cooperation policies, previously spread among the budgets of the various ministries, are now indicated in a specific attachment to the MFAIC provisional budget prepared by the Ministry of Economy and Finance.

The [Italian Agency for Development Cooperation](#) (Agenzia Italiana per la Cooperazione allo Sviluppo – AICS) started to operate in 2016 to carry out international cooperation activities. In coordination with the Ministry of Foreign Affairs and Development Cooperation, the Agency is responsible for the three-year [Programming and Policy Planning Document](#), which includes specific guidelines for education and GCE to promote joint educational initiatives with partner countries such as the newly established Partnership for Knowledge (PfK). The three-year Programming and Policy Planning Document sets out strategic guidelines for Italian Development Cooperation, geographical and sector priorities, implementation mechanisms, instruments and financial allocations. Notably, it indicates the budgets for the activities of the Directorate-General for Development Cooperation, the Italian Agency for Development Cooperation (AICS) as well as the allocations of the other Ministries. The commitment of the Italian Government to strengthen development cooperation is confirmed, with the gradual alignment of the annual allocations made for this purpose, to ensure that Italy fulfils its

international commitments.

The *Inter-Ministerial Committee for Development Cooperation* (Comitato interministeriale per la cooperazione allo sviluppo – CICS), created under art. 15 of Law 125/2014 is responsible for the coordination of development and cooperation activities across ministries. In 2017, the Committee began five thematic working groups: migration and development; private sector and development cooperation, with a focus on energy issues; professional training, secondary education and universities; international cooperation in the matters of environment and sustainable development; Sub-Saharan Africa.

The *National Council for Development and Cooperation* (*Consiglio Nazionale per la Cooperazione allo Sviluppo*), consisting of the leading public and private, profit and non-profit actors, provides advices on all matters related to development cooperation.

To favour the participation of Italian citizens in cooperation and development policies, the Ministry of Foreign Affairs calls for a National Public Conference, every three years. The first conference took place in January 2018 in Rome.

In 2018, the Inter-ministerial Committee for Development Cooperation also approved the document containing the [Italian Strategy for Education to Global Citizenship](#) (Strategia italiana per l'Educazione alla Cittadinanza Globale/ECG).

The National Agency for Youth

The [National Agency for Youth \(Agenzia Nazionale per i Giovani\)](#) supports the Key Action (KA 1) of the Erasmus + program which promotes the mobility of young people as a tool for active participation, social inclusion and promotion of European citizenship. The main activities are: youth exchanges, European Voluntary Service and mobility of youth workers.

The Agency also promotes Key Action 205 - Strategic Partnerships, dedicated to projects aimed at innovation with new practices, models, and educational approaches. Finally, it promotes the Youthpass tool for the recognition of transversal skills also acquired in non-formal education.

INDIRE

Through managing the Erasmus+ program, the [National Institute for Documentation, Innovation and Research](#) (INDIRE) promotes education to sustainable development through the platform “[Scuola 2030 – Portale per l'educazione allo sviluppo sostenibile](#)”. The platform is managed in collaboration with MI and MUR and AsviS to contribute to Target 4.7 by making available multiple types of materials, contents and resources to schools, teachers, educators and students to promote the Agenda 2030 vision.

Furthermore, art. 9 of Law [64/2001](#), instituting the National Civic Service, provides that young volunteers can also serve in bodies and administrations operating abroad, in the context of initiatives taken by the European Union, as well as in structures for interventions of pacification and cooperation between peoples, established either by the EU or by international organisations operating for the same purposes in which Italy participates.

For Italian graduates under the age of 26, there is also the opportunity to carry out an internship with United Nations Volunteers. The UNV Internship Program, sponsored by the MAECI and managed by the HRIC/UNDESA office in Rome, allows around twenty new graduates to spend 12 months in a developing country each year, contributing to a project coordinated by the UNV program.

9.7 Current debates and reforms

In February 2021, the new Government lead by Mario Draghi set up a new [Minister for Ecological Transition](#), which absorbed some of the competencies of the previous Ministry of the Environment and the Protection of the Territory and the Sea, together with some key-functions in the process of ecological transition, mainly related to the energy sector. In the next months, forthcoming policy developments are expected, also related to issues on “youth and the world”.

In addition, there are developments connected to the organisation of the Y20 (hosted for the first time in Italy) and Y7, the steps towards the National Conference on Sustainable Development, as well as to the national events connected to the COP26 conference (see below).

Forthcoming policy developments

In view of the renewal of the [National Strategy for Sustainable Development](#) (SNSvS), the Ministry for Ecological Transition has the task of guiding this path and for this reason, in 2021, it will organize a series of inter-institutional working tables, opportunities for discussion with civil society, technical coaching and public events that will accompany the review process of the SNSvS and will culminate, by the end of the year, in the National Conference for Sustainable Development (see also: <https://consiglionazionale-giovani.it/2021/02/26/verso-la-conferenza-nazionale-per-lo-sviluppo-sostenibile-insieme-per-il-futuro-un-rilancio-sostenibile-per-litalia/>)..

In this context, as part of the [CReIAMO PA Project](#), the [Preparatory Conference](#) was held on 3 and 4 March 2021. In addition to being the first step in the three-year review process of the SNSvS, the Preparatory Conference aims to:

- Allow for the comparison between central and local institutions and civil society on the issue of sustainable development, giving value to all those involved in the SNSvS implementation process;
- Promote the involvement of young people and their participation in initiatives and paths of change within the framework of the Sustainable Development Goals;
- Further the processes of territorialisation of the Sustainable Development Goals in the context of greater territorial cohesion, with a view to dialogue and continuous comparison;
- Present economic planning measures in the sense of ecological transition and well-being

The event saw the presence of institutions and all the public and private actors involved in the process of implementation and revision of the SNSvS, with it representing a fundamental intermediate step to making an incisive contribution to the sustainable relaunch of Italy. The Preparatory Conference opened with the speech of the new Minister of Ecological Transition.

In this context, a Youth Working Group has been created and presented a [position paper](#).

Ongoing debates

The ongoing debates deal mainly with two areas: (a) the first one regards the Y20 and Y7 Summits; (b) the second the role of young people in climate change action.

(a) Regarding the **Youth 20 (Y20) and the Youth 7 (Y7) Summits**, the official engagement groups of the G20 and G7 dedicated to young people Y20 and Y7 organised by the Young Ambassadors Society (YAS), the following events - that also involve the Italian Government and the Italian Ministry of Foreign Affairs and International Cooperation - have to be mentioned:

Y7 e Y20

In collaboration with the Italian Government and the Ministry of Foreign Affairs and International Cooperation, the Young Ambassadors Society (YAS) is selecting the delegates who for 2022 will join the Italian Delegation to Youth 7 (Y7) and Youth 20 (Y20), the official engagement groups dedicated to G20 and G7 youth.

The work of the engagement groups develops over several months during the year and culminates with the Y20 and Y7 Summits where a Final Communiqué is drawn up containing the proposals of the young delegations and which is then transmitted to the Presidents and Heads of State.

The Italian delegations are led and recruited by the Young Ambassadors Society.

In 2022, the Y20 Summit will be held in Jakarta and Bandung in Indonesia from July 17th to 24th.

The 4 delegates will be called to discuss the following topics:

1. Youth employment
2. Digital transformation
3. Sustainability
4. Inclusion and equal opportunities

In 2022, the Y7 Summit will be held in Germany in May.

The 4 delegates will be called to discuss the following topics:

1. Sustainability
2. Technology and digital
3. Global economy

4. Health

To become part of the Italian Delegations of Y20 and Y7, candidates must be between 19 and 30 years old.

(b) Regarding the **role of young people in climate change action**, the following initiatives connected to the 26th Conference of the Parties ([COP26](#)) of the United Nations Convention on Climate Change (Glasgow, United Kingdom, November 2021) have to be mentioned:

"Youth4Climate Live Series: Driving Momentum Towards Pre-COP26"

As part of the initiatives organized in the run-up to 26th Conference of the Parties ([COP26](#)) of the United Nations Convention on Climate Change (Glasgow, United Kingdom, November 2021), in June 2020, the Italian Ministry of Environment, in collaboration with Connect4Climate - World Bank Group and the Office of Secretary-General's Envoy on Youth, launched an ambitious program of virtual and interactive meetings for young people around the world, which aimed to keep attention high towards the role of young people in climate change action.

The webinars program, entitled "[Youth4Climate Live Series: Driving Momentum Towards Pre-COP26](#)", included one meeting per month, from June 2020 to February 2021. The topics were divided into general macro-themes, which aimed to combine the negotiation on climate change with policies for sustainable development at a global level, starting with those promoted by the United Nations agencies, placing young people at the center of the action. The following topics were discussed: green and sustainable recovery, adaptation, resilience, local action, innovation and business. Each meeting was hosted on an interactive platform, through which the young participants were able to share information, ask questions and present proposals.

"Youth4Climate: Driving Ambition"

The special event "[Youth4Climate: Driving Ambition](#)" held in Milan from 28 to 30 September 2021 in 2021 involved nearly 400 young people between the ages of 15 and 29 from 186 countries to address the main urgencies and priorities of climate action.

The event was part of the process of involving young people, which began in 2019, also thanks to the support of Italy, at the United Nations Youth Summit on Climate, held in New York on 21 September 2019.

This event, organized by the Italian Government, in partnership with the United Kingdom, dedicated the first two days to the development of a declaration, while the last day was characterized by a discussion on the declaration between the young delegates and the Ministers present at the COP26.

The young delegates formed four working groups divided into the following thematic areas: young people who lead ambition, sustainable recovery, commitment of non-state actors, a climate conscious society.

Pre-Cop26

Every Conference of the Parties of the UN Framework Convention on Climate Change is preceded by a preparatory meeting held about a month before, called Pre-COP. The purpose of this meeting is to provide a selected group of countries with an informal setting to discuss and exchange views on some key political aspects of the negotiations and offer political guidance for subsequent negotiations.

The [Pre-COP](#) took place from 30 September to 2 October 2021, attended by around 40 countries including representatives of the UNFCCC secretariat, the presidents of the convention's subsidiary bodies and a number of civil society actors.

Mission 2 PNRR

More recently, mission 2 of the PNRR (green revolution and ecological transition) has expressed the need to achieve a full ecological and digital transition, also to recover all those employment gaps that penalize young people in contemporary society. More than 31% of the total amount of the Plan is allocated to the implementation of the projects included in this specific mission.

If we look at the set of measures and allocations foreseen, it emerges how much the whole plan is permeated by the idea that to speed up the transition it is necessary to invest heavily in technological innovation - clean technologies - by intervening on large urban agglomerations, which represent size and type are those standardizable markets capable of producing sufficient economies of scale for the new technologies to become economically competitive.

Reintroducing nature into the proposed development model is a great chance for change, which can reconnect innovation devices with local economies, highly educated young people even in sectors such as information technology and engineering who can find job opportunities in apparently distant sectors. . These are areas that hold together the primary sector and the knowledge economy and that can make us see territories still in the process of depopulation as places where it is possible to build a sustainable future, where it is possible to spend new skills for the younger generations.

10. Youth work

In Italy, there is still no legislative framework for youth work, as a specific form of professional or voluntary activity aimed at young people. Nevertheless, a number of different youth work practices carried out mainly at the local level by the Third Sector can fall into the general category of youth work, as defined at European level.

In view of the growing interest about the evolution of youth work at European level, a national law for the recognition of youth work and youth workers is currently under discussion. In the context of the draft law, youth worker is translated as “Animatore Socio-educativo per i Giovani” (Socio-educational instructor for youth).

The youth work practices supported by the central Government mainly include centre-based youth work (i.e., open-access youth centres, youth information centres), outreach youth work, summer camps, and non formal educational provided to volunteers in the framework of the Universal Civic Service programme (see Chapter 2.4).

The legislative power regarding youth work mainly belongs to the Regions and Autonomous Provinces, in the framework of their laws on youth policies.

Nevertheless, in the last two decades a number of national measures have had an impact on the development of youth work at regional and local level. These measures are the following:

- the National Fund for Youth Policies ([law 248/2006](#), art. 19);
- social and education policies for children and adolescents ([law 285/1997](#));
- the socio-educational work with minors at-risk ([law 328/2000](#), art. 22, c. 2, lett. c),
- the Universal Civic Service ([legislative decree 40/2017](#) with specific reference to the work of local operators that support the educational and training experience of the young volunteers);
- the recognition of the socio-educational role of oratories by different religion ([law 206/2003](#));
- the support of youth work activities by a range of national calls for projects (e.g., Youth for the valorization of public goods, Orientation and placement of young talents, Youth Camps etc.).

Since the 1980s, the European Union and the Council of Europe programmes for youth have contributed to the growth of a new generation of youth workers, who actively participate in the implementation of the European youth work strategy. In particular, it is worth mentioning: youth exchanges, transnational volunteering, the structured dialogue with policy makers, support to youth initiatives, transnational mobility of youth workers, strategic partnerships for youth work

recognition, training events on youth work skills and competences. Last but not least, the active participation in the Third Youth Work Convention organized by the German Presidency of the EU and the Council of Europe in December 2020.

In recent years, the first informal and associative networks have been established among operators who recognize themselves as 'youth workers' from a European perspective (e.g., the network Youth Worker Italia, and the association NINFEA - National Informal and Non-formal Education Association).

Some regions (Campania, Piedmont and Apulia) have recently recognized the need for specific youth worker training measures at legislative level. The use of the word 'youth worker' in the Italian text of these regional laws denotes a specific interest to begin to frame this profile in the framework of European youth policies.

Examples of initiatives on youth workers' training include [“A new generation of Youth workers”](#) (“Youth worker di nuova generazione”) by the [Regional Youth Agency of Toscana](#) (GiovaniSi), and a master dedicated to youth workers offered by the [Suor Orsola Benincasa University of Naples](#).

This process of discussion on the recognition of youth work from a European perspective is also open to organizations that have inherited socio-educational work traditions already present before the start in Italy of a public policy in the youth sector.

By number of young people involved and territorial spread, these traditions are represented mainly by educational work in Catholic oratories, Catholic Scout Associations ([AGESCI](#)) and non-confessional scout associations ([Corpo Nazionale Giovani Esploratori Italiani - CNCEI](#)) and the [ARCI network](#) of circles with their growing involvement in educational, social and cultural work involving children, adolescents and young people.

More systematic and in-depth research at territorial and national level would be desirable in order to draw a comprehensive and articulated mapping of youth work. The mapping could include other less well-known organisations, which continue to operate in continuity with educational innovation initiatives launched in the post-war period, as well as the huge sector of non-professional sports associations.

10.1 General context

Historical developments

The history of youth work in Italy is mainly the history of association-based youth education outside the school. Leisure activities (e.g., sports, games, outdoor education etc.) began to be adopted at the beginning of the 20th century mainly by the upper classes as either a means of educating young people about the values of Nationalism or as a form of religious education.

Founded in 1912 as a secular paramilitary organization inspired by the Baden-Powell model, the National Corp of Young Scouts (“CNGEI - Corpo Nazionale dei Giovani Esploratori”) became a leading national scout organization supported by the State.

After the short life of the secular pacifist association Italian Boy Scouts (“Ragazzi Esploratori Italiani”), the scout movement in Italy divided into the nationalistic CNGEI and the Italian Catholic Scout Association (“ASCI-Associazione Scoutistica Cattolica Italiana”), later called AGESCI. Established in 1916, ASCI would take on the educational aims and methods as proposed by Baden-Powell and place them in an explicitly Christian vision of life and society. Scouting methods seemed consistent with the mass religious pedagogy promoted since the end of 1800s by the priest Giovanni Bosco through the parish oratories of the Salesian Society. Parish oratories would develop in Italy until they became one of the most popular non-formal education facilities for children, adolescents and young people.

Youth associations and educational activities outside schools were also promoted by socialist and communist political movements to involve young people in the new mass parties. For example, the Socialist Youth Federation (“FGS-Federazione Giovanile Socialista”) was founded in 1907, adhering to the International Socialist Youth, and shared the objectives of pacifist education alongside those of union protection for a growing class of young workers. Furthermore, between the two World Wars, sport associations among young people in Italy would be promoted by international initiatives such as the International Union for Physical Education and Workers’ Sport (UISES).

Youth associations of the new working-class mass parties found their natural home in the People’s Houses (“Case del Popolo”) which began to spread across Italy towards the end of the 1800s, based on the example of the “Maison du Peuple” in Belgium (the first People’s Houses in Italy were founded in Emilia Romagna in 1893 and then spread particularly throughout Northern Italy). The People’s Houses became a place where political education was integrated with leisure activities, according to the tradition of the mutual aid associations and worker cooperatives which date back to the second half of the 1800s.

The Fascist movement (1922-1943) would later place youth at the heart of its political programme, mainly with the goal of exploiting young people’s vitality for an expansionist and militarist national strategy. To this end, Fascism established a mass youth education in the

leisure time, alongside a gradual suppression or marginalization of the traditional associations in the youth sector.

After the Second World War, the State began considering the Third Sector as the main provider of youth work. After the totalitarian State intervention established by the Fascist regime, a pluralistic youth work provided by non-profit associations developed thanks to limited direct public interventions.

During the 1950s, the Italian Recreational and Cultural Association ("ARCI - Associazione Ricreativa Culturale Italiana" was established. The organization would involve an increasing number of young people, particularly from the late 1960s, until becoming nowadays the largest national secular networks of cultural spaces engaged on a political and social level. ARCI defines itself as the "heir to a tradition and a long history of mutual association of the grass-root and anti-Fascist movements which helped to build and consolidate democracy founded on the Italian Constitution".

The climate of violence that would follow during the 1970s, as well as the sense of failure of the ideals pursued by the youth movement of 1968, also pushed youth work associations towards a cultural shift from a "transcendent" (political or religious) to a "secular" vision of associative life and social engagement. At least in principle, ideological or religious pluralism is a value that seems to have been widely accepted since the 1990s. However, out-of-school education spaces not conditioned by a specific ideological or faith adhesion would seem to be particularly lacking in the varied archipelago of youth education in Italy. The launch of a public youth policy in the 1980s was an attempt to respond to such a deficiency.

National understanding of Youth Work

In Italy, there is no formal definition of Youth work as a specific form of professional or voluntary work. A national framework law for the recognition of youth work is under discussion. In this draft law, youth worker is translated in Italian as "Animatore socio-educativo per i giovani (AISEG)". However, in legislative documents it is already possible to find some formal definitions of youth work practices and operators working with young people in an educational setting outside school.

At a regional level, for example, educational work with adolescents is expected to support them to assume responsibility as well as develop cooperation skills and solidarity values, as stated by the regional law of Emilia Romagna (R.L. 14/2008). Moreover, the same regional law defines street socio-educational work as a specific method aimed at "strengthening protective factors and reducing risk factors" (art. 14, c. 7, R.L. Emilia Romagna 14/2008). Most of the regional laws on youth policy also recognize youth work in Youth Information Centres, mainly for their ability to expand opportunities to young people in different areas (e.g. vocational training, employment, volunteering, enterprise creation, access to housing, health, sport and leisure).

With reference to Youth Centres, regional laws tend to entrust operators with the task of encouraging young people in autonomous learning experiences and initiatives within the centre. The regional law on youth policy of the Piemonte Region, for example, highlights that Youth

Centres should "produce in a participatory way the project of a space that allows young people to interact with their peers through the free implementation of activities linked to their interests" (L. R. 6/2019, art. 12, c. 2, letter a). This same law is one of the first legislative documents in which operators are explicitly referred to as "youth workers", defining them as "figures who enable young people to develop their human capital, strengthen their social capital and change risky behavior" (art. 1, c. 2, R.L. Piemonte Region 6/2019). The specific task of youth workers is "to broaden youth participation, increase the autonomy and inclusion of young people in society and strengthen youth organizations" (art. 15, c. 2).

Similarly, the Puglia Region focuses on youth workers as operators specialized in "developing a close relationship with adolescents, in order to ensure personal improvement and consequently the building of a better society" (art. 6, R.L. 14/2020).

At a national level, [L. 285/1997](#) ("Provisions for the promotion of rights and opportunities for children and adolescents"), offers some guidelines for the carrying out of youth work. Several priorities identified in art. 3 recall some key tasks expected from youth workers, in particular the support of the parent-child relationship, the fight against poverty and violence, the finding of alternative solutions to residential care centres.

Finally, the national law [206/2003](#) recognizes the socio-educational function of the oratories, specifically in "encouraging the development, individual fulfilment and socialization of adolescents and young people of any nationality [...] [through] programs, actions and interventions based on sport, solidarity, social promotion and cultural initiatives in leisure time, and the prevention of marginalization, racial discrimination, discomfort and deviance" (art. 1, c.2).

Practices and spaces of youth work in Italy

In general, in Italy the term 'youth work' has a limited use in youth policy or non-formal education practices. However, there are a number of policies, practices, professionals and volunteers which can be compared favorably with what comes under the banner of youth work in Europe. In particular, the following spaces and actors created or supported by the State can be considered in Italy operating in the youth work sphere:

- **Spaces and practices of youth work with adolescents**, e.g., Centres for Youth Aggregation ("Centri di Aggregazione Giovanile"), after-school groups, street work, outdoor education, toy libraries, summer day care centres, day care centres for children at risk.
- **Youth Information Centres** where youth workers are specialized in the information and guidance in different areas (leisure time, vocational training, employment, youth mobility etc.).
- **Youth Centres** (or Youth Spaces) which mainly involve young people (18-25) and young-adults (26-35) and are particularly oriented to supporting youth initiative and projects.
- the [National Civil Service](#), a program for youth volunteering in the unarmed and non-

violent defence of the State, with young people involved in projects and services for the community; for each young volunteer, the program includes an operator that supports his/her educational and training experience during the service (the Local Project Operator, refer to paragraph 10.5.2 for further details).

- **Europe-oriented youth work** in projects supported by the European Union (EU) or the Council of Europe (Coe) programs and assisted in Italy by the [National Youth Agency](#) (youth exchanges, voluntary experiences, projects of participation in democratic life, youth initiative projects, pilot projects at local level, transnational mobility of youth workers, strategic partnerships for youth work recognition).

(please refer to paragraphs 10.2, 10.3 and 10.5 for further details)

In terms of the number of facilities and amount of young people reached, the main organizations that have inherited the historical traditions of out-of-school education in the youth sector are the following:

- **The [Catholic parish oratories](#)**, the catholic scout association ([AGESCI](#)) and other educational associations of the Catholic Church (e.g. Azione Cattolica Ragazzi, "[Catholic Action](#) Youth").
- **Non-denominational scout associations**, among which the [CNGEI](#) is the biggest one in terms of number of members.
- **The network of [ARCI](#) clubs**, where young people and adults are engaged in cultural and social activities in different fields (e.g. access to culture, urban regeneration, lifelong learning, migrants' rights, education to legality); a specific Pedagogical Manifesto elaborated in 2010 recognizes and promotes the educational impact of ARCI on the younger generations, e.g., [Arciragazzi](#) is a consortium of about 80 educational spaces for adolescents affiliated to Arci).

Since the 1980s, EU youth programs have contributed to the growth of a new generation of youth workers that are more focused on the European debate and actions on youth work. The projects funded by these programs, in fact, have required partner organizations to take on an educational role in relationship with young participants. Moreover, the European programs have continuously funded projects aimed at the recognition and development of youth work skills, in which Italian organizations have also participated. Training opportunities have also been offered by strategic partnerships between different National Youth Agencies, some of which have been promoted by the Italian National Youth Agency.

In the last few years, informal networks and associations between operators are emerging, which are beginning to recognize themselves as "youth workers" in line with the European strategies and debate on youth work. For example, the [Youth Worker Italia](#) is an informal network of youth workers created during the pandemic emergency. Recently, an association named [Ninfea](#) (National Informal and Non-Formal Education Association) has been established with the specific aim of promoting "the profession of the Youth Worker, of the Youth Trainer and of the Socio-Educational Animator" (source: [Facebook page](#) of the association). Finally, [youthworker.it](#) is among the first online think tanks on youth work. The purpose of this blog is to inform on the "state-of-the art on youth work in Italy, by starting from what is happening in relation to youth work in Europe and the rest of the World" (source: [youthworker.it](#)).

10.2 Administration and governance of youth work

Governance

In the absence of a regulatory framework at a national level, the legislative and public policy activity in the field of youth work falls mainly within the competences of the Regional administration. This partly reflects the division of competences in the field of youth policy between the State and the Regions, where the latter have legislative power, on the basis of principles and guidelines laid down by the former (see Chapter 1). Other regional policies also contribute to the governance of the actors and activities that can be included in the field of youth work, in particular:

- socio-educational, social work and cultural activities addressed at adolescents (L. 285/1997 "Provisions for the promotion of rights and opportunities for children and adolescents"; L. 328/2000 "Framework law for the implementation of the integrated system of social interventions and services")
- the regulation of professionals also working with young people, although they are not exclusively specialized in this field (e.g., community leader, social worker, professional educators, socio-educational instructor, sport educators etc.) (see 10.5)

Some specific measures have been issued centrally with a direct or indirect impact on non-formal education in the youth field.

One of the first was the L. 206/2003 "Provisions for the recognition of the social function performed by oratories and other facilities carrying out similar activities and for the enhancement of their role".

Moreover, through the National Civil Service established in 2001, the central authorities directly manage a program that promotes voluntary experiences among young people as a non-formal education opportunity. Since its establishment, the educational and training purpose of the Civil Service has always been intertwined with the commitment to provide a useful service to the community ("contribute to the civic, social, cultural and professional training of young people", Law 64/2001, letter e). Moreover, the decree law establishing the new Universal Civil Service (Legislative Decree [40/2017](#)) provides for specific accreditation procedures for the hosting organizations, including the availability of workers specifically trained to accompany young people at an educational and training level (see 10.3 and 10.5)

Other bodies that have so far played a role at national level in the governance of policies having an impact on youth work activities are the [National Youth Agency](#) (NGA), the [National Council for Universal Civil Service](#), and the [National Youth Council](#).

The **National Youth Agency** promotes the development of youth worker competences and the quality of youth work not only through projects supported by Erasmus+ and the European

Solidarity Corps, but also through training events and participation in project partnerships (see 10.5.2).

The **National Council for the Universal Civil Service**, in the framework of its advisory function (art. 10 of the Legislative Decree 40 of 2017), also has a consultative function on the educational support to the young volunteers during their service.

The **National Youth Council** (see chapter 5, paragraph 5.3), a national platform of 71 organizations in the youth sector ([L. 145/2018](#)), has included in the [action plan 2019-2022](#) the objective to enhance youth work competences among its members.

Cross-sectoral cooperation

In January 2022 there was the first reunion of the National Technical Committee. A group aiming at the in-depth analysis and study of the figure of the Youth Worker, with particular attention to the national context, with the aim of creating action plans and strategies to be shared in the appropriate European premises.

This committee was led by the Department for youth policy and the civic service, and composed of the National Youth Agency, the National Youth Council, the youth division of the National Association of Italian Municipalities (ANCI), the National Informal and Non-Formal Education Association (NINFEA), Eurodesk-Italy, regional authorities and the Italian Youth wiki Expert group.

In the meantime, the absence of a formal recognition of youth work indirectly creates favorable conditions for the development of a cross-sectoral approach. The cooperation between the main policy areas affecting youth work practices – youth, social care, education – have contributed to encouraging youth work projects oriented by a multidisciplinary perspective and involving different professionals (cultural operators, educators, trainers, psychologists, social workers, enterprise creation experts, guidance counsellors etc.).

An inter-sectoral vision of youth work can also be found in the regional laws. For example, the regional law 5/2012 of Friuli Venezia Giulia, in addition to the usual youth policy areas (e.g., housing autonomy, international mobility, cultural activities, active citizenship), includes employment policies, vocational training, interventions for entrepreneurship, health promotion, research and innovation. Cyberbullying is an example of a specific issue that would require greater cooperation between school and non-formal education, as recognized in some regional laws (Friuli Venezia Giulia, PA Trento, Sicilia, Umbria).

10.3 Support to youth work

Policy/legal framework

Regional level

Various youth work practices are included in regional legislation.

For example, the socio-educational function of the oratories is recognized by Emilia Romagna, Liguria, Umbria, Campania, and Trento, in line with the provisions of national law 206/2003. Emilia Romagna is the only Region that explicitly recognizes the role of scout associations, indicating scouting as an educational model based on experiential learning and community service (R.L. 14/2008, art. 14, c. 4).

The Regions also include socio-educational work with adolescents as an inter-sectoral practice between education, social-care and leisure activity. Specifically, the main forms of youth work with adolescents mentioned in the regional legislation are the following:

- **Youth Aggregation Centres (“Centri di Aggregazione Giovanile-CAG”) and other spaces for adolescents:** promoted mainly by the Law 285/1997 ("Provisions for the promotion of rights and opportunities for children and adolescents") as a form of "Recreational and educational services during the leisure time" with the aim of "enhancing the participation of children (...) in aggregation experiences, as well as opportunities for reflection on issues relevant to civil society" (art. 6); most of the Youth Aggregation Centres (mainly operating in the Northern and Central Regions) have been funded by this law, although they have involved a wider age group over time;
- **after-school groups** mainly involving at risks boys and girls (i.e., R.L. Emilia Romagna 14/2008, art. 14, c. 6).
- **street work** understood as "activities with spontaneous groups of adolescents and young people aimed at building a meaningful relationship among them and with educators", with specific attention to the prevention of risk factors and the mitigation of social discomfort (R.L. Emilia Romagna 14/2008, art. 14, c. 7; art. 38, c. 2, R.L. Liguria 6/2006)
- **outdoor education** carried out in Summer camps and centres (R.L. Emilia Romagna 14/2008 and R.L. Liguria 6/2009)
- **the Civil Service for Adolescents**, provided by the Puglia Region (art. 5, R.L. 14/2020) as an educational experience based on the involvement in voluntary activities, in close collaboration with schools and the regional school office
- **the Information Centres for Adolescents**, as an information service aimed at the needs and interests of adolescents within the existing Youth Information Centres (art. 8, R.L. 14/2020)

Other socio-educational work with adolescents have been supported by L. 285/97 until 2007 and, subsequently, by the National Social Policy Fund (L. 328/2000), both in the educational

area (e.g. toy libraries, laboratories, aggregation centres and summer day centres) and the social care area (e.g. day centres for at-risk adolescents).

Aimed at a wider age group that includes adolescents, young people and young-adults, the **Youth Information Centres** ("Informagiovani") were created between the 1970-80s at a local level. In 2007, 1200 centres were operating throughout the country ([Anci-Pogas, 2007](#)). The original purposes remained substantially unchanged, namely to provide useful information to youths, to act as an information hub of a network of services, to develop collaborations at local, regional, national and European levels; and to invest in the training of operators. A group of eight Regions recognize the Youth Information Centres on a legislative basis, in particular in the Centre-North (Marche, Umbria, Emilia Romagna, Friuli Venezia Giulia, PA Trento, Piemonte) and in only two regions in the South (Sardegna, Basilicata). The Region takes on the role of promoting regional coordination among the centres, also through the sharing of tools and methodologies.

Since 2007, the regional youth policy programs supported by the National Youth Policy Fund have promoted the dissemination and development of **Youth Centres**, which mainly involves young people and young adults (age range 18-25 and 26-35). These categories include different types of facilities that in the regional laws are mainly called "Youth aggregation spaces" (Emilia Romagna, Friuli Venezia Giulia, Campania, Umbria, Piemonte, Sicilia), or "Youth Spaces" (Bolzano, Trento, Liguria). In the regional laws, the Youth Centres are expected to include various activities, such as active citizenship, volunteering, training, games, entertainment, art, culture, multi-culture, and sport. The Region can put in place measures to support the creation of new Youth Centres, their upgrading and structural adjustment, the purchase of equipment and maintenance, as well as the implementation of projects within them.

Although in different ways, the regional laws and policy initiatives tend to frame Youth Centres according to the principles of open-access youth work, i.e., spaces with free and voluntary access in which youth work integrates recreational activities and learning opportunities, educational work focused both on the individual as well as the group, accompaniment to youth initiative projects, prevention of risk and promotion of experiences of autonomy. The same approach is generally adopted also in aggregation centres for adolescents (see above).

In the last ten years, also at a national level, several public programs aimed at the refurbishment and re-use of public buildings for activities designed and managed by young people. These programs include, for example,

- Youth for the Valorization of Common goods" ("Giovani per la valorizzazione dei beni pubblici") and "Youth for the Social" ("Giovani per il sociale") implemented by the national Department for Youth Policy
- the program Resources Confiscated from the Mafia" ("Beni confiscati alla mafia") by the Ministry of Defence
- the program Creative Youth Re-generation ("Giovani ri-generazioni creative") by the National Association of Italian Municipality (ANCI).

Finally, all the regional laws recognize the value of youth work experiences supported by EU programs (youth exchanges, volunteering experiences, projects of participation in democratic life, youth initiative projects, mobility of youth workers, strategic partnerships for youth work). More recently, the Regions of Campania, Piemonte and Puglia have recognized at a legislative level the need to launch specific training actions for youth workers (see paragraph 10.5).

With reference to volunteering, some Regions highlight its potential impact on the development and cohesion of local communities, also recalling the Civil Service national program (Trento, Umbria and Piemonte). Regions play a specific role in this program together with the national Department for Youth Policy and Civil Service. Furthermore, Regions can establish specific regional programs for civil service.

National level

At a national level, youth work activities are affected by the framework, guidance and support measures managed by different ministries. The main central interventions include:

- the funding and national coordination of regional programs in the field of youth policy (National Fund for Youth Policy, art. 19, L. 248/2006), the social and educational work with children and adolescents (L. 285/1997 "Provisions for the promotion of rights and opportunities for children and adolescents") and the socio-educational work with at-risk minors (L. 328/2000, art. 22, c. 2, lett. c);
- the national program Universal Civil Service with specific reference to the training of local operators that support the educational and training experience of the young volunteers (PLO, Local Project Operators).
- recognition of the socio-educational function of oratories of different religions (L. 206/2003)
- the support of youth work activities in projects funded by youth policy programs managed by the central State authority ([Youth for Social](#), [Youth for the valorization of public goods](#), [Orientation and placement of young talents](#), [Prevention and contrast to youth discomfort](#), [Youth Camp](#)).

The National Youth Policies Fund (art. 19, c. 2, Law 248/2006) has given impulse and direction to regional programming in the field of youth policies from 2007 onwards, including youth work activities and projects in direct relation with young people. In the last 5 years, for example, [the national guidelines shared with the Regions](#) have given priority to the support of cultural and training activities, youth aggregation, orientation and placement, support to young talents, inclusive participation in public policy decisions, and prevention of new addictions.

L. 285/1997 ("Provisions for the promotion of rights and opportunities for children and adolescents"), through the establishment of a special National Fund, has contributed to broadening and diversifying the territorial offer of socio-educational spaces and projects with adolescents, in particular in parent-child relationship support services, recreational and educational services for leisure time, and services for disabled children and their families. In the decade 1997-2007, social-educational work is among the most funded by this Fund ([Innocenti Institute, 2017](#)

). From 2008 onwards, L. 285/1997 continued to fund projects in only 15 cities (so-called "reserve cities"), while the resources reserved for the Regions have been moved to the National Social Policy Fund (FNPS) (Law no. 328/2000). This fund supports the creation of integrated systems of social interventions and services at a regional level, which also includes services and projects for adolescents (art. 22, c.2, letter c).

With reference to the Universal Civil Service, a decree law of 2017 (and subsequent operational guidelines issued by the competent Department) provided a more detailed framework of organizational requirements for organizations hosting young volunteers, including the availability of trained staff to accompany volunteers not only as a tutor for their daily activities, but also from an educational perspective closer to youth work (see paragraph 10.5).

Finally, with [L. 206/2003](#) the State formally recognizes the social and educational function of oratories and other similar structures managed by religious denominations that signed a specific [agreement](#) on the basis of [art. 8](#) of the Constitution. This law recognizes the contribution of these structures to the "...development, individual fulfilment and socialization of adolescents and young people of any nationality residing in the national territory" in the field of "sport, solidarity, social promotion and cultural initiatives in leisure time, the fight against social marginalization and racial discrimination, discomfort and deviance" (c. 2, art. 1).

Funding

The work of professionals and volunteers working with young people is funded by different policy sectors. As mentioned in the previous paragraph, the main funding lines are the following:

- the National Youth Policy Fund (art. 19, Law 248/2006) both through centrally managed programs and through Regional programs;
- the funds of the Action and Cohesion Plan ("Piano di Coesione Sociale") intended to support youth policy projects that include youth work activities;
- the National Fund for Childhood and Adolescence (Law 285/1997)
- the National Fund for Social Policies (Law 328/2000);
- the National Fund for Civil Service (Legislative Decree 40/2017)
- the support to parish oratories (Law 206/2003).

For the funding lines of the National Youth Policy Fund, see chapter 1.

On the basis of partially available monitoring data ([Innocenti Institute, 2017](#)), in its first 6 years (1997-2002) the National Fund for Childhood and Adolescence allocated € 588 million to finance about 6000 projects in different Regions. A specific funding line has been dedicated to 15 so-called "reserved" cities due to the presence of particular problems concerning the well-being and quality of life of children and adolescents. From 1997 to 2017, this Fund allocated € 815,210,000.00 (81 million on average per year) to these cities. From 2018, the Fund has been drastically reduced (28 million in 2018 and 2019).

The endowment of the National Social Policy Fund decreased from around € 1 billion in 2002 to € 297 million in 2014, remaining around € 300 million in the following years until 2019. This fund is divided between the Regions on the basis of an agreement with the central administration (source: [Condicio project](#)). From 2014 onwards, the State has requested a specific programming document from the Regions. Monitoring reports are available for the years 2007 to 2011.

For historical data on the financial resources allocated by the Universal Civil Service, see [the report](#) prepared by the competent Department.

Finally, the law 206/2003 provides some specific support to parish oratories and other similar educational spaces run by religious organizations. Specifically, this law recognizes oratories properties as "secondary urbanization works" for which there is an exemption from payment of municipal property tax (art. 2). In addition, Regions may grant free loan of use of movable and immovable property, without charge to public finance (art. 3). Finally, the Regions that have transposed the national guidelines of this law with their own legislative provision, may grant financial contributions for the restructuring of oratories as well as for the socio-educational activities carried out in them. Examples of Regions that have provided such financial contributions are the Regions of [Lazio](#), [Sardegna](#), [Lombardia](#), and [Puglia](#).

Cooperation

At a national level, the **National Youth Council (NYC)** is a space of dialogue between its members (associations engaged in the youth sector) and Italian and European institutions, for which the Council plays a consultative role. The NYC cooperate with public authorities to carry out research on youth, as a contribution to the development of knowledge-based youth policy. The National Council supports the already existing Regional Youth Councils and offers counselling and training for the creation of new regional councils.

Activities carried out by the **National Youth Agency (NYA)** at a local level also contribute to creating opportunities for networking and cooperative planning. Info days, conferences and training seminars held in different regions have involved both young people and youth work organizations. During 2019, the NYA carried out 88 of these initiatives in all the regions of Italy (source: [2019 report](#)), together with various projects for youth worker mobility funded by Erasmus+ and European Solidarity Corps.

At a local level, the **Regional Youth Forums** serve as a space for the meeting, comparison and development of collaboration between the different actors of the Third Sector involved in youth work activities. A more direct impact in terms of the development of possible collaborations derives from the action of the **Local Youth Forums**, since they involve organizations that share the same territory where possible common projects can be implemented.

The **youth division of the National Association of Italian Municipalities ("ANCI Giovani")** has recently called for greater cooperation between schools, youth services and youth work actors at a local level. In particular, the young mayors represented by ANCI have mobilized for

the safe return of children and young people to school after the first pandemic wave ([#ioadoascuola campaign](#)).

In the adolescence area, a National Council of associations and experts was set up in 2018 within the [Childhood and Adolescence Guarantor](#). Organized into working groups, the Council has so far played the role of a participatory and advisory body on various issues that call into question the operators and organizations working in the field of youth work, in particular on the right to [play for children and adolescents with disabilities](#), [the mental health of adolescents](#), and the [protection of minors in the digital space](#).

At a national level, a [National Observatory on Childhood and Adolescence](#) is also active as a cooperation space between central administrations, Regions, Local Authorities, associations, professional bodies and non-governmental organizations. The Observatory makes use of the [National Centre of Documentation and Analysis on Childhood and Adolescence](#), which carries out studies and publications, organizes seminars and training courses on youth issues, and monitors national and international regulations in the sector.

A specific space of participation also open to youth work involved in the field of youth problems is represented by the **local consultative platform for the design of social policy** (“**Piani Sociali di Zona**”). They are programming tools framed in the regional social policy and financed by the National Social Policy Fund (Law 328/2000). These spaces of participation and cooperation at a local level are supported by the Regional Observatories on social policies set up by the Regions (e.g. [Marche](#), [Toscana](#), [Puglia](#)). At a national level, a specific network action has been promoted by the Cariplo Foundation through the creation of the [Welforum](#) Observatory to which other foundations, local authorities (Regions, Municipalities), non-profit organizations (e.g., Caritas, Forum Terzo Settore) and trade unions belong.

National Civil Service activities and projects are carried out in close collaboration with local authorities and possibly also with the involvement of former young volunteers, especially those who are still cooperating in some way with the hosting organization. The National Civil Service is also an opportunity for university students. Several Italian Universities have developed partnerships with third sector associations for the planning and management of Civil Service Projects. The Civil Service Plan 2020-2022 gave a further impulse towards cooperation between the hosting organizations, specifically for the development of partnership projects where to involve young volunteers. In such a way, different organizations cooperate to support the educational and training experience of youth during their volunteering project.

Finally, **school policies** recognize in principle and support in different forms the **synergy between the learning experience in school and non-formal education spaces/projects**. The need to develop an "educating community" has become more urgent during the school break due to the Covid-19 pandemic.

After the forceful closure of schools due to the pandemic, the [School Plan 2021-2022 envisioned](#) the starting of the 2021-2022 school year with the challenge of ensuring in presence activities for everyone, recovering delays and strengthening the learning processing, reconquering the relational and social dimension for our youth, together with what we hope to

be the civic and economical recovery of our country.

More specifically, in the plan is highlighted the importance for local bodies, institutions, third sector and school, of continuing to subscribe specific deals and “Educational deals of the communities”, deal between local bodies, public and private institutions, third sector realities to make structures and spaces available to perform activities complementary or alternative to the school ones.

An example is [ScApPaRe](#), a project carried out by three schools in Rome in collaboration with a wide network of associations involved in out-of-school educational activities.

10.4 Quality and innovation in youth work

Quality assurance

Although several socio-educational practices in out-of-school settings may fall under the category of youth work, in Italy the youth work professional is still not framed within public laws or regulations. Therefore, there are no specific and consolidated systems of quality assessment applied by public authorities to non-formal education activities in the youth sector.

The development of systems and practices to assure quality youth work, however, is an important topic in the current debate on the legal recognition of youth work and the professional development of the youth worker, as well as in a draft law on youth work recognition that is currently being discussed.

Some Erasmus+ funded projects managed by Italian partners focused on the quality of youth work. For example, “[All You Need](#)” aimed at providing practical tools and methods for quality planning, implementation and evaluation of youth work in international projects; “[Social Theatre Toolbox](#)” addresses the quality of art-based youth work in the theatre sector; the project “[D’ING – designing for learning](#)” focused on two specific competences of the Competence Models (“Understanding and facilitating learning” and “Designing educational programs”); the project “[Quality label for ESC volunteering](#)” aims to develop quality standards for youth work with young volunteers; and “[E+QUALITY Week](#)” will work to develop management competences in youth work.

Research and evidence supporting youth work

The impact of the Universal National Civil Service

Evaluation studies on the national civil service program include a study conducted by the [Zancan Foundation](#) in 2008 and a more recent one conducted by [Confcooperative and Studio Cevas in 2017](#). The first one is based on a comparison between a sample of young people who had finished the program and another who had just started it. The second one, evaluates the effects of civil service on a sample of young volunteers 5 years after its conclusion, in comparison with a control group not involved in the program.

The most highlighted impacts of these studies are the enhancement of relational and communication skills (e.g., listening, knowing how to understand the point of view of others) and the enrichment of one's own network of relationships (e.g., new friendships), including those supporting one's career path. The study by Confcooperative found a significant impact on employability: the incidence of those who had found work was greater among former volunteers than in the control group. Another [relevant study](#) conducted by the National Institute for Public Policy Analysis (“Istituto Nazionale per l’Analisi delle Politiche Pubbliche – INAPP”, formerly ISFOL) in 2018 found an association between competences of active citizenship developed

during the civil service and employability.

Monitoring and evaluation of educational policies for adolescents

Services and projects carried out in educational spaces for adolescents are monitored by the [National Documentation and Analysis Centre for Children and Adolescents](#) (Law 97/2018). The Centre is in charge of a specific study activity on projects and services financed by the National Fund for Childhood and Adolescence (Law 285/1997) (please refer to the paragraph 10.3 for details on youth work projects supported by this Fund). In the annual plan of activities funded by Law 285/1997, a specific expert group coordinated by the [Innocenti Institute](#) conduct specific surveys on policies for children and adolescents carried out in the cities to which the funds are allocated.

RAY Project (Research-based Analysis of Erasmus+: Youth in Action)

The National Youth Agency has been involved in the RAY Network since 2015. This network has conducted studies on the results of Erasmus+/Youth in Action (RAY-MON), on the impact on the building capacity of youth workers and youth leaders (RAY-CAP) and on the long-term effects of the programs (RAY-LTE_CIT).

In particular, in Italy the [RAY-CAP](#) project carried out by the ANG in collaboration with the University of Salerno focused on the effects of the projects funded by Erasmus+/Youth in Action on the capacities of youth workers and youth leaders, on how these capacities are then transferred into practices, and on the systemic effects generated within the their organizations. From the research carried out in Italy, it emerges how participation in Erasmus+ stimulates a greater understanding of the non-formal education process and of the methodologies based on experiential learning (learning by doing and peer education). Moreover, the interviews show the importance of European programs in giving visibility, valorizing and contributing to the recognition of youth work in Italy. The results of the RAY research also support the definition and implementation of training projects for those working in the youth field.

The research on Urban Laboratories of the Bollenti Spiriti programme (Puglia)

Launched in 2006, the youth policy program Bollenti Spiriti in Puglia implemented a number of actions aimed at enhancing young people's skills through the support of youth initiative projects (program “Principi Attivi”, “PIN” and “Mettici le Mani”), the participatory creation of new youth spaces (Laboratori Urbani) and the co-planning of non-formal learning actions for young entrepreneurs (Laboratori dal Basso).

Since 2009, the “Bollenti Spiriti” program has been covered by a series of studies focused on the role and impact of youth work in youth participation processes and non-formal learning experiences. The main research reports produced are listed below:

- [Mechanisms and outcomes of youth policies in Puglia \(2009-2010\)](#), coordinated by Fausta Scardigno and partly published in [Scardigno-Manuti](#) (2011);

- “Evaluating youth-work: youth centres as places of non-formal education and participation” (2010-2013)”, PhD research carried out by Morciano Daniele, and published in [Morciano e Scardigno \(2018\)](#), [Morciano \(2015\)](#), [Morciano et al. \(2015\)](#), [Morciano et al. \(2014\)](#), [Morciano \(2012\)](#).

Evaluation of the INSPIRIT

[INSPIRIT](#) is a three-year project funded by Erasmus+ aimed at the recognition of non-formal education and voluntary experience. The partnership is composed of universities and voluntary associations from Germany, Italy and the Czech Republic. The specific objective is to promote the recognition of workcamps coordination experience within academic pathways.

The project started in 2018 and finished in December 2021 with a final publication of the research results from the three countries that joined the project.

A qualitative research action carried out by the Department of Political and Social Studies of the University of Salerno had the objective of studying the impact of the coordination experience of international workcamps on the skills of university students. In addition, a direct and participatory observation of training for young leaders was carried out. The research showed that the students acting as the coordinator of workcamps had the opportunity to experiment non-formal education techniques and methodologies as well as to acquire and improve transversal skills necessary to face the continuous challenges of a globalized and rapidly changing society.

Evaluation of the "Gio-stra" Project.

Financed by a call for proposals by the Department of Youth Policy (Art. 4 of the Ministerial Decree of 21 June 2007) the project "Gio-stra" (Extraordinary Young People/ "Giovani Straordinari"), involved in 2011 nine Salesian oratories in 7 Regions (Piemonte, Liguria, Friuli Venezia Giulia, Campania, Calabria, Puglia, Sicilia). The idea of a specific socio-educational project in the system of oratories stems from the consideration of the strong potential of the oratory as a non-formal education space for youth. The project provided for a specific evaluation of the effects of the activities on children and young people involved, as can be seen in the [final report](#).

Participative youth work

The Universal Civil Service is the only national public initiative in the field of youth work to have created a [national consultative body](#) representing young people. This body participates in the Civil Service National Council, a body within which all decisions regarding the planning of civil service are taken.

At the moment, there are no other specific interventions carried out or financed by the national authorities aimed at creating spaces for youth participation focused on youth work policies and practices. For policies aimed at youth participation in the policy-making process, see section 5.4.

The role played by the main consultative bodies activated by national and regional youth policies also includes a role of analysis and proposal about youth workers and youth work

practices (in paragraph 10.3.3 reference is made to the initiatives that these bodies have recently undertaken).

Moreover, the national web radio network [Ang InRadio](#) created by the National Youth Agency is a specific listening and participation space that involves young people in the reflection, proposal and comparison on non-formal education opportunities, services and projects offered by the plurality of actors involved in youth work in Italy. A specific program of the Department for Youth Policy and Universal Civil Service funded 44 radio projects spread over 13 Italian regions, with the direct involvement of 600 young people and an impact on 150,000 under-30s. Some examples of web radios already active within this network are [Radio Das](#), [Youth in Radio Piemonte](#), [Serendipity Puglia](#), and [Youth on Air](#).

At a regional level, specific participatory processes have been promoted within the youth policy programs supported by the National Youth Policy Fund. For example, in the Bollenti Spiriti program in Puglia Region, informal youth groups and youth associations have been involved in the design, implementation and management of new youth spaces called Urban Youth Laboratories. Please refer to paragraph 10.4.2 for an excursus on some research on participatory processes in these youth spaces.

A national project that promoted the participation of youth associations in the reuse of spaces and the creation of creative incubators was “The Great Beauty. Young talents re-use Italy” (“[La grande bellezza. Giovani talenti ri-usano l'Italia](#)”) funded by the Department of Youth and National Civil Service. The project has accompanied groups of young people in the design of projects for re-using abandoned buildings in 5 Regions, supporting the feasibility study, the drafting of a business plan and the development of a participatory management model. Moreover, the project has created a [web platform](#) to match the demand and offer of projects of building reuse.

"Smart" youth work: youth work in the digital world

The use of digital media is a necessary part of youth work practices and non-formal activities with young people in Italy. In particular, the use of social media (Facebook, Instagram, WhatsApp etc.) is commonly used in combination with face-to-face interaction to give information, keep in touch, discuss issues of interest for young people, offer and share ideas or solutions, social gaming, express and share emotions etc.

These practices increased during the Covid-19 pandemic outbreak. There are several examples of youth work projects based only on the use of digital media during the lockdown (games, photo contest, digital story telling labs, group and individual counselling, help with schoolwork, counselling for parents, etc.). Webinars have been also offered on how to tackle fake news on social media during the pandemic outbreak (e.g. [Get Your Facts Straight!](#).)

In Italy, there are several public-funded programs and projects aiming at enhancing digital skills among the operators and volunteers working in non-formal education with youth, in youth policy and other policies directed at young people (e.g., employment, leisure time, entrepreneurship, volunteering, vocational training etc.). Furthermore, there is increasing attention towards the

development of digital education resources on the safe and positive use of digital media among adolescents and young people.

Programs and initiatives can be found at both national and regional levels, as well as in EU-funded partnership projects coordinated by an Italian partner.

Examples of programs or tools at a national or regional level are: information platforms developed in the frame of youth policy (e.g. the [Youth Portal](#) of the Italian Eurodesk network; regional platforms such as [Giovanisì](#) in Toscana Region), national programs for media education run by non-profit organizations and supported by the national or regional authorities (e.g. [Generazioni Connesse](#), <https://paroleostili.it/>), foresight-for-the-future digital events (e.g. [Quale Futuro - Visionary Days](#)).

Finally, several examples of projects supported by Erasmus+ and with a focus on digital youth work have been developed and led by Italian youth work organizations. For example, [DeDAC](#) aims at training youth workers on digital advocacy, [The art of making](#) promotes digital audiovisual media as part of the daily work of youth workers, [Coding for Learning](#) is focused on the use of digital coding and IT programming. The development of learning and participation communities is the main objectives of the project [Social Media to Activate Youth and Communities](#), while [Escape from marginalisation](#) aims to empower youth workers with digital skills, specifically with the use of gaming to engage with the most vulnerable youth groups.

10.5 Youth workers

Status in national legislation

The youth worker as a specific professional figure is not still recognized by the law in Italy, although a draft law is currently under discussion on the matter.

Professional figures in the field of animation

In the absence of specific legislation at a national level, most of the Regions recognize and define a series of professional figures working in out-of-school education. These figures have taken on different names, including community counselor, social counselor, socio-educational counselor, and socio-educational instructor. A research carried out in a degree thesis at the University of Trento (Amanda Milan, 2018, supervisor Prof. Davide Galesi) shows how these figures are present in most of the regional repertoires of professional figures. They are mainly in the socio-healthcare and social-assistance fields, as well as focusing more on work with adolescents (policies and services for minors). As indicated in the last [annual activity report](#) of the National Youth Agency, there are currently 18 Regions that recognize these professional figures involved in different degrees and forms of youth work (they are missing only in Valle d'Aosta and in the Autonomous Provinces of Trento and Bolzano). These professional figures, however, are not normally specialized at a training level in youth work, as they can also work with social categories of different ages (children, adults, elderly, etc.).

Training of youth workers in the Regions

Although not explicitly linked to EU policies on youth work, some Regions have already formally recognized the training of professional or volunteer workers involved in non-formal education in the youth sector. For example, the regional law on youth policy in the Emilia Romagna Region includes actions for the "training of public and private operators" working with youth (art. 3, c. 1, letter c, R.L. 14/2008). Similarly, the Autonomous Province of Trento also includes the training of "youth workers and operators working, on a voluntary or professional basis, with youth groups and associations" (art. 2, light i, R.L. 5/2007).

With the growth of interest in the theme of youth work from a European perspective, the Regions of Campania, Piemonte and Puglia have recognized at a legislative level the need to launch specific training actions for youth workers. The use of the word "youth worker" in the Italian text of these regional laws denotes a specific interest in starting to frame this figure in the policy framework built up until now at a European level. In particular, the Campania regional youth policy law considers the training of youth workers (in the law also translated into "socio-educational operators") as a means to improve the quality of the services and projects in the field of youth policy (L. R. 26/2016, art. 3, c. 1, letter c). The Piemonte regional youth policy law also commits the Region to "recognize the good practices of youth workers" (R.L. 6/2016, art. 1, letter p), dedicating a specific article of the law to the "figure of the youth worker" (art. 15). In the

legislative text, youth work practices are recognized both in terms of promoting the autonomy and skills of young people (human and social capital, participation, inclusion) and in terms of preventing discomfort ("changing possible risk behaviors"), areas in which the Region undertakes to support the training of youth workers. More recently, the Puglia Region has also begun to frame the figure of youth workers in socio-educational work adolescents at a legislative level (L. R. 14/2020). Art. 6, c. 1 of the law entrusts youth workers with the task of "guaranteeing a close relationship with adolescents, in order to ensure personal improvement and, consequently, the future society". Moreover, the Region undertakes to support the training of youth workers through training courses aimed at "acquiring the necessary and useful skills and abilities to increase youth participation, increase the autonomy and inclusion of young people in society and strengthen youth organizations" (art. 6, c. 2).

Education, training and skills recognition

At the moment, Universities do not offer specific training course for youth workers. However, some Regions have taken the first steps towards the launch of professional training paths for youth workers. For example, the program "A new generation of Youth workers" ("[Youth worker di nuova generazione](#)") in 2017 aimed at creating a space for comparison, exchange, reflection and planning on the figure of the youth worker in the Toscana Region. The course focused on the youth work competences, the emerging professions in the field of youth work (e.g. social innovators, makers, etc.), the specific role of the youth worker for the personal development of young people.

A specific training project for youth workers has been included in the [2018-2020 Three-Year Plan](#) in the field of youth policies of the Campania Region. Specifically, the project "Development of services in the field of policies affecting young people also through the training of Youth workers" is divided into three lines of intervention: identification and inclusion of the figure of the youth worker in the regional repertoire of professional qualifications; definition of a system of validation and certification of the competences of youth workers; activation of tools and training courses. As far as training is concerned, in addition to the provision of widespread micro-interventions (seminars, study visits, open days, bar camp, etc.), a Master's course is expected to be launched for "the acquisition and consolidation of specific and specialist knowledge and skills of youth working" (p. 85).

Finally, the National Youth Agency promoted a university master's degree specifically dedicated to youth workers offered by the Suor Orsola Benincasa University of Naples. The selection for the First Level Master's degree for [Youth Worker](#) was launched in November 2020 and it finished on December 13th 2021. The Master was conducted by professors, researchers and a coordinator from University Suor Orsola Benincasa, from researchers of University Federico II of Napoli, responsible and experts from the National Youth Agency and other Administrations and bodies, it included a learning course of 1500 hours with the recognition of 60 CFU. It happened in e-learning with 28 participants.

Other training initiatives and initiatives promoting the recognition of youth work carried out by the National Youth Agency are:

- The working group on Youth Work, that had its first reunion on the 31st of January 2022. It has been established by the National Agency to support the recognition of Youth Workers, also to follow the conclusions coming from the “Final Declaration of Bonn”. The group aims to the in dept analysis, study and research of the figure of the Youth Worker, with special attention to the national context, in order to elaborate action plans and strategies to share in the right European premises.
- training events, e.g. the international conference [Recognise-it](#) in Naples in April 2019, the event [Stra-ordinarie storie di educazione non formale](#) held in October 2017 in Palermo, the course [Replay: Take a step back to take a step forward](#) on the European youth work competences framework held in Bari between May and June 2019
- training exchange workshops among youth workers, for example the [Italian Toolfair](#) an annual peer-learning meeting open to educators, trainers and youth workers in which methods, tools and practices of non-formal education are exchanged.
- projects in partnership with the National Youth Agencies of other EU countries involving youth workers, e.g. the European Youth Work Academy ([EAYW](#)) in Slovenia, and the [Europe Goes Local](#) project in which the agency participated in the mapping of youth work at a local level and coordinated the participatory process for the elaboration of the European Youth Work Charter at a local level (8 events and about 200 participants).

Youth sector organizations in Italy have also organized training events to support the development of youth work skills thanks to the EU programs Youth in Action and Erasmus+. Since 2010, in the SALTO training events database, there are [161 training courses](#) and seminars implemented by Italian organizations.

Although still not framed in the EU debate and strategies on youth work, the Universal Civil Service program has started a potential path of recognition of youth work with young volunteers. The object of attention, in particular, is the Local Project Operator (LPO), i.e., the figure in charge of accompanying the young person's volunteering experience. Specifically, a series of regulations and guidelines issued in 2017 requires the hosting organizations give more detailed information on the operators "with whom the volunteers will relate" and how the learning experience of young volunteers will be supported (Circular of 17 June 2009). These guidelines recall the need to ensure that the LPO possesses the skills to activate an educational and training relationship with the volunteers, for example by providing training modules on group management, communication, and conflict management. The LPO is expected to contribute to the overall aims of the Civil Service, i.e., to "contribute to the civic, social, cultural training" of young volunteers, thus also affecting attitudes, value orientations and competences concerning social solidarity and active citizenship. Training courses for LPOs are organized throughout Italy by bodies accredited by the competent national Department. Since 2006, following Legislative Decree 77/2002, the Regions and Autonomous Provinces are also allowed to provide training courses for LPOs.

Before the first initiatives on youth work training (see above), the only opportunity to specialize in youth work was field work. In some cases, the training of educators was carried out independently by the organizations to which they belonged. For example, among the

autonomous training systems, that of the Catholic Church is among the most consolidated and widespread in the country. In this case, the educational action, called Youth Ministry, is strictly integrated with the teaching of a specific religion (catechesis) and with the adherence to its creed (faith). The educational figures involved in youth ministry play a role in various spaces managed directly or indirectly by Catholic religious organizations, such as parish oratories, educational associations (e.g., [Catholic Actions for adolescents and young people](#)), sports centres (e.g. [Salesian sport facilities](#), the [Italian Sport Centre](#)). For example, in addition to training in various sports, the CSI organizes summer projects dedicated to religious training (youth sports pastoral ministry) and the training of operators (instructors, technicians, animators, educators). [The National Service for Youth Pastoral Care](#) of the Italian Bishops' Conference plays a role in guiding the youth educational activities carried out at a local level by the individual Dioceses. Catholic Action, one of the main educational associations of the Catholic Church, has set up a [National Training Workshop](#) to support the training of educators involved with groups of adolescents and young people.

The training and role of youth workers and educators is also important in other religious denominations. For example, in the Waldensian and Methodist Churches, youth work aims to "observe the reality of young people in the territory and within the churches, grasping the needs and requirements of young people", taking care of religious education activities, spaces for intercultural and intergenerational exchange, and community services. Moreover, like the oratories in the Catholic Church, in the Waldensian Methodist Churches there are also Youth Centres with a social and educational function aimed at children, adolescents and young people, e.g. [Agape Ecumenical Centre](#) (Prali, Turin), [Ecumene Youth Centre](#) (Velletri, Rome), [Baptist Evangelical Centre](#) of Rocca di Papa (Rome), [Adelfia Evangelical Youth Centre](#) (Scoglitti, Ragusa).

The Jewish Communities also carry out specific activities to support the training of youth educators. For example, the Jewish Community of Rome has set up an [Education Department Youth Office](#), which defines itself as "a non-formal education agency" to support young people and those involved in educational work. The Agency organizes training courses for young counselors and educators, training them as agents of "transmission of a Jewish identity and education". Moreover, the office supports the creation and management of play and educational services for children and adolescents.

Finally, the training of educators is a key function in Scout organizations. The training of [AGESCI](#) and [CNGEI](#) leaders, the two main scout associations in Italy, is promoted by local groups in accordance with a uniform training process at a national level (see the section on [Training of Agesci](#) and [Cngei](#) leaders in the ScoutWiki platform).

Mobility of youth workers

The only meeting, exchange and networking initiatives between youth workers carried out or financed by public authorities at a national level are those indicated in paragraph 10.5.2.

10.6 Recognition and validation of skills acquired through youth work

Existing arrangements

[Legislative Decree no. 13/2013](#), issued in implementation of Law no. 92/2012, defined the general rules for the implementation of the National Certification System of Competencies (SNCC), including the validation of non-formal and informal learning (see Chapter 6 Education, paragraph 6.4). The validation of competences in Italy is a subject of debate, development and experimentation of practices. In particular, the Institute for the Analysis of Public Policy ([INAPP](#)) has carried out specific research supporting the policy-making work of the Ministry of Labour and the Regions, by promoting experiments with public and private actors and monitoring practices adopted at national and local levels (see the [dedicated page](#) on the INAPP website).

A specific tool prepared and recognized by the Inter-ministerial Decree 10/10/2005 is the [Libretto del Cittadino](#) (Citizens' Booklet), which also includes a specific section dedicated to competences not formally certified. Between 2006 and 2007, this tool was tested in 13 Regions. A specific [report](#) is available on the results of this experiment. In 2011, INAPP produced a document of [operational guidelines](#) on the procedure for the evaluation of informal and non-formal competences.

The tools and methods developed in the framework of the SNCC are in principle also useful for young people participating in youth work projects and activities. However, data on the actual use of these tools in the youth work sector are not available at the moment. From the INAPP report mentioned above, the young people involved in the experiment are young apprentices and young immigrants looking for a job.

The **Youthpass** is the main tool for the recognition of competences developed in youth work projects in Italy. The National Youth Agency (NYA) provides a [specific activity](#) of information, promotion and technical assistance on the use of Youthpass among young people who have participated in projects funded by Erasmus+. In 2018, for example, the NYA signed a specific two-year protocol with the Piemonte Region to promote Youthpass through meetings, seminars and awareness campaigns. The Youthpass is also promoted as a useful tool for the recognition of University Training Credits (UTCs). However, there are still no common national regulations or guidelines for Universities, since the recognition of UTCs depends on the individual Degree Courses to which students present their Youthpass.

The research [Analysis and Monitoring of Erasmus+: Youth in Action](#) is among the few available that have also investigated the use of Youthpass in projects funded by Youth in Action and Erasmus+ (please refer to point 10.4.2 for a general presentation of the research). This research shows an overall positive picture on the use of Youthpass among the sample of surveyed projects: 77.4% of the project leaders and 71.8% used it. For most of the participants, preparing the Youthpass was an opportunity for reflection and self-evaluation on their

experience (85.2%). Among the criticalities reported, the research highlights the low use of Youthpass outside the youth sector (only 30.6% used it for a job or internship application), and the perception of a difficult recognition by employees (not recognized for 44% of the young people in the sample).

Specific tools for self-assessment and transparency of competences have been developed and tested in projects funded by Erasmus+ and coordinated by Italian organizations, on the basis of data drawn from [Erasmus+ results](#). Specific attention is given in these tools to the employment impact that can result from the transparency of skills developed in youth work projects. Some examples of tools developed in projects led by an Italian organization are the following:

- [I've-I have Experienced](#): tool for the recognition of competences developed in workcamps and voluntary service projects; it includes an App that automatically produces the Certificates of Competences Recognition.
- [Easy Soft-Skills](#): it has developed a self-assessment test of skills that young people develop during an international volunteering experience.
- [Voyce - Volunteering Youth: routes and tools for Competence Emersion](#): a self-assessment test to enhance the learning acquired by young volunteers with particular attention to their employability.
- [OPELO - Optimization of validation process of EVS learning outcomes](#) project developed a [Portfolio](#) of employability skills for volunteers of the European Voluntary Service.

The [Bevin](#) Project has created a European database of tools for the recognition of non-formal and informal competences, where [48 tools](#) have been developed in Italy.

Young volunteers of the Universal Civil Service can apply for the recognition of their training credits. Furthermore, the [Legislative Decree 40/17](#), in art. 8, requires the civil service hosting organizations to carry out all the preparatory activities for the recognition and enhancement of the skills acquired by young volunteers during the Universal Civil Service. In addition, art. 19 states that a specific certificate has to be issued for the period of service carried out, indicating the relevant activities and the skills developed. Specifically, the Circular of 9 December 2019 ("Provisions for the drafting and presentation of universal civil service intervention programs - Criteria and evaluation methods") has drawn up the model certificates to be issued to young volunteers by the hosting organizations ([Annex 6](#)).

Skills

The skills recognition tools developed by projects funded by Erasmus+ mainly focus on three areas: employability, active citizenship, and personal development. It is the development of this kind of skills, therefore, the most expected effect of youth work projects that offer young people experiences of youth mobility, volunteering, and active participation in youth-led projects (in

leisure time, community services, social innovation, art and culture, start-up of new enterprises, etc.).

The skills expected and solicited by the experience of the Universal Civil Service are also focused both on the area of civic skills as well as on employability. The [guide](#) to the preparation of the final certificate on the skills acquired during the civil service includes:

- management skills of the specific volunteering project carried out;
- social and civic competences referred to in the EU Council Recommendation of 22/5/2018 ([2018/C 189/01](#)) (active participation in civic and social life, respect for the common values of Europe, ability to contribute to the public interest, respect for human rights, support for social and cultural diversity, gender equality, sustainable lifestyles, culture of peace, respect for privacy, environmental responsibility).

10.7 Raising awareness about youth work

Information providers

Youth Portals

The Youth Portals developed by the Regions are the main access point to information on youth work spaces and projects at a local level. They are active in 8 Regions ([Campania](#), [Emilia Romagna](#), [Friuli Venezia Giulia](#), [Piemonte](#), [Puglia](#), [Toscana](#), [Trentino Alto Adige](#) e [Umbria](#)), while in 7 other Regions, there are institutional information channels focused on the opportunities offered by regional youth policies ([Lazio](#), [Liguria](#), [Lombardia](#), [Marche](#), [Valle d'Aosta](#), [Veneto](#), Puglia).

It is the Youth Portals, however, that offer a more articulated, complete and updated information channel. All the portals have specific sections dedicated to exchange, mobility and volunteering opportunities supported by European Union programs, as well as information on Universal Civil Service.

The Emilia Romagna portal [Giovani Zoom](#) includes information on the plurality of spaces and youth work organizations within the [creativity](#) area (e.g. a map of cultural, artistic and creative spaces, including those managed by associations specialized in the use of art for educational purposes) and [participation](#) (Youth Centres, Youth Information Centres).

The portal of the Toscana Region Giovanisì constantly provides information on calls for proposals and training courses dedicated to youth participation, culture, legality, social and sport.

The [Giovani Piemonte](#) portal presents an informative map of spaces run by young people where it is possible to express creativity (e.g. visual arts workshops, painting and drawing courses, illustration, comics and graphics courses, photography and sculpture courses, creative writing courses), as well as youth spaces particularly active in cultural initiatives (cultural events and meetings, readers' clubs, ARCI clubs, book cafés etc.). Moreover, the portal dedicates a specific section to the network of Neighborhood Houses ([case di quartiere](#)), cultural and social labs involving associations, citizens, artistic and cultural operators. It also offers information on opportunities for intercultural exchange, study holidays, responsible and sustainable travel.

The [Trentino Giovani](#) portal also offers an entire section dedicated to youth centres, with the aim of giving local and national visibility to their activities and facilitating as much as possible the sharing of their experiences and skills.

The [Giovani Friuli Venezia Giulia](#) portal provides detailed information on youth associations and participation opportunities, with news on youth associations active in the territory and their contributions and interventions.

The [Giovani Campania](#) portal is very active in the field of socio-educational animation, through the promotion of activities and projects concerning urban creativity and the support and enhancement of different forms of artistic creativity.

Informagiovani Networks

In addition to the web portals maintained by the Regions, there are also information channels dedicated to regional, provincial and municipal networks of Youth Information Centres, such as in [Lombardia](#), [Lazio](#), [Marche](#), [Naples](#) and [Valdarno](#) Val D'Arno (Toscana).

National information channels

At a national level, the main information channels on non-formal learning opportunities for young people are the websites of the [National Youth Agency](#), Universal Civil Service, and the National Eurodesk Network.

The portal of the National Youth Agency represents the national information point not only on Erasmus+ and European Solidarity Corps opportunities, but also on training [opportunities](#) for youth workers. The [National Portal on Universal Civilian Service](#) is the main platform on civil service with useful information for young volunteers, for those interested in participating in calls for proposals for the selection of young volunteers, and for bodies carrying out a civil service program. Finally, the [youth portal](#) of the Eurodesk network includes a specific section on the exchange, mobility, volunteering and participation opportunities offered by Erasmus+ funded projects. There is also a national map on the [information points](#) active at a local level.

Independent information portals

In 5 Regions, there are no specific online information services for young people provided by the public authorities (Abruzzo, Basilicata, Molise, Calabria, Sardegna, Sicilia). In Sardegna, the lack of institutional information is filled by a private newspaper ([Sardegna Gol](#)). In Basilicata, an independent portal ([Generazione Lucana](#)) edited by a network of young people, groups and youth associations is also active to promote a [new season of regional youth policies 2019-2027](#) ([Generazione Lucana 2.0.19](#)).

Key initiatives

The training initiatives on youth work reported in paragraph 10.5.2 have also contributed to raising awareness on the value of youth work, with specific attention to the need of youth work recognition by public policy, according to principles of pluralism and promotion of the specific contribution coming from the different national out-of-school education traditions as well as from the new youth work practices supported by the EU programs.

10.8 Current debates and reforms

Forthcoming policy developments

A legislative procedure on youth work is expected to be launched.

Ongoing debates

The drafting of a framework law for the recognition of youth worker is currently under discussion at a national level.

Following the lockdown period, the Youth Policy Department published the Guidelines for the safe management of formal and non-formal educational activities with minors after the COVID-19 pandemic. The Guidelines serve to allow the restarting of educational activities for the wellbeing of minors out of schools, interrupted because of the emergency (the first publication happened with the decree by the Prime Minister of May 17th 2020, the update with the order of the Health Minister on May 21st 2021, together with the Minister for Equal Opportunities and the family).

Aligning with these indications, the public call “EduCare” finances 35 million of euros, to support the renewal of educational, recreational and gaming activities of children and teenagers, strongly affected by the first phases of the health emergency of COVID-19.

The targets of the call are local bodies, individually or as partnerships; public and private schools of every grade; educational services for childhood and public and private childhood school, no-profit organizations in the form of third sector bodies and religious and clerical bodies.

Glossary

ANCI (Associazione Nazionale dei Comuni Italiani).

[The National Association of Italian Municipalities \(ANCI\)](#) is a non-profit association. Its fundamental objective is to represent and protect the interests of the Municipalities before Parliament, Government, Regions, public administration bodies, European bodies, Committee of the Regions and any other Institution that exercises public functions of local interest. ANCI Youth (ANCI Giovane). It is part of the National Association of Italian Municipalities and gathers local administrators' under-35 years of age.

Associazione temporanea di scopo (ATS).

The Temporary Non-Profit Association (ATS) is an agreement according to which Third sector entities give one of them a mandate of representation towards a lender for the realization of a project of common interest.

Autonomia locale.

In the Italian legal system, the term "local autonomy" is used to refer to territorial entities other than the Regions. Local autonomies include: Municipalities, Provinces and metropolitan cities, as well as mountain communities, island communities, unions of municipalities.

Comunità montane.

The mountain community is a public body, set up among mountain municipalities, belonging to different provinces. The aim is the enhancement of mountain areas.

Conferenza Stato-Regioni e autonomie locali.

The Permanent Conference between the State, the Regions and the autonomous Provinces of Trento and Bolzano (also called the State-Regions Conference) is a collegial body aimed at promoting institutional collaboration between the State and local autonomies.

Conferenza unificata / Conferenza Stato Regioni e autonomie locali.

The Unified Conference is an Italian legal institution. It participates in decision-making processes involving matters falling within the competence of the state and the regions, in order to foster cooperation between state activity and the autonomy system, examining the subjects and tasks of common interest, also carrying out consultative functions.

Decreto-legge.

In the Italian legal system, a decree-law is a provisional regulatory act having the force of law,

adopted in extraordinary cases of necessity and urgency by the Government, pursuant to art. 77 and 72 of the Constitution.

Decreto legislativo.

A legislative decree is a legislative act having the force of law adopted by the executive power (Government) by express and formal delegation of legislative power (Parliament).

Indicatore della Situazione Economica Equivalente (ISEE).

ISEE is the tool, introduced by art. 1 of Legislative Decree 109/98, that measures and certify the economic condition of those who intend to request social benefits.

PNRR.

Recovery and Resilience Plan.

Presidenza del Consiglio dei ministri.

The Presidency of the Council of Ministers is the administrative structure which supports the Prime Minister of Italy (referred to in Italian as the President of the Council of Ministers). Thus, it is the Italian equivalent of the Prime Minister's Office. It contains those Departments which carry out duties invested in the office of the Prime Minister. Duties invested in the Italian executive government generally are not administered by the Presidency, but by the individual ministries.

Provincia.

The Province, in Italy, is a local territorial entity of vast area whose territory is smaller in extension than that of the Region to which it belongs, and is larger than that of the Municipalities that are included in its constituency.

Reddito di Cittadinanza.

"The Citizens' Income" is a new measure intended to combat poverty, inequality and social exclusion. It is associated with training, and social reintegration measures. It became operational in March 2019.

Unione Provincie Italiane (UPI).

[The Union of the Provinces of Italy](#) is an association that groups the Provinces with the exception of the autonomous provinces of Bolzano and Trento and Valle d'Aosta (autonomous Region without Provinces). UPI's task is to coordinate the action of the provinces, to represent their needs and positions vis-à-vis the central administration.

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PNRR: [Unification Conference](#). Agreement signed between Government, Regions, Autonomous Provinces and Local Authorities.

Voluntary Activities

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[Spin - Scaleup program of the Invitalia network](#). Activity dedicated to the development of the business of innovative SMEs, innovative start-ups and university spin-offs with activities in Basilicata, Calabria, Campania, Puglia and Sicily (last accessed 17/02/2020).

Social Inclusion

[2018-20 National Social Plan](#) (Piano sociale nazionale 2018-20) (last accessed 17/02/2020).

[Plan for interventions and social services to contrast poverty](#) (Piano per gli interventi e i servizi sociali di contrasto alla povertà) (last accessed 17/02/2020).

[Law 33/2017](#) "Mandate containing rules concerning the contrast to poverty, the reorganization of

services and the system of interventions and social services" (Delega recante norme relative al contrasto della povertà, al riordino delle prestazioni e al sistema degli interventi e dei servizi sociali) (last accessed 17/02/2020).

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Participation

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Data and statistic

Youth Policy Governance

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[Analysis of Active Policies and methodology development](#), ANPAL (2018), (last accessed 17/02/2020).

Employment & Entrepreneurship

[2019 Annual Report on the Performance of the Labor Market in Italy](#). Published by the National Statistical Institute, 2019 (ISTAT) (last accessed 17/02/2020).

Social Inclusion

["Poverty in Italy 2018"](#), ISTAT. Statistical research on absolute and relative poverty, based on the survey on household consumption expenditure (last accessed 17/02/2020).

National Operational Program "Investments for growth and jobs" ([Programma Operativo Nazionale "Investimenti in favore della crescita e dell'occupazione"](#)) (last accessed 17/02/2020).

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[Trainee Manual](#): practical guide to extracurricular traineeship, INAPP (2014) (last accessed 17/02/2020).

[Joint annual report on active employment policies in Italy](#), ANPAL (2019) activities of ANPAL, Regions and autonomous Provinces that make up the Labor Policies Committee established by Decree of DG Anpal n. 428 of 21/12/2017 (last accessed 17/02/2020).

[Youth Assurance Assessment Report](#), ANPAL (2019). Results of the research activity carried out by ANPAL, as foreseen in the evaluation plan of the national Youth Employment Initiative Operational Program (last accessed 17/02/2020).

[Eighth Annual Report](#) - Foreigners in the labor market in Italy (2018). Directorate General for

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[Cedefop](#), (2016) Country report Italy update to the European inventory on validation of non-formal and informal learning (last accessed 17/02/2020).

Official websites

Youth Policy Governance

[Department for Youth Policies and the Universal Civic Service](#) (last accessed 17/02/2020)

[Universal civic service programme](#) (last accessed 17/02/2020)

The [National Association of the Italian Municipalities](#) (Associazione Nazionale dei Comuni Italiani - ANCI) (last accessed 17/02/2020)

The [Union of the Italian Provinces](#) (Unione delle Provincie d'Italia - UPI) (last accessed 17/02/2020)

The National Statistics Institute ([ISTAT](#)) (last accessed 17/02/2020).

The [National Youth Agency](#) (ANG) (last accessed 17/02/2020).

The [Department for equal opportunities](#) (last accessed 17/02/2020).

The [Department for anti-drug policies](#) (last accessed 17/02/2020).

The [Department for family policies](#) (last accessed 17/02/2020).

The [Office for sport](#) (last accessed 17/02/2020).

The [Department for cohesion policies](#) (last accessed 17/02/2020).

The [Department for information and publishing](#) (last accessed 17/02/2020).

The [Ministry for education, universities, and research](#) (last accessed 17/02/2020).

The [Ministry for labour and social policies](#) (last accessed 17/02/2020).

The [Ministry for economic development](#) (last accessed 17/02/2020).

The [Ministry of Health](#) (last accessed 17/02/2020).

The [Ministry for Cultural Heritage and Activities, and for Tourism](#) (last accessed 17/02/2020).

[The National Observatory on Childhood and Adolescence](#) (Osservatorio Nazionale per l'Infanzia)

e l'Adolescenza) (last accessed 17/02/2020).

the [National Center for Documentation and Analysis for children and adolescents](#) (last accessed 17/02/2020).

The [National Institute for the Analysis of Public Policies](#) (Istituto Nazionale per l'Analisi delle Politiche Pubbliche INAP) (last accessed 17/02/2020).

The [National Council of Economy and Labour](#) (Consiglio Nazionale dell'Economia e del lavoro CNEL) (last accessed 17/02/2020).

[The Institute for Research on Population and Social Policies](#) (last accessed 17/02/2020).

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[Association of local information centers for young people](#) (last accessed 17/02/2020).

[Eurodesk Italia](#), the official network of the Erasmus + program for information on programs and initiatives promoted by European institutions for young people (last accessed 17/02/2020).

Employment & Entrepreneurship

The [National Agency for Active Labor Policies](#) (ANPAL) (last accessed 17/02/2020).

The [National Labor Inspectorate](#) (INL) (last accessed 17/02/2020).

The [National Institute for the Analysis of Public Policies](#) (INAPP) (last accessed 17/02/2020).

The [National directory of education and training titles and professional qualifications](#) (last accessed 17/02/2020).

The [National incentive directory](#) - ANPAL (last accessed 17/02/2020).

The [National Repertoire of the incentives](#) - ANPAL (last accessed 17/02/2020).

Citizenship income, [Reddito di cittadinanza](#) (last accessed 17/02/2020).

Progetto [Equality for work and life](#) - ANPAL (last accessed 17/02/2020).

The [Stage4eu website](#) and app. Tools designed by ANPAL for university students and graduates who intend to acquire an internship experience in Europe, and to have information on the transnational mobility opportunities offered by the Erasmus + VET program (last accessed 17/02/2020).

The [Integration of migrants portal](#) (last accessed 17/02/2020).

[Unioncamere](#) last accessed 17/02/2020).

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National body for microcredit ([Ente nazionale per il microcredito](#)) (last accessed 17/02/2020).

[SELFIEmployment project](#) (last accessed 17/02/2020).

[Project "Resto al sud"](#). Economic incentive that supports the creation of new entrepreneurial activities initiated by individuals under the age of 46 in the Southern regions of Italy (last accessed 17/02/2020).

The national association for young entrepreneurs, [Associazione nazionale per la giovane imprenditoria](#) (last accessed 17/02/2020).

The Confindustria Young Entrepreneurs, [Giovani imprenditori di Confindustria](#) (last accessed 17/02/2020).

CNA-young-entrepreneurs, [CNA-giovani-imprenditori](#) (last accessed 17/02/2020).

National Young Farmers Association, [Associazione nazionale giovani agricoltori](#) (last accessed 17/02/2020).

Social Inclusion

[Credit fund for young people](#). Established by the Presidency of the Council of Ministers (last accessed 17/02/2020).

[Youth for the social 2018](#), (Giovani per il Sociale 2018) an initiative that promotes social inclusion and personal growth, employability, activation, integration, inclusion and social innovation policies, in less developed regions (last accessed 17/02/2020).

Participation

[The ddemocracy project](#) (CW4D) planned for around 500 students from all regions of Italy (last accessed 17/02/2020).

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The [National Council of University Students](#) (National Council of University Students, CNSU). Advisory body of the Ministry of University and Research, established with the D.P.R. December 2, 1997, n. 491 (last accessed 17/02/2020).

[ANCI Giovani](#). The national council of young local administrators “under 35” in Italy (last accessed 17/02/2020).

Platform www.cittadinanzaecostituzione.it (MIUR). It proposes projects, competitions and didactic proposals to enrich the training offer (last accessed 17/02/2020).

[Europe = Noi](#). Educational platform that offers teachers and students of all primary and secondary Italian schools a multimedia and interactive journey to discover European history, values, institutions and programs (last accessed 17/02/2020).