

# NATIONAL LEVEL REPORT - IT

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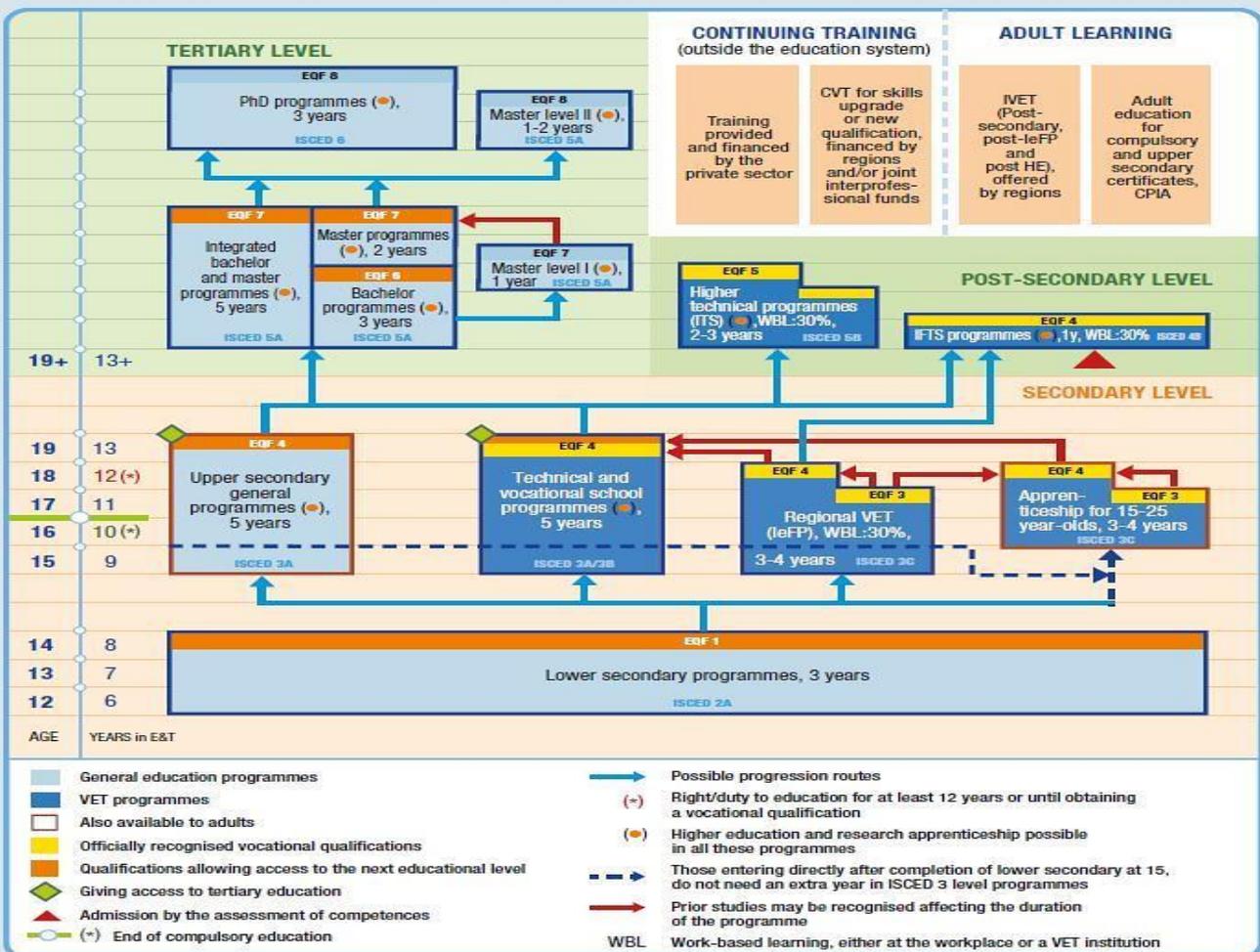
# 1. The Italian VET system

In recent years, several reforms have been carried out to make VET more flexible and respond better to labour market needs. VET in Italy is characterized by multilevel governance (Reform of the Title no. V of the Italian Constitution) with broad involvement of national, regional and local stakeholders. Ministries of Labour and Education define the general framework and policies with "exclusive legislative competence". Regions and autonomous provinces are responsible in designing the regulating framework and defining the criteria for the provision of the VET offer, in accordance to the standard levels proposed by the central government. They are in charge of providing several vocational programmes and most apprenticeship-type schemes.

The training offer, managed by Regions and Autonomous Provinces, is realized through accredited public and private institutions and companies and other VET schools and institutions:

- **Compulsory training:** this includes courses provided in the vocational training system and in the context of apprenticeships;
- **Advanced training:** this includes post-compulsory training, advanced technical instruction, high-level training
- **Continuing training** for workers in temporary or permanent suspension from the job, unemployed people who require training in preparation for employment, and workers who need to update specific competences and skills as required from the labour market.

VET in Italy's education and training system



NB: ISCED 1997 was used on the chart. A chart using ISCED 2011 is available in the *Vocational education and training in Italy: short description* (Cedefop, 2014). Source: Cedefop and ReferNet Italy.

## 2. The social enterprise system in Italy

Over the last decade the Italian society devoted a great amount of attention to the so called Third Sector. Social enterprises have gained wider attention and now play a more significant (and increasingly autonomous) role in the Italian welfare state.

The 10th of July 2014, the Council of Italian Ministers approved the law on reforming the third sector. The main features foreseen by the draft law are the following:

- a.** Redefinition of the social enterprise as a private enterprise with objectives of general interest, with the primary purpose of achieving measurable positive social impacts. These must be obtained through the production or trading of socially useful goods and services, utilizing social enterprises' profits for the achievement of social objectives, including the adoption of participatory models.
- b.** Mandatory qualification as social enterprise for those organizations that comply with the requirements.
- c.** Expansion of sectors that carry out socially useful activities and identification of compatibility limitations for commercial activities that have not social objectives.
- d.** Possible remuneration for capital and profit sharing.
- e.** Rationalization of the categories of disadvantaged workers in order to take into account new forms of social exclusion.
- f.** Possibility for private enterprises and public administrations to undertake social positions in the administration boards of social enterprises (apart from a management role)
- g.** Coordination of the discipline of social enterprises with the system regulating business activities carried out by socially useful non-profit organizations. During the twelve months following the entry into force of the law, the Italian Government will adopt the legislative decrees to reform the sector.

The **third sector subjects** (cfr. L. 328/00 art. 1 comma 4) are mainly composed by

- **social enterprises** - an entrepreneurial subject with the aim of carrying out economic activities, with social characteristics and aims, producing goods and services having social characteristics (welfare work, welfare health care, welfare socio-medical, education, training, tutelage of the environment and ecosystem, improvement of cultural heritage, social travel, college and post research and allocation of social services, extra curricula education, auxiliary services to the social enterprises, integration in the workplace of underprivileged or disabled people).
- **cooperation and social cooperation** - aiming at the community's general interest to reach human promotion and the citizens' social integration (solidarity aim): The social cooperation can be: *Type A*: management of social, health and education services; *Type B*: placement of disadvantaged people in the work environment; *Consortia*: co-operatives of co-operatives
- **social promotion associations** - aiming at encouraging the development of mutual actions, without selling their performances and with a minimum usage of remunerate employees. The share of ideals and interests is the source of this kind of association.
- **ONLUS** - No profit organizations
- **aid societies**
- **foundations**

- **religious bodies**

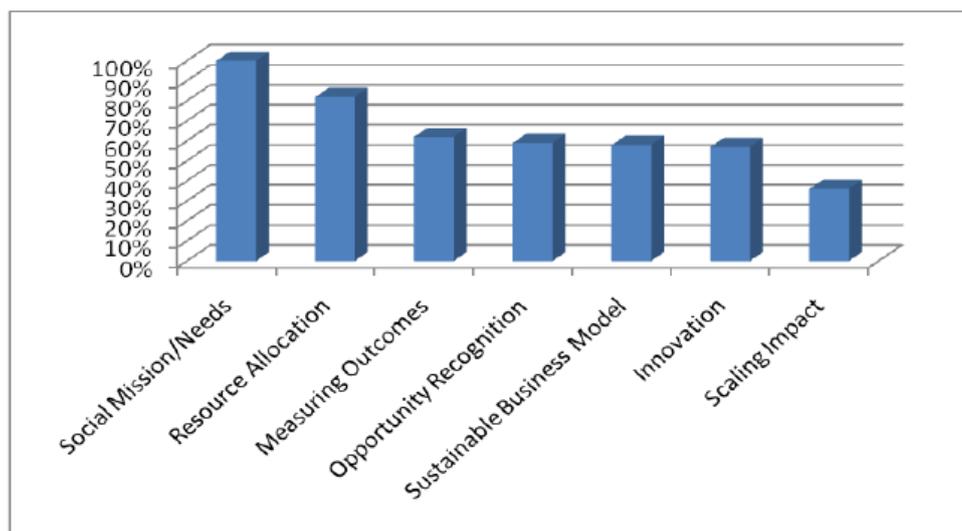
- **NGO**

The third sector, instead of working towards a single bottom line, works towards two: profit and impact.

### 3. The concept of social entrepreneurship in education

A social entrepreneur, similar to a business entrepreneur, builds organizations which are either set up as not-for-profits or companies. He needs managerial competences but also skills for innovating by finding a new product, a new service, or a new approach to a social issue; skills for continuously refining and adapting approach in response to feedback, skills for optimizing the financial value creation, skills for analyzing and defining in advance the social problems to be faced, often using market principles and forces (social entrepreneurs cannot sit back and wait for change to happen – they are the change drivers and data, both quantitative and qualitative, are their key tools, guiding continuous feedback and improvement), skills to monitor the social impact of the work done and of the social services provided. The following table (D. Morselli, "Entrepreneurship teaching in vocational education", – Edition Università Ca' Foscari Venezia, 2014) gives an overview of the Seven essential Topics of a social entrepreneurship course.

#### Seven Essential Topics of a Social Entrepreneurship Course



In **Italy** there is no specific national strategy for entrepreneurship education also for technical and vocational pathways, since the main task is seen as being to produce skilled workers. Entrepreneurship is not included in the established national curriculum for vocational education, and apart from recent approaches in entrepreneurship education- many entrepreneurship programmes with a "local/regional" focus, supported by private sector and public institutions that reach a small number of students - a systematic approach and specific curricula still need to be developed in Italy, because the proportion of entrepreneurial in-school training is with 3.5% low compared to other innovation-driven economies. However, even if the participation of the students is still optional, the schools have some flexibility in choosing the subjects and they can encourage entrepreneurship activities and also the legislation invites schools to promote a link with the labour market.

Other than this there are various profiles in Italy, and in recent years a large number of new “not often used” ones have been registered in the social area. This proliferation indicates a diversification of needs, because in every region there are different social problems which need to be addressed through new professional profiles.

In the following pages some good practices related to VET accredited courses, innovative projects and experiential learning activities related to the third and social sectors are presented.

#### 4. Good practices: VET accredited courses and innovative projects

##### ***Training course in Management of Social Enterprises, Not for Profit Organizations and Cooperatives***

**Villa Umbra, School of management and administration** has a long history of training for careers in the health sector. In these last years it started some VET training activities related to the social enterprises such as the course in “Management of Social Enterprises, Cooperative, and Non-Profit Organizations (VET secondary level)”, a further testimony of the belief that the sector requires professionals with specific competencies and skills.

##### **Program**

The training course of Management of Social Enterprises, Not for Profit Organizations and Cooperatives (NP&COOP) is a one-year program designed to prepare students for a managerial role within cooperative and social enterprises operating in a variety of sectors, including education, sport, civil rights, and environment. In fact the non-profit sector is expanding rapidly in Italy and abroad, and social enterprises are now widely regarded as the new propellers of social and economic progress. It is important that they are managed not only by those with passion for the cause, but by people with specific skills and knowledge.

This is why the course combines management training with direct exposure to the work of non-profit and cooperative organizations through field projects and internships. With a strong emphasis on practical experience, the program teaches students how to manage several aspects of social enterprises in an integrated way.

##### **Structure**

The program is taught over 12 months, starting in January, and consists of three stages:

###### *Stage One (January-March)*

Foundations of Business Economics, Institutional Assets, HR Management and Corporate Governance

###### *Stage Two (March – June)*

General Management within different areas of Non-Profit and Cooperative Organizations. 3 class days and 2 field project days

###### *Stage Three (July – February)*

Full-time Internship and career counseling

**Educational method: “Learning by doing”** is the motto around which this program has been designed. Combining an intensive program of study with substantial practical experience, the program offers specialized and broad training in the management of not for profit organizations, which will allow you to work for enterprises in many different sectors.

### ***Tibernext project – Training for Social Tourism entrepreneurs***

Tibernext is a project coordinate by Centro Studi Villa Montesca and financed under the **Phase II of the Equal Project**.

The project was built around a set of actions related to the idea of realizing a Social District in the territory of the Upper Tiber Valley (Umbria Region).

One of the activities realized was a VET course for acquiring skills as Social tourism entrepreneurs.

Social tourism “refers to programmes, events, and activities that enable all population groups – and particularly youth, families, retirees, individuals with modest incomes, individuals with restricted physical capacity, and disabled people or people with reduced mobility – to enjoy tourism, while also attending to the quality of relations between visitors and host communities”. It also refers to measures taken by governments in various countries to encourage holiday travel – a right often won through struggle by labour unions, associations, and community groups”.

These initiatives bring a moral dimension to tourism, including people in tourism who would otherwise be excluded from it: so social tourism is an instrument in the fight against social exclusion.

The idea of the course was creating a professional profile with skills in the economic and socio-cultural aspects of the social tourism, who can generate local economic, social and cultural benefits.

#### **Program**

The course lasted 200 hours, besides 80 hours of practical activities

The main themes:

- social legislation and legislation in the tourism sector
- elements of social entrepreneurship
- social investing and social return of investment
- managing people and performance
- strategic planning and implementation
- quality assurance and customer satisfaction
- marketing management in the sector of social tourism
- corporate social responsibility

At the end of the training phase the students were divided in three groups and they had to develop three Project Works, consisting in business plans related to the creation of different activities in the social tourism addressed to:

Group 1. individuals with modest incomes and immigrants

Group 2. individuals with restricted mental capacity

Group 3. disabled people or people with reduced mobility

## ***The Social Enterprise Incubator***

The Social Enterprise Incubator of Umbria is an initiative derived by the Equal Program. *Sviluppumbria*, the regional agency for supporting enterprises, promoted it, hosting in its building the social enterprises during their empowerment and providing small tangible services.

The Social Enterprise Incubator started its activities in May 2003, in the *Sviluppumbria* branch in Bastia Umbra.

The general aims of the social Umbrian Incubators are:

- to experiment innovative actions for the local development promotion
- to contribute at the local development, encouraging the participation of subjects usually not involved in economy activities
- to favour the social integration, through the support at the creation of an autonomous and entrepreneurial activity
- to diffuse the entrepreneurial culture directed to the sustainable development
- to strengthen the local system, through the valorization of the local vocations, the institutions, the culture and the traditions, the productive activities, the human resources, the environment.

The tools singled out for the aims attainment are:

- services specialized on the enterprise's problems
- specialized accompanying methodology
- network activity among organizations, territories, enterprises and people.

The consulting activities concern these ambits:

- information
- technical assistance
- mentoring
- entrepreneurial check - up

- legal and financial assistance

For the new and already existent social enterprises there are two main services: the reception service and the orienting one.

The orienting service lies in collective courses, with also individual phases for the self- analysis and the check of the entrepreneurial idea.

Also the accompanying during the realization of the business plan is blended, with collective and individual phases, for the analysis of the basic thematic business areas (business planning, production, marketing, enterprise's organization, human resources, economic and financial situations).

The Social Incubator has drawn upon specific agreements with the Gepafin SpA, for the guarantee for the credit access, and with Banca Etica, for small loans. Moreover, thanks to the incubator, the new social enterprises can use the Incubator premises.

The other services offered by the social incubator are:

- to inform
- to orient and to train
- to help in the construction of the business plan
- to single out the problems and the difficulties

The positive effects of this project fall on the entire society, because it has:

- an economic value: it creates enterprise, jobs, wealth
- a social value: it creates integration opportunities, it increases the value of the different cultures;
- a collective value: it promotes the valorization of the diversity.

## ***Project "(Social) enterprise in action" - age + 14 to 19***

Social enterprise in action is a programme integrated in the VET curriculum (VET at secondary level) in some technical schools of the Umbria Region, where students form a mini-corporation, under the guidance of a teacher and a volunteer business advisor. As well as offering formal and informal training opportunities for students, this also involves a range of in-service learning for teachers, covering four main areas:

- **Confidence** - developing personal qualities and attitudes such as:
  - The ability and willingness to take the initiative
  - Innovation and creativity
  - Willingness to take risks
- **Competence** - learning, knowledge and skills concerning business development and innovative processes;
- **Learning by doing** - learn subjects and basic skills through the use of entrepreneurial working methods;

- **'Cool' factor and motivation** – involving the local community, parents, friends, media, trade fairs and competitions, as well as international activities
- **Motivation and ideas** - creativity and brainstorming to generate a business idea;
- **Organizing** - deciding on the name of the company and the brand, contacting the business volunteers, defining the roles and jobs in the company, and establishing the boards;

The programme cycle starts at the beginning of the school year with some basic teacher training; it takes teachers through the key concepts of the programme and establishes networking groups so participants are not left alone. This is important because there is often a lot of uncertainty/ resistance to new methods; they face questions like 'will the kids learn as much with the new methods?' Students then follow the one-year 'mini-company' cycle, developing a business idea, marketing strategy and budget, before participating in various local competitions.

The key to the success of the project is the mix of formal and informal learning:

- On the formal side, opportunities are offered to engage in real, not simulated activity: there are 2-3 days of teacher training and continuing professional development, with additional online content and delivery; and, a competence assessment and validation through practical experience;
- On the informal side, teachers and students benefit from a network of participating schools; a coach from the business community for every class; 1-3 days of extra-curricular activities (competitions or innovation camps); and an alumni element

## ***Regional Help-desk for the social enterprises***

The Umbria Region together with the Chamber of Commerce gave birth in 2011 to the first regional help-desk aimed to develop a new social enterprise culture that would create genuine employment opportunities by strengthening social enterprises and building local social and economic development networks of public entities and businesses (for-profit and not-for-profit).

The Agency's purpose is to give information and support to people (mainly young people) who want to start any kind of social enterprise and facilitate and strengthen the synergies between for-profit enterprises, social enterprises and public entities by promoting new forms of collaboration between them, and providing consultancy and support to new collaborations.

The Helpdesk provides services in the following areas:

- social research and projects
- law and legislation
- financial rules for cooperatives, social enterprises and not for profit organizations
- marketing and promotion
- support for social and work integration

**Location** Ponte San Giovanni - Perugia

### **Objectives**

- ☞ promote new opportunities for the creation of new social enterprises, for-profit enterprises and cooperatives
- ☞ develop the innovation and competitiveness of social enterprises with consultancy, information and support.

- ☞ guide and support the emergence of a new culture within social enterprises that will combine social aims with economic efficiency and effectiveness, which includes providing real services to business.

## Activities

- an information helpdesk open every day for who is interested in finding out what a social enterprise is all about, e.g. Corporate Social Responsibility, legal and regulatory frameworks, social planning, human resources.....
- information and follow-up seminars geared towards local social enterprises and public entities
- promotion of synergies between stakeholders, also discovering new jobs/services appropriate for social enterprises.
- consultancy for social enterprises to promote development and organizational innovation.

## **YOUTH GUARANTEE: an example of multilevel governance**

During the last decade, a **process of decentralization of competencies regarding employment policies and welfare has been going on**, lightening the influence of Central Government (and National Agencies) in favor of Regions and local Administrations. These kind of constitutional reforms were aimed to give more power to public authorities directly based on the territorial dimension of social problems. But levels of administrative efficiency are really different in the country. Two consequences: a widening of the historical gap between Northern and Southern areas; stronger difficulties to monitor outcomes and to practice coordination. Young people are definitely the age group most affected by the present employment crisis (unemployment rate according to Istat: 44,2%), and **NEET "Not (engaged) in Education, Employment or Training"** phenomenon is concentrated on Southern areas, but Regions' actions are ineffective especially in contexts with greater risks of marginalization. The Government highlights the need of a Youth Guarantee implemented through a specific National Operational Programme managed by the Ministry of Labour, where Regions will be intermediate bodies (e.g. "delegated managers"). The multilevel governance between State and Regions will be organized as follows: Regions will have the responsibility of implementing active labour market policies actions addressed to beneficiaries, with the exception of guidance activities to be carried out within the public system of education and training, as well as further subsidiary-based guidance activities to be performed by "competent services" and of measures for job placement; Central administration will be responsible for the implementation of the IT platform and the monitoring. The Youth Employment Initiative will fund direct job placement through:

- an employment contract,
- an apprenticeship contract or a traineeship experience,
- the commitment in the civil service,
- **specific training and consulting to start up business or self-employment initiatives**, pathways for transnational and territorial mobility (i.e. training course addressed to create social enterprises in the framework of "**Family Assistantship**" or "**Assistantship to the parents**" ("assistente familiare"), that releases a *certificate of qualification recognized at regional level*.

Beneficiaries who can be successful and show real business creation skills, if confirmed during preliminary guidance activities, will benefit from suitable counseling and mentoring services delivered directly or through accredited bodies. The Decree Law N. 76/2013 provides for the allocation of 80 million euro in the period 2013-2015 for self-employment and business creation measures. **First mapping of regional programs shows that a large part of total**

***resources has been devoted to self-employment and youth enterprises also in the third sector, especially in the Umbria Region.***

In this framework the Asad Social Cooperative (Perugia) and the Chamber of Commerce of the Umbria Region organized a set of courses for different social competences called "**From Social entrepreneur to social operator**"

The main themes of these training course are social entrepreneurship and creative skills of young people. The courses are a direct response to one of the most pressing challenges of young people- to unemployment. In many instances it is unemployed themselves taking the initiative and through their own creativity and innovation creating various ventures (ranging from social to business enterprises) by and for themselves as well as for others.

But what exactly is this phenomenon of social entrepreneurship? How should we understand it? How can young people understand it? This courses explore these questions, through various methods including simulation activities, as well as case studies, brainstorming activities and the use of theater methods.

All of these working on active involvement (and active participation of course!) of all of the participants

The main modules are the following

1. Introduction to Social entrepreneurship
2. Defining Social entrepreneurship
3. Entrepreneurship and the traditional Sectors (public, private, non-profit)
4. Measuring the Impact
5. Achieving sustainability
6. Finding your way as Entrepreneur

Then each course has its specificity in relation to the specific competences related to each of the professional figure.

Each course lasts **200 hours** (mostly in presence, with some activities done on line).

## 5. Good practices: Experiential and informal learning

### **Project "Knowing for growing up" (Conoscere per crescere) – a path towards social services**

"Knowing for growing up" is a project realized by the Municipality of Città di Castello together with the social cooperative called "La Rondine".

The project is addressed to the students of the secondary schools (aged 14 to 17) and foresees the involvement of the students during the summer period (for two months) in the activities of the "La Rondine" social cooperative. That has a really important role in the social sector of the Alta Valle del Tevere.

Its main activities are: socio-economic activities; home assistance for disabled, old people, mental patients, children, drug addicts, seropositive people; play -sporting activities with horses for disabled; organization of initiatives for the promotion of the solidarity and the diversity in order to aware the public opinions about the social themes.

The project "Knowing for growing up" in at its third edition and this year 120 students, on a voluntary basis, were involved.

#### **Program**

The project starts with 10 days of preparatory didactic activities related to the following topics:

- What are and how are managed the different social services
- The role of the social operator
- Elements of social management
- How to behave with disadvantaged, marginalized and other people in need
- Managing people and performance

Then the Students are involved, for one and half month, in different social services managed by the cooperative *La Rondine*:

- adults and old people:
  - services in residential structures;
  - animation activities;
  - management of a Day Centre for Alzheimer patients;
  - activities for the free time;
  - organization of sea and mountain excursion;
  - social secretariat
- disabled:
  - Day Centre *Il Flauto Magico*;
  - project law 162/98;
  - services for the autonomy of disabled people
- services for children;
  - centre for the free time for young people;
  - socio-educational service *Il Cantastorie*;
  - centre *Lucignolo* for help in the homework carrying out;
  - centre *Archimede Pitagorico* for help in the homework carrying out;
  - recreational centre *Marameo*;
  - recreational centre *La Bottega di Merlino*;
  - summer centres

- services for the mental health:
  - family-home *Lo Specchio*;
  - family-home *A.Diaz- Villa Rosa*;
- drug addiction service:
  - road service *Community Worker*
- social tourism;
- horse's activities for disabled.

Of course in any activity the students have the tutorship of experts in the different sectors/activities (field instructors)

## **Objectives**

- to have a general overview about what the work in the social sector means
- to give competences in relation to the different social services, make them understanding of the complexities of the social work
- to favour the experiential learning in the social sector
- to give to the students the opportunity to experiment some values such as altruism, solidarity, comprehension and sharing of the needs, the social commitment
- to make the students understand the central position of the person, the valorization of the differences, the attention for the whole person, not just for the necessities and the needs, stimulating individual changing and growing process
- to provide some operative competences in different services related to the social sector
- to favour a process of participation to the cooperative's life and management, guaranteed through information and communication.

## **Results**

The project is seen as very positive one both from the students and their parents.

The participation in the project gives to the students some college credits.

All the participants are awarded by the major in the Municipality Hall, they also have an attendance certificate and a T-shirt with written "I'm a staff of the social services"

## **Project "Practice firm at school" (Impresa formativa simulata) – simulated social entrepreneurship**

This project is promoted by the Ministry of Education, University and Research and the School Agency - INDIRE the National Institute of Documentation, Research and Innovation, and is developed within the current innovation in the Italian system and is functional to carrying out new paths: uses a teaching learning strategy based on alternating school and work and uses *the simulation lab* as a bridge between classroom and enterprise.

"Impresa Formativa Simulata (IFS)" is a simulated company composed by students who assume the roles of partners, directors, auditors and clerks. The IFS Company collaborates with a real local company which has the role of Tutor and for which the IFS company produces and sells goods and services. Everything is fictitious, but rigorously respecting present laws and regulations.

### **IFS in the schools of Città di Castello – the simulation of social enterprises**

The schools in Città di Castello choose to simulate social business with the following objectives

- Encouraging the development of competent learning closely related to the complexity of the social economic system;
- Stimulating the desire to be protagonist and the availability to put themselves on stake of young people;
- Developing a learning model which alternates classroom activities with work activities "alternating school and work". Such learning model requires cooperation between schools and social enterprises which must plan paths that are consistent with the agreed upon objectives;

Simply put, IFS is a simulated business that mirrors the real world. The students set up a social company with the assistance of a teacher/facilitator. The "companies" function like "real" businesses: the only difference is that they cooperate with other IFS in a closed network. Linked by technology, each IFS conducts all operations necessary to run a business: finance, purchasing, marketing, and human resources. In an authentic office setting, the student/employee engages in simulated business transactions with other firms both in the territory of the Città di Castello municipality and abroad. A real business (partner social firm) serves as a model for the IFS. The class is a hands-on approach where students take responsibility for their own learning.

The IFS model is extremely flexible not only in the curriculum, but also the student population that it serves. It has been effectively implemented to meet the needs of high school, college, or workforce development.

It is a working environment in which students can use their competence and skills both in single subjects and cross curricular, with the possibility to evaluate and certify them

As a result, young people largely receive social entrepreneurship education.

The project offers *simulation labs* as a bridge between classroom and social enterprise. Students work in these simulation labs as entrepreneurs, according to the "job rotation" model, as if they were in a firm and the lab space is structured according to tutor's indications and is divided into functions just like a real firm and so due to the integration of teachers and experts, the gaining of realistic entrepreneurial experiences can be enhanced.

In particular, because the social sector merges the traditional concepts, and instead of working towards a single bottom line, social enterprises work towards two (profit and impact), the simulated business/educational activities provide the needed skills to reframe issues related to profit (most managerial) and impact (most social) and to create sustainable solutions.

## ***Libera against mafia- the creation of social business in the properties and estates confiscated to the organized criminality***

In Italy, recently we have witnessed new forms of social entrepreneurship deriving from the civil commitment of association devoted to promote legality values and a more progressive institutional context. In fact, thanks to a popular campaign promoted by the *Libera – Association against Mafia*, the Italian Parliament has passed a law which has an important symbolic value (Frigerio, 2009) and provides for the use of goods and estates confiscated to organized criminality for social aims. These goods can be allotted, among different subjects, to social cooperatives to carry on different activities (agriculture, social services, responsible tourism, etc.), involving also disadvantaged people at the risk of social exclusion. In particular, it provides that the *real property* may be held by the State and used for institutional purposes (justice, public order, civil protection) or transferred to the municipality in which they are located. Then the latter decides whether (a) to administer them directly, or (b) to assign them in concession, free of charge, to communities, institutions, voluntary organizations, social cooperatives, therapeutic communities and rehabilitation centers for drug addicts.

The sense is to use confiscated property for the benefit of the community, enhancing the potential of use and exalting the symbolic value. The campaign slogan was “*la Mafia restituisce il maltolto*” (the Mafia returns the stolen goods) precisely to emphasize the importance of giving back to the community what the mafia had illegally earned by exercising its power.

The importance of this measure has been widely recognized and appreciated, especially for the innovative spirit with which the subject is being addressed after years of stagnation in the process of disposal of confiscated property. These are no longer considered only as resources taken from the mafia (*repressive view*), but also as an opportunity for economic and social development in favor of local communities. The property confiscated from the mafia organizations become potential flywheels of local economic development and valuable opportunities for the employment. In this way it is possible in such places to reaffirm the presence of the State and the credibility of the institution, promoting the values of legality, justice and honesty at the same time.

The phenomenon is rather significant even in economic terms and quantity. According to data of the Demanio Agency, the confiscated goods from the mafia in January 2015 are about 13.000.

Libera is accredited as a teaching program by the Italian Ministry of Universities and Research, for preparing young people in managing social business in the confiscated properties.

### **The course in “Administration and disposal of confiscated property”**

It has the following objectives:

- Spreading entrepreneurship among the youth by creating the conditions for the networking of ideas and innovation projects for the territory, in the perspective of giving birth to the «entrepreneurial community» that enhance the development opportunities stemming also from the social re-use of confiscated property
- Providing preparation updated on the system of rules governing the matter
- Providing managerial skills for the administration of the goods
- Providing knowledge, methodological tools and operational resources useful: to the critical understanding of the phenomena of mafia crime, illicit activities and their impact on the economic and social fabric; to the identification of more effective intervention strategies to promote social paths antimafia, particularly with regard the tools offered by the legislation in the field of social re-use of assets confiscated from organized crime.

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