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Impact-Driven Entrepreneurship Education for Children

Country Report - Italy

What does the landscape look like in 2025, in the Italian ecosystem, for possible support of social and sustainable entrepreneurship education, for children aged 9-15 years?

2. Executive Summary

Executive Summary

The Impact-Driven Entrepreneurship Education for Children (IDEEC) project is an Erasmus+ initiative that aims to reframe entrepreneurship education for children aged 9–15 by emphasizing social and sustainable entrepreneurship. The IDEEC partnership includes educators and researchers from Italy, Spain, the Netherlands, Scotland, and Australia. Together, they seek to instil in students an understanding of the interconnected roles of People, Planet, and Profit in entrepreneurship.

This report assesses the Italian educational landscape and identifies existing structures, challenges, and promising practices. Key findings highlight limited national coherence in entrepreneurship education (EE), a lack of teacher training, and minimal integration of social entrepreneurship into school curricula. Nonetheless, opportunities exist through Civic Education, extracurricular programs, and partnerships with social enterprises and B Corps.

Key Recommendations

- Embed social entrepreneurship within the national curriculum.

- Establish specialized teacher training programs.

- Foster partnerships with social enterprises and local governments.

- Leverage EU frameworks like EntreComp and GreenComp.

3. Introduction

The Impact-Driven Entrepreneurship Education for Children (IDEEC) project is a collaborative initiative that aims to transform entrepreneurship education in schools by shifting the focus towards impact-aware and social entrepreneurship for children aged 9-15.

This Erasmus+ project brings together educators from five countries: Italy, Spain, Netherlands, Scotland and Australia. IDEEC's goal is to empower new generations by fostering an understanding of the interconnectedness of "People, Planet, and Profit". The IDEEC project aims to transform current entrepreneurship education in schools by shifting the focus towards impact-aware and social entrepreneurship.

The project's core objective is to support impact-driven entrepreneurship education providers, teachers, and policymakers in developing effective programs. These programs are designed to equip children with the skills to create entrepreneurial solutions for environmental and social challenges.

Why is social entrepreneurship education crucial in Italy?

In Italy, where youth unemployment remains among the highest in the EU–especially in southern regions–social entrepreneurship education offers young people pathways to create meaningful, locally grounded solutions to community problems. It fosters a mindset of agency and responsibility, equipping learners not only to access jobs but also to generate social value through self-employment and cooperative ventures. Furthermore, it supports regional development by encouraging young people to remain and invest in their communities, contributing to inclusive economic growth and reducing the North–South divide.

This report identifies gaps and opportunities in teacher training, curriculum resources, and policy support for social entrepreneurship education in schools. Recommendations include integrating social entrepreneurship into the Italian curriculum, providing targeted professional development for teachers, and fostering partnerships between schools and local social enterprise organizations.

Call to Action:

Call to Action

Educators are encouraged to:

- Integrate social entrepreneurship into existing subjects.

- Create cross-curricular projects.

- Dedicate timetable slots to entrepreneurship education.

The IDEEC team encourages educators to utilize our free resources to integrate social entrepreneurship into their teaching practices. This can be achieved by:

- Incorporating social entrepreneurship lessons into existing subjects.
- Developing cross-curricular lessons and activities.
- Allocating dedicated time within the timetable for social entrepreneurship.

Best regards,
The Impact and Policy team of
The IDEEC Project

3. Introduction

Introducing the IDEEC Project: Fostering Impact-Aware Entrepreneurship.

IDEEC has developed a comprehensive and free toolbox and entrepreneurial process framework for teachers, incorporating a three-phase approach: Challenge Framing, Solutions Experimenting, and Impact Making.

The IDEEC framework includes nine competencies that promote key capabilities such as self-awareness, creativity, teamwork, critical thinking, and sustainable futures thinking. The project emphasizes the integration of frameworks like EntreComp, GreenComp, and Inner Development Goals to foster both internal qualities (e.g. empathy, resilience) and external entrepreneurial skills.

IDEEC's didactical principles include Universal Design for Learning (UDL), project-based learning, and Human-Centred Design (HCD), with a focus on student-centred learning, the teacher as facilitator, competence-based learning, and Diversity, Equity, and Inclusion (DEI).

The project has finalized its competence framework and didactic guides, and offers the full toolbox, which includes classroom activities and teacher instructions (see ideec.eu)

This Report's Focus: This document presents key findings on the context for impact-aware entrepreneurship education in Italy, specifically for learners aged 9-15. It is one of a series of reports developed by the Erasmus-funded IDEEC (Impact-Driven Entrepreneurship Education for Children) project. Alongside similar documents for the

Netherlands, Scotland, Spain, and Italy, this will contribute to an overall policy suggestion document, to be presented at the IDEEC project's final event in Scotland in June 2025.

For this report **for Italy,** we examine the current landscape for social entrepreneurship education for learners aged 9-15. This specific report provides insights into the Italian context and is intended to be a valuable resource for:

- Educational policymakers at national and regional levels in Italy.
- School management leaders.
- School teachers.

For more information and access to our resources, please visit ideec.eu or contact us at info@ideec.eu.

4. Current Landscape: Entrepreneurship Education for Ages 9–15 in Italy

4.1 Overview

Entrepreneurship education (EE), and in particular **social and sustainable entrepreneurship**, is increasingly recognized as vital to addressing key socio-economic challenges in Italy, including youth unemployment, gender and regional disparities, and civic disengagement. While national and EU-level frameworks provide a strong policy foundation, the present integration of EE–especially for learners aged 9–15–remains fragmented and inconsistently implemented.

The **Italian Ministry of Education (MIM)** references the **EU Key Competences for Lifelong Learning** in its *Indicazioni Nazionali per il Curricolo*, aligning with the 2018 EU Council Recommendation that includes "entrepreneurship competence" as one of eight transversal skills. National reforms, such as **Law 92/2012** on lifelong learning and the **Decreto MIUR 4244/2018**, establish the importance of entrepreneurial competence in the education system. However, implementation is uneven across education levels and regions.

4.2 Curriculum Governance and National Frameworks

4.2.1 EU Key Competence Integration

Entrepreneurial competence–broadly defined as the ability to turn ideas into value for others–is embedded in Italian education as a **transversal, cross-curricular skill** rather than a dedicated subject. It is included in:

- **Primary education** (to be achieved by the end of Grade 5)

- **Lower-secondary education** (by the end of Grade 8)

- Referenced across subjects such as Civic Education, mathematics, technology, and the arts.

This aligns with Italy's adherence to the **EU Key Competences for Lifelong Learning**, which are formally recognized in both curriculum guidelines and national policy.

4.2.2 Law 92/2012: Lifelong Learning and Entrepreneurial Skills

Article 4 of Law 92/2012 introduces lifelong learning as a national goal and identifies entrepreneurial skills as core to formal, non-formal, and informal education. It also:

- Promotes **collaboration** between schools, businesses, and civic organizations

- Emphasizes **project-based, real-world learning**

- Encourages the **validation of learning** outside traditional classrooms (e.g. volunteering)

Despite its forward-looking vision, the law **lacks implementation detail**, and uptake in primary and lower-secondary schools has been limited.

4.3 Integration of EU Competence Framework in Ages 9–15

4.3.1 Entrepreneurial Competence Definition

The **entrepreneurial competence** is interpreted in Italy as "sense of initiative and entrepreneurship," encompassing:

- Creativity and innovation

- Risk awareness and decision-making

- Problem-solving and project planning

- Value creation (social, cultural, or economic)

This is treated as a **transversal competence**, to be developed across various subjects such as:

- Civic education

- Technology and STEM

- Mathematics (e.g. budgeting exercises)

- Language and arts (e.g. storytelling for projects)

Learning is typically delivered through group projects or civic-oriented activities, but **there is no mandatory or structured EE curriculum** at this level.

4.3.2 Implementation in Primary Education (Ages 9–12)

In primary school, EE is loosely embedded in general education through group activities, personal responsibility projects, and peer collaboration. Learning outcomes are assessed under broader descriptors such as:

- Autonomy in learning

- Collaboration with others

- Planning and expressing ideas

Learning is typically delivered through group projects or civic-oriented activities. However, there is **no dedicated EE curriculum or timetable at this level**.

4.3.3 Implementation in Lower-Secondary (Ages 12–15)

Students should complete the "sense of initiative and entrepreneurship" competence by the end of Grade 8. This is commonly integrated through:

- **Civic education**, especially after Law 92/2019, which emphasizes community involvement and social responsibility.

- **Technology or STEM projects**, sometimes simulating entrepreneurship.

- Interdisciplinary project work with potential involvement of external partners (e.g. NGOs, local businesses).

However, participation in EE varies widely and depends on local leadership, partnerships, and teacher confidence.

4.3.4 Pedagogy and Assessment

Entrepreneurial competence is not formally assessed as a standalone subject. Instead, it is indirectly evaluated through project-based learning, teamwork, and nitiative-taking. Possibilities to assess Problem-solving, Collaboration and Project completion

While pedagogical approaches like **Problem-Based Learning (PBL)** and cooperative learning are encouraged, their use is inconsistent across schools due to **limited teacher training and resources**.

4.4 Lifelong Learning and the Legal Foundation for EE

Article 4 of Law 92/2012 introduces lifelong learning (*apprendimento permanente*) as a national priority and underscores the importance of entrepreneurial competences in employability and active citizenship. Its key provisions include:

- **Recognition of informal and non-formal learning**, enabling entrepreneurship skills to be acquired through diverse experiences (e.g. volunteering, civil society).

- **Emphasis on transversal competences**, including entrepreneurship, aligned with EU principles.

- **Support for teacher training and school-business collaboration**, although participation remains voluntary and fragmented.

While this law creates a supportive policy environment, it **lacks enforcement mechanisms** and concrete strategies for the 9–15 age group.

4.5 Post-15 Pathways and Broader Context

Though outside the target age range, developments in upper-secondary and university education influence the broader EE ecosystem.

4.5.1 PCTO: Work-Based Learning in Upper-Secondary Education

The *Percorsi per le Competenze Trasversali e per l'Orientamento* (PCTO)–formerly *alternanza scuola-lavoro*–became mandatory under Law 107/2015 and rebranded in 2018. It includes:

- 200–400 hours of work-based learning (depending on school type)
- Activities such as internships, apprenticeships, simulated businesses, and social innovation projects
- Custom implementation through school-enterprise agreements

While **PCTO holds potential for social entrepreneurship**, in practice it is often focused on traditional business placements. Its effectiveness depends heavily on the initiative of schools and their ability to form partnerships with **social enterprises**, **B Corps**, or **community organizations**. (e.g. InVento Lab's B Corp School). And is primarily geared toward older students

4.5.2 Higher Education and Entrepreneurial Ecosystem

Entrepreneurship education at the university level is present but fragmented:

- Most programs are housed within **Faculties of Economics or Management**
- Some universities offer **incubators or startup labs**, supporting student-led enterprises
- There are **no centralized national initiatives or strategies** to embed entrepreneurship across disciplines (e.g. engineering, humanities)

This siloed approach limits the reach of entrepreneurial culture among young adults and weakens continuity from school-based programs into higher education or the workforce.

4.6 Key Challenges and Gaps

5. Gaps and Opportunities

Italy's policy framework reflects a growing awareness of the importance of entrepreneurship education (EE), especially in line with EU priorities such as the EntreComp framework and lifelong learning strategies. However, the current implementation of EE–particularly for students aged 9–15–remains fragmented, underdeveloped, and marked by systemic gaps. At the same time, there are substantial opportunities to build on existing policies, frameworks, and school autonomy to embed social and sustainable entrepreneurship more meaningfully across the education system.

5.1 Gaps

Despite policy recognition, EE for ages 9–15 in Italy faces several systemic obstacles:

- **No dedicated curriculum**: EE is not taught as a standalone subject at primary or lower-secondary levels

- **Uneven Implementation**: School autonomy results in wide disparities in EE experiences.

- **Teacher preparedness**: Most educators lack training in active, entrepreneurial pedagogies

- **Lack of structured assessment**: Entrepreneurial competences are not consistently evaluated

- **Limited exposure**: Most students have minimal opportunity to engage in real-world entrepreneurial learning before age 16

- Weak Monitoring: No national system tracks implementation or outcomes.

- Low Financial Literacy: According to PISA 2012, Italian 15-year-olds scored below the European average in financial literacy and problem-solving.

- Limited Exposure: Only 16% of Italian adults report having received any form of EE (GEM 2008; Curci & Micozzi 2017).

- Gender Gap: Entrepreneurial activation is significantly higher among men than women.

While Italy has taken formal steps to align its educational policies with the EU's vision for entrepreneurship competence, actual implementation, especially for students aged 9–15, remains inconsistent and largely aspirational. There is a need for more structured curricular support, teacher training, and targeted investments to fully embed entrepreneurship education across the learning pathway.

5.2 Opportunities

Despite these gaps, there are promising avenues to strengthen entrepreneurship education in Italy, particularly by leveraging existing frameworks, legal provisions, and flexible curricular mechanisms.

Leverage Existing Legal and Policy Tools

- Law 92/2012, which introduces lifelong learning into national legislation, provides a legal foundation for expanding entrepreneurship education into earlier stages of schooling. It can serve as an anchor for funding, policy development, and cross-sector collaboration.

Use of European Competence Frameworks

- The EntreComp framework is already referenced in national curriculum documents and could be used to develop age-appropriate learning outcomes, teaching tools, and progression models for the 9–15 age group.

- The IDEEC model offers a structured way to integrate entrepreneurial learning with social impact, especially in civic and STEM education.

Strengthen Teacher Training and CPD

- There is a clear opportunity to embed entrepreneurship–especially social entrepreneurship–into teacher training programs, including initial teacher education and in-service training.

- Aligning teacher development with EntreComp and IDEEC can provide pedagogical clarity and coherence.

Develop National Guidelines and Support Tools

- Italy could develop a national EE strategy or syllabus for primary and lower-secondary levels, similar to the 2018 EE syllabus created for upper-secondary schools.

- Clear guidelines, case studies, open-source materials, and suggested partnerships would reduce barriers to implementation.

Incentivize Innovation Through Pilot Programs

- Regional or national EE pilot programs, especially those co-funded through EU programs like Erasmus+, could provide schools with incentives, mentorship, and resources to design and implement entrepreneurial projects.

- Pilot programs could also prioritize schools in disadvantaged areas to reduce territorial disparities in access to EE.

Harness the Flexibility of the PCTO Framework

Though designed for upper-secondary students, the PCTO work-based learning system offers inspiration for scalable EE models. Its flexibility enables:

1. Partnerships with social enterprises and B Corps, enabling students to explore entrepreneurship with social impact goals (e.g. InVento Lab's B Corp School).

2. Student-led simulated businesses that address real-world challenges, guided by HCD or project-based learning.

3. Community-based problem-solving projects, linking classroom learning to local sustainability or equity goals.

4. Non-profit and civic engagement activities, building bridges between entrepreneurship, active citizenship, and the social economy.

5.3 Opportunities for Inclusive and Social Entrepreneurship

Given Italy's legal emphasis on citizenship and transversal skills, social entrepreneurship is a natural fit for further EE development. Opportunities include:

- Embedding social entrepreneurship into Civic Education, using community challenges to develop both entrepreneurial and civic competences.

- Connecting with third-sector partners (NGOs, cooperatives, social innovators) to co-design projects that are meaningful, inclusive, and impact-driven.

- Encouraging gender-sensitive approaches, given current disparities in entrepreneurial activation between men and women, by supporting girls'

leadership and business creation through inclusive role models and targeted programs.

4.2 Teaching Methodologies

4.2 Teaching Methodologies in Italy

How Is Social and Sustainable Entrepreneurship Taught (Ages 9–15)?

In Italy, social and sustainable entrepreneurship is not part of the official curriculum for students aged 9 to 15. There is no national curriculum, teaching materials, or official assessment for entrepreneurship at this level. Each school decides what to do, so the approach is different from one place to another.

How Do Teachers Teach These Topics?

In Italy, most teachers still use a traditional style of teaching–explaining from the front of the classroom, with students listening and taking notes. This is often called teacher-led learning.

For entrepreneurship education to be effective, students need to learn by doing, creating, and solving real problems. This is called active learning or student-led learning. But many teachers are not trained in this way of teaching.

The Civic Education Law asks teachers to work together across subjects, but in reality, this is difficult. Teachers do not always have enough time, resources, or training to plan lessons in a team. So even if the law suggests a new method, the old system continues.

Some changes are beginning:

- More schools are trying project-based learning, where students work on real problems.

- Some use outdoor learning or involve the local community.

- Teachers can update their skills by joining training courses from certified providers listed on the SOFIA platform, approved by the Ministry of Education. These courses are often run by social enterprises or cooperatives.

However, there is still no national training plan for teachers on entrepreneurship or sustainability, so these good practices are not common in every school.

Q: What are the shifts needed (for the teacher) in knowledge and attitude, from how they are teaching to the vision and teaching approach of IDEEC framework and toolbox?

- It can be stated that teachers are not trained or used to working in multidisciplinary environments, nor trained for entrepreneurship education nor sustainability.

- Even if the law on Civic Education asks for a multidisciplinary approach, resources, time, and training are not available, and therefore a shift in mindset is not promoted, and logic is still strictly linked with individual subjects.

- In Italy, the tendency is that teachers use a teacher-led, lecturing approach to students so usually teachers are not confident in carrying out a student-led or active learning programme.

- In recent years, teaching methodologies are slowly changing, by adopting more and more a problem-based learning approach and also outdoor learning is present.

- Teachers need to update their competences, through "ore SOFIA": the Ministry of Education (MIM) does not organize teacher training courses(?), but can give accreditation to organizations/entities (social enterprises, social cooperatives, …) which can provide teachers with requested certified training hours.

4.3 Ecosystem Mapping: Stakeholders in Social Entrepreneurship Education in Italy National-Level Stakeholder

- **Ministry of Education and Merit (MIM):** Sets national education policies and frameworks, including Civic Education and PCTO (Percorsi per le Competenze Trasversali e per l'Orientamento).
- **InVento Innovation Lab:** An award-winning B Corp based in Milan, InVento Lab runs the B Corp School, connecting students with Benefit Corporations to promote sustainability and entrepreneurship education. SESMap+3InVento Innovation Lab+3Sammontana Italia+3
- **Didacta Italia:** The leading national education fair held annually in Florence, fostering dialogue among educators, institutions, and companies on educational innovation. Didacta Italia
- **Fondazione Cariplo:** A philanthropic foundation based in Milan, supporting educational programs focused on environmental education and sustainability within schools and communities. Fondazione Cariplo
- **Fondazione Compagnia di San Paolo:** Based in Turin, this foundation promotes educational initiatives aimed at collective development and supports projects aligned with the UN's Sustainable Development Goals. compagniadisanpaolo.it
- **Materahub**: Recognized as an EntreComp Champion, Materahub promotes entrepreneurial learning and supports the implementation of the EntreComp framework across Italy.Consorzio Materahub+1Reinherit+1
- **Talentis – GI Startup Programme**: An initiative by the Young Entrepreneurs of Confindustria, organizing events and contests to support startups and scaleups, fostering innovation and entrepreneurship among youth.confindustria.campania.it+13reg.it+1
- **CNA Giovani Imprenditori**: The youth branch of the National Confederation of Artisans and Small and Medium Enterprises (CNA), providing support, training, and networking opportunities for young entrepreneurs.

Regional Breakdown

Northwest Italy
- **Lombardy (Milan):**
  - *InVento Innovation Lab*: Headquartered in Milan, leading initiatives like the B Corp School.

- o *Fondazione Cariplo***:** Supports environmental and sustainability education programs in schools. [InVento Innovation LabFondazione Cariplo](#)
- **Piedmont (Turin):**
  - o *Fondazione Compagnia di San Paolo*: Engages in educational projects promoting social and economic development.

Northeast Italy

- **Emilia-Romagna (Reggio Emilia):**
  - o *Ecosapiens***:** An educational organization offering programs on sustainability and environmental education.
  - o *La Lumaca***:** Provides educational services focusing on environmental awareness and sustainability.
  - o *La Cremeria***:** A vocational training centre offering courses in innovation and employment support, particularly for women, youth, and disadvantaged groups.[csl-cremeria.it](#)

Central Italy

- **Tuscany (Florence):**
  - o *Didacta Italia***:** Hosts the annual education fair, bringing together stakeholders in education and innovation. [exhibitor.fieradidacta.it](#)

Southern Italy

- **Puglia (Bari):**
  - o *Didacta Puglia***: A regional edition of the Didacta fair, focusing on educational innovation in Southern Italy. [EURES (EURopean Employment Services)+8Interreg Europe+8Destination Florence+8](#)**
  - o **Basilicata (Matera)**: *Materahub*: Based in Matera, promoting entrepreneurial learning and supporting the implementation of the EntreComp framework across Italy.
  - o **Campania (Naples)**: *Talentis – GI Startup Programme*: Organizes events and contests to support startups and scaleups, fostering innovation and entrepreneurship among youth.

6. Recommendations

To enhance social entrepreneurship education in Italy for students aged 9–15, the following targeted actions are recommended:

For Policymakers

- **Establish a National Framework**: Develop a clear, national definition and guidelines for entrepreneurship education, integrating social and sustainable entrepreneurship into the curriculum.
- **Leverage Existing Legislation**: Utilize Law No. 92/2019 on Civic Education as a foundation to incorporate social entrepreneurship themes, ensuring alignment with national educational objectives.
- **Support Teacher Training**: Fund and promote teacher training programs focused on entrepreneurship education, emphasizing interdisciplinary approaches and active learning methodologies.

- **Encourage Pilot Programs**: Initiate and support pilot programs at regional and national levels, co-funded by EU initiatives like Erasmus+, to test and refine social entrepreneurship education models.

For School Leaders

- **Integrate Cross-Curricular Approaches**: Encourage the incorporation of social entrepreneurship topics across various subjects, fostering a holistic understanding among students.
- **Foster Partnerships**: Collaborate with local social enterprises, B Corps, and NGOs to provide students with real-world experiences and mentorship opportunities.
- **Allocate Resources**: Dedicate time and resources for teachers to develop and implement social entrepreneurship projects, including access to relevant materials and training.

For Teachers

- **Adopt Active Learning Methods**: Implement pedagogical approaches such as project-based learning, design thinking, and problem-solving activities to engage students effectively.
- **Utilize Available Frameworks**: Incorporate tools and resources from frameworks like EntreComp to structure and assess entrepreneurship competencies. National Policies Platform+1EfVET+1
- **Encourage Student Agency**: Provide opportunities for students to lead projects, make decisions, and reflect on their learning experiences, fostering a sense of ownership and responsibility.

7. Case Studies (Optional)

- This section is optional, and no case studies are included in the provided document. If case studies are available, they should illustrate successful examples of social and sustainable entrepreneurship education in Italy.
  - If included, each case study should provide:
    - A brief description of the programme or initiative.
    - The target age group.
    - The learning objectives.
    - The activities involved.
    - The outcomes and impact.
    - Contact information or links for further information.

Case Study 1: B Corp School by InVento Lab InVento Lab's B Corp School connects students with certified B Corporations, enabling them to work on projects aligned with the UN Sustainable Development Goals. This initiative promotes sustainability and entrepreneurship education through mentorship and real-world applications. Consorzio Materahub+1National Policies Platform+1

Case Study 2: Materahub's EntreComp Implementation Materahub has been recognized as an EntreComp Champion for its efforts in promoting the EntreComp framework across Italy. By providing training and resources, Materahub supports educators in integrating entrepreneurial competencies into their teaching practices. Consorzio Materahub

Case Study 3: Talentis – GI Startup Programme Organized by the Young Entrepreneurs of Confindustria, the Talentis programme consists of events and contests dedicated to startups and scaleups. It aims to strengthen the innovation ecosystem in Italy by connecting new business ideas with investors and industry experts. Triregionale Imprenditori+4Giovani Imprenditori+4Intesa Sanpaolo Innovation Centre+4Triregionale Imprenditori+1Confindustria Vicenza+1

8. Resources

- **EntreComp framework:** A comprehensive model outlining the competencies needed for entrepreneurship. Consorzio MaterahubCNA Valle d'Aosta
- **IDEEC Toolbox:** A collection of tools and methodologies for educators to implement entrepreneurship education effectively. Ideec.eu
- **InVento Lab Resources:** Materials and programs designed to integrate sustainability and entrepreneurship into education. InVento Innovation Lab
- **Materahub Training Programs:** Workshops and courses aimed at fostering entrepreneurial skills among educators and students. Consorzio Materahub

9. References

- OECD (2012). *PISA Financial Literacy Assessment*.

- Law 92/2012, Art. 4 (*Legge Fornero*).
- Decreto MIUR 4244/2018: Syllabus for EE in secondary schools.

- **Curci, M., & Micozzi, A. (2017).** *Entrepreneurial Activity and Education in Italy*. **Banca d'Italia.** Consorzio Materahubhttps://www.bancaditalia.it/pubblicazioni/altri-atti-convegni/2014-innovazione-italia/Curci-Micozzi.pdf
- **Global Entrepreneurship Monitor Italy 2019-2020.** *Rapporto GEM Italia*. **Fondazione Merloni.** Consorzio Materahub https://www.fondazionemerloni.it/wp-content/uploads/2020/10/Rapporto-GEM-Italia-2019-2020.pdf
- **Materahub. (n.d.).** *EntreComp Projects and News*. **Consorzio Materahub**
- **InVento Lab. (n.d.).** *B Corp School*. **InVento Innovation Lab**
- **Giovani Imprenditori. (2025).** *Talentis – GI Startup Program*. **Giovani Imprenditori**
- **CNA. (n.d.).** *Giovani Imprenditori*. **CNA**

9.1 Italian references

1. **Ministero dell'Istruzione e del Merito (MIM)** *– Indicazioni Nazionali per il Curricolo della Scuola dell'Infanzia e del Primo Ciclo di Istruzione*
   - Highlights key transversal competences including initiative, problem-solving, and civic responsibility.
   - Available at: https://www.miur.gov.it
   (Search for "Indicazioni Nazionali per il Curricolo 2012/2018")
2. **Piano Nazionale di Ripresa e Resilienza (PNRR)**
   - Italy's national strategy for post-COVID recovery prioritizes education reform, digital skills, and inclusion.
   - Available at: https://italiadomani.gov.it
   (Particularly *Missione 4 – Istruzione e Ricerca*)

9.2 EU References

3. **Council (2018)** – *Council Recommendation on Key Competences for Lifelong Learning*
   o Defines "entrepreneurship competence" and promotes its inclusion from primary education onward.
   o Available at: https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32018H0604(01)
4. **European Commission (2021)** – *Social Economy Action Plan*
   o Emphasizes the importance of social economy education for youth and community development.
   o Available at: https://ec.europa.eu/social/social-economy
5. **European Commission** – *EntreComp: The Entrepreneurship Competence Framework*
   o Offers a detailed model for integrating entrepreneurial learning across education levels.
   o Available at: https://ec.europa.eu/jrc/en/entrecomp
6. **EU Youth Strategy (2019–2027)**
   o Promotes youth empowerment, civic engagement, and employability through entrepreneurship and active citizenship.
   o Available at: https://youth.europa.eu

Focus group feedback: For the experts interviewed, the factors that contribute negatively to the state of the country's entrepreneurial framework are shortcomings in entrepreneurial training, the excessive burden of taxes and bureaucracy and the ineffectiveness of government policies