2019

Manifesto of the New Italian Generations
ASSOCIATIONS SUPPORTING THE INITIATIVE

AMECE - Association Maison d’Enfant pour la Culture et l’Education

Amici della Tanzania

ANGI - Associazione Nuova Generazione Italo-Cinese

ANOLF Nazionale - Giovani di Seconda Generazione

Arising Africans

Associazione Co.C.IMa. - Coordinamento Cittadini Italomarocchini

Associazione Multietnica per la Cooperazione allo Sviluppo Umano

Associna - Associazione Seconde Generazioni Cinesi

Cooperativa Sociale Dedalus

El Ihsan

Fondazione Mondinsieme

G2 Senegal Valdera - APS

Giovani moldavi in Italia - O3M

Giovani Musulmani d’Italia - GMI

IParticipate

Italeya

I-Square: Italian-Ivorian Young Leaders Generation

La Nuova Generazione dell’Alto Adige - Brücke in die Welt

Next Generation Italy

Nuovi profili

Pace Adesso - Peace Now

Porte Aperte

QuestaèRoma

Rete Regionale Together

Roots Evolution

Salamò

SEI UGL - Sindacato Emigrati Immigrati UGL

Sonrisas Andinas

Ubuntu - Nuove Generazioni Italiane

Unica Terra

Unione Immigrati Senegalesi di Genova Onlus

Zebra per il Burkina Faso
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INTRODUCTION

In 2014, the project Filo diretto con le seconde generazioni (Direct Line with Second Generations) was launched following a call for proposals published on the Migrants Integration Portal by the Ministry of Labour and Social Policies. The initiative involved many associations of young people with a migrant background, active throughout the national territory. Owing to several meetings held in Rome, we got to know each other, we shared our perspectives and experiences, and expressed our needs. We then decided to design and draw up a Manifesto in order to share our ideas on school, work, culture, sport and participation with all related stakeholders. Our proposals were practical and adaptable to the different territorial realities and to the recipients’ specific needs.

After writing the Manifesto, we continued to dialogue and network regularly. Fully aware of how important it is to involve in decisional processes those who are directly affected by them, we decided to disseminate the Manifesto’s contents to young people and to the institutions of competence.

In 2016, the majority of the associations participating in the initiative Filo diretto expressed the desire to create a national coordination, in order to represent organically - both at national and international level - the associations of young people with a migrant background. Therefore, on 14 October 2016, the associations signed a Memorandum of Understanding on the basis of which they endorsed the Manifesto in its updated version and officially established CoNNGI, Coordinamento Nazionale Nuove Generazioni Italiane (National Coordination of the New Italian Generations). In particular, the 2016 edition of the Manifesto reasserted the scopes of action identified from the very beginning (school, work, culture, sport, participation) and introduced some novelties: first of all, its designation was changed into “Manifesto of the New Italian Generations”, a more inclusive definition considering the complex reality represented and that we want to help become more participative and full of opportunities; secondly, a new important theme was introduced, that is citizenship and political representation.

In 2017, CoNNGI’s associations constituted themselves in Associazione di Promozione Sociale - APS (Social Promotion Association), formalised on 12 October 2017, during Coordinamento Nazionale’s plenary assembly held at the headquarters of the Ministry of Labour and Social Policies. On 13 October 2017, the APS was registered in Rome and presented at the headquarters of the International Organisation for Migration.

Considering the many changes occurred within the society from the Manifesto’s latest update - more than two years ago - and given our increased experience in representing the new generations, we deemed appropriate to newly update its contents. Therefore, besides offering a more current view on the themes we have always held dear – school, work, culture, sport, participation, citizenship and political representation –, we expanded the Manifesto of the New Italian Generations 2019 with two new chapters dedicated respectively to “communication and media” and “international cooperation.”

Rome, April 2019
1. THE NEW ITALIAN GENERATIONS: AN OVERVIEW

On 1st January 2018, foreign citizens residing in Italy amounted to 5,144,440, out of a total population of 60,483,973, with an 8.5% impact.

Children and adolescents born in Italy to foreign parents amounted to more than 500,000, and minors living in Italy with a non-Italian citizenship amounted to about 900,000. Tahar Ben Jelloun defined this generation as the “involuntary generation”: that is, children and adolescents that end up being migrants in spite of themselves, and sometimes even without having migrated.

The new Italian generations do not experience their parents’ language and cultural barriers. Quite the opposite: they speak the dialects of their Italian peers mastering related cultural codes, and live their entire socialisation process in Italy. Indeed, educational success, inclusion in the labour market, the possibility to express one’s identity and participate in the Italian civil life are very sensible indicators of the concrete possibilities of success and social and economic integration of those born in Italy to foreign citizens or of those who arrived in Italy at a very early age.

In order to adequately reflect upon the new Italian generations, it is necessary to have at disposal statistical data relating to the main problems they are facing. However, the administrative data currently available do not always enable to make a distinction between the so-called second generations (young people born in Italy to foreign parents and raised in the Country) and young migrants (young people born abroad to foreign parents and living in Italy). According to our opinion, it is necessary to work towards this distinction in Italy, implementing the modalities provided for collecting and classifying information. Indeed, the current term “new generations,” introduced by the institutions and parties involved, is a more faithful representation of the variegated presence in Italy of young people with a migrant background. In fact, not only does it refer to young people (second generations, but by now also third generations) born in Italy to foreign parents (or to second generation parents) and raised in Italy, but also to young migrants arrived in our Country at a very early age.

The new Italian generations in the education system

On 31 August 2017, students with a migrant background enrolled in the Italian education system amounted to 826,091 - of whom 60.9% were born in Italy - accounting for 9.4% of the total amount of students enrolled (data collected by MIUR - Ministry of Education, University and Research). Their presence resulted to be higher in the early childhood education (164,820 - 10.7%) and primary education (302,122 - 10.8%) compared to the lower secondary education (167,486 - 9.7%) and upper secondary education (191,663 - 7.1%).

With regard to school-attendance, students with a migrant background and Italian students presented similar rates when considering 6-13 year olds (around 100%) and 14-16 year olds (slightly above 90%). On the contrary, the data relating to 17-18 year olds highlighted a lower school-attendance rate for students with a migrant background compared to Italian students, respectively 64.8% and 80.9%.

Students with a migrant background result to be particularly exposed to the risk of school dropout. In 2016, in fact, their rate was equal to 32.8%, against a national average of 13.8%, according to ELET data (Early Leaving from Education and Training, referring to young people between 18 and 24 years old in possession of a lower secondary education degree at the most and not inserted in vocational training programmes).

On 30 November 2017, MIUR’s data highlighted that the higher the level of education, the higher the difference in school dropout rates between Italian students and students with a migrant background. In particular, the school dropout rate relating to lower secondary education was equal to 0.6% for Italian students and 3.3% for those with a migrant background (students born abroad accounted for 68% of the total amount of students with a migrant background dropping out of school). With regard to upper
secondary education, the mentioned rate was equal to 1.2% for Italian students and 5.72% for students with a migrant background. Whereas, the school dropout rate relating to upper secondary education was equal to 3.8% for Italian students and 11.6% for students with a migrant background (students born abroad accounted for 83%).

Furthermore, on 1st January 2017, data collected by MIUR on migrants’ communities highlighted that non-compliance with compulsory education concerned some communities more than others, in particular the Sri Lankan, Egyptian, Bangladeshi and Tunisian communities. In those contexts, in fact, the amount of minors enrolled in the education system was less than 50% of the total amount of minors. Moreover, school dropout negatively affects a qualified participation in the labour market.

As emphasised in the box, compared to their Italian peers, students with a migrant background are exposed to a higher risk of educational failure and school dropout before completing the cycle of studies, especially during secondary education. However, this gap is narrowing for students born and/or raised in Italy.

Statistically, this educational disadvantage is linked to two main hindrances faced by migrants’ children during their studies: first of all, a non-perfect knowledge of Italian (in particular, with regard to the so-called “language used to study.” See also, Chapter 2, box “Qualification of the education system in multicultural contexts: ongoing interventions in the territories) - in particular, starting from the end of primary education onward - which can affect the necessary acquisition of competences in various subjects; secondly, the parents’ social-cultural background - with particular reference to the mother’s educational qualifications - which is considered one of the main elements that affects all children’s educational success. This explains, at least in part, the reason why the gap with the Italian students tends to narrow when passing from the first to the “second” generation.

Young people born and/or raised in Italy are often poised between different realities - the “migrants’ reality” and the “natives’ reality,” the family context and the social context, the culture of origin and the culture acquired - which sometimes are in conflict and can affect their personal identity.

It is important to adequately support the new Italian generations, as they act as a natural “bridge” between these different realities. In fact, it is necessary to enable them to be fully included in the social fabric in which they live, while preserving their bonds with the Countries of origin.

Lastly, the leverage exerted by the young people’s migratory background on their integration - even if they were born in the host Country - has been highlighted also by OECD’s study “Catching Up? Country Studies on Intergenerational Mobility and Children of Immigrants.”
2. SCHOOL

School is the environment where children and young people with a migrant background receive cultural education and participate in the Country’s social and civil life, also requiring the families’ engagement. Schooling - understood as the bond between teaching and education - is certainly an important instrument that moulds characters and mindsets. Therefore, it is necessary to pay greater attention when defining educational policies, so that the latter may be able to understand, promote and enhance the new aspects that are currently characterising the Italian education system.

In such context, inclusion is a decisive element to support individuals along a path where they can enhance their skills and specific aptitudes, with the aim to build solid relationships within the community, strengthening the idea and the implementation of mutual and responsible cohesion. When accessing the Italian education system, each student should feel part of a community and be able to build his/her identity and collective identity, at all times, day after day.

As laid down in Law no. 107/2015 governing the “Reform of the national education and training system authorising the review of the legislative provisions in force,” it is crucial to pay particular attention to the need for language and cultural integration policies addressed to students with a non-Italian citizenship. It is also important to fight against and prevent achievement gaps and school dropout (see Chapter 1, box “The new Italian generations in the education system”). To this end, a key role is played by interventions aimed at improving and perfecting the language skills of students whose citizenship or language is not Italian. Moreover, it is necessary to launch actions aimed at reducing problems connected to students’ everyday lives and/or social-economic contexts, implementing orientation and support activities (see further on).

The need to integrate young people with a migrant background first and foremost through education and educational inclusion has been emphasised at international level by OECD’s recent report “The Resilience of Students with an Immigrant background - Factors that shape well-being.” The study highlights that education and the development of a sense of belonging to the education system and to the community are factors that enable young people with a migrant background not only to acquire competences, but also to participate in and give their contribution to the host Country’s social, civic and economic life.

In the light of the above, the following paragraphs propose several important actions useful to meet needs, support the development of skills and competences at various levels (personal, relational, social), enhance talents and aptitudes, increase the education system’s inclusiveness and openness by widening its educational and cultural range of action. Indeed, a new Italian model can be realised through an intersectoral cooperation, involving not only school directors, teachers, families, intercultural mediators and researchers, but also civil society organisations whose mission consists in promoting an inclusive education. Finally, a further aim of the actions proposed is to help overcome the logic according to which students with a migrant background are entrusted to the action of few “delegated” figures.

2.1 PROMOTE THE TEACHERS’ SPECIFIC TRAINING IN CLASSROOM MANAGEMENT IN MULTICULTURAL CLASSROOMS

The background of the new Italian generations needs to be enhanced by the education system as a resource for the community. Indeed, the school environment can be experienced as a civic and human gym only if cultural and language diversities are recognised as a resource for the classroom. For this to take place, teachers need to be able to recognise the peculiar needs of children and adolescents with multiple-belonging situations. To this purpose, specific entry tests could be drawn up with the aim to ensure the young people’s most adequate level of insertion in the education system and to meet their specific language and educational needs.
We believe that **teachers**, in all orders and grades, need to be **adequately trained** and updated on intercultural education instruments and methodologies, in order to be able to carry out a direct and constructive dialogue with young people with a migrant background.

The patrimony of experiences and best practices realised over the years in different areas of the Country well represent an extraordinary formative experience, if shared and enhanced systematically (see, for example, “Le esperienze sul territorio (2012-2018)” - [“Experiences throughout the territory (2012-2018)”] published on the Migrants Integration Portal). Indeed, it is crucial for teachers to be provided with adequate competences and instruments in order to deal with the “challenges” that emerge when foreign students enter classrooms.

The Guidelines for the Reception and Integration of Foreign Students (2014) laid down by the Ministry of Education, University and Research - updating the previous Guidelines issued in 2006 – establish that the training paths addressed to future teachers have to lead them to acquire relational and educational competences on interculturalism. We believe that it is just as important for teachers to be trained also in anthropological and sociological matters, so that they can acquire the adequate instruments to understand the education systems and models of the Countries of origin of the young people and of their families. This would foster the establishment of fruitful relationships between school and family.

### The teachers’ training: regulatory interventions

As known, with the objective to develop the educational offer, **Law no. 107/2015** provided for the realisation of courses and laboratories aimed at the **literacy and perfecting of Italian as second language** for students whose citizenship or language is not Italian. Such educational offer can be organised also in cooperation with local bodies and the third sector, with the contribution of the communities of origin, families and cultural mediators.

**Decree of the President of the Republic no. 19/2016** governing **“Provisions for the rationalization and unification of subject certifications with regard to teaching posts,”** established the issue of a **new subject certification: A-23**, Italian language for learners with a foreign language. The Decree provided 506 job positions for this new subject certification, to be covered in accordance with what laid down in **Law no. 107/2015** on subject certifications and exams for the recruitment of teaching staff within the ordinary personnel of the lower and upper secondary education.

**Ministerial Decree no. 197/2016** - with which the National Plan 2016/2019 was adopted pursuant to **Law no. 107/2015** with regard to the training of teachers already employed (involving also school directors and administrative, technical, auxiliary personnel) - identified **“Integration, citizenship competencies and global citizenship” as a national priority**.

Within the scope of the training objectives identified by the abovementioned Plan, the Ministry of Education, University and Research submitted to the Ministry of Interior - the Authority responsible for AMIF (Asylum, Migration and Integration Fund) - a long-term project aimed at training school personnel working in highly complex multicultural contexts. As highlighted in MIUR’s note no. 2239 of 28 April 2017, the project - involving 1,000 school directors, 10,000 teachers and 2,000 units of administrative, technical, auxiliary personnel - was approved and funded with 4 million Euros.

Pursuant to **Lgs.D. 59/2017**, in order to access the competitive state examination for lower and upper secondary education teachers, it is necessary to certify the possession of at least 24 ECTS credits acquired in **anthropo-psycho-pedagogical subjects and in educational methodologies and technologies**. Within the 24 ECTS credits, no less than 6 must be in at least 3 of the following branches of learning: **Pedagogy, Special Pedagogy and Inclusion Didactics; Psychology; Anthropology; Teaching Methodologies and Technologies**.

In such perspective, intercultural training plays a fundamental role in defining a thorough and far-sighted organisation of the educational work to be carried out within and outside schools. We are aware of the...
great relevance and of the potential of this educational challenge which, in the upcoming years, can lead to an actual cultural innovation. Therefore, we are certain that the key figures of the education system (such as teachers, educators and cultural mediators) need to be the first to question their paradigms of reference with the aim to mitigate the rate of ethnocentrism present in our cultural system.

Lastly, we believe that the intercultural training of teachers and educators needs to be a shared project with a non-emergency feature. In fact, it is important to highlight that this educational and teaching approach is addressed to all, nobody excluded. Moreover, the school community needs to be inserted in a consolidated and continuous intra-institutional cooperation among central and local administrations of competence, Regional School Offices, school networks, parents’ committees and associations - both immigrant and not - as well as associations of the new Italian generations.

In this view, both the very first and the lifelong training of the teaching staff are crucial to achieve an authentic teaching focused on students and on their needs. At the same time, the latter have to be placed at the core of an educational and training agreement involving the education system, families and the territory.

2.2 STRENGTHEN ACTIONS AIMED AT EDUCATIONAL AND PSYCHOLOGICAL SUPPORT AND LINGUISTIC-CULTURAL MEDIATION

In order to prevent educational failure and school dropout of children and young people with a migrant background, and to promote an effective reception and listening system addressed to families, it is important to assist the teachers’ work through specific services capable of providing educational and psychological support and linguistic-cultural mediation.

These three services though, although requested and present in the context of reference, have not been systematised yet.

Educational support is often entrusted to associations present on the territory, but the professionals’ training is not always adequate to satisfy the needs of the new multicultural scenarios. Moreover, users - understood both as students and families with a migrant background - are often disoriented, in particular when they first enter into contact with the Italian education system. This information void, if not adequately filled, can affect the families’ choices and the students’ perspectives.

Linguistic-cultural mediators play a decisive role in connecting institutions and immigrant families, providing information and facilitating communication. They are the true protagonists of the quality of intercultural relationships. This professional figure is currently object of institutional redefinition and standardisation, although it still results “undefined” from a national regulatory viewpoint. Therefore, we believe that it is necessary to create a specially devoted register indicating the specific requirements that must be met in order to work in the various operational scopes of action of intercultural mediation.

According to our opinion, given this figure’s delicate position in human relationships, it is necessary to organise in-depth and refresher courses on subjects such as Pedagogy, Psychology, Sociology and Anthropology. Over the last years, given the transformation of the users of the education system and the increase in the number of students with a migrant background, it has been necessary to redefine the figure of linguistic-cultural mediators. In fact, this professional figure no longer plays a strictly cultural and linguistic role, as it has started to assume an increasingly “educational” position, becoming an example for the younger students. Therefore, its duty to assist students along their insertion path is to be currently considered as a process capable of leading them toward self-discovery. Indeed, the personal origins and cultural and linguistic competences of this figure have become a social and professional value.

Moreover, it is important not to neglect the possibility to access structured services in the field of linguistic-cultural mediation, overcoming the logic of interventions “on call.” To this regard, it would be
very useful to foster the creation of territorial networks between schools and related services, such as social districts, social-healthcare centres and educational centres. This aspect is important as it would enable to realise stable and coordinated territorial services, where qualified mediators, besides being figures that dialogue with the communities, can become a point of reference to obtain information.

Furthermore, a specific model for language support should be created and used, providing instruments capable of adjusting to the users’ characteristics (we think, for example, of the distance between the linguistic system of arrival and those of origin) and to their educational level. Language support should certainly be activated during school hours and/or after-school hours, to meet the needs of young people who speak languages different from Italian in the family. At the same time, it is necessary to boost actions aimed at maintaining and enhancing the young people’s mother tongue, as a competence that should become a “common good” for the entire community.

With regard to the dissemination of digital technologies in all scopes of action of everyday life, it is clear that, from an educational perspective, it is first of all necessary to reduce the gap between digital native students and adults (e.g. teachers, educators). At the same time, it is by now evident that language education processes can fruitfully make use of digital and multimedia supports and aids. Indeed, the latter enable to greatly extend the time span and the possibilities to learn and perfect language-communication skills.

We also believe that it is important to try forms of educational cooperation, such as Peer Education or Cooperative Learning. In fact, this would invest Italian students with responsibilities, enabling them to participate in the reception and integration process of their foreign peers. At the same time, it would multiply the opportunities for debate with the aim to share practices and positive experiences.

Qualification of the education system in multicultural contexts: ongoing interventions in the territories

In the framework of the multi-level governance of integration policies, in 2016 and in 2018 the Ministry of Labour and Social Policies issued two Multi-action notices funded by the Asylum, Migration and Integration Fund addressed to Regions and Autonomous Provinces. The main objective was to implement interventions structured per scopes of action (such as the education system and the establishment of associations) capable of meeting the territories’ specific needs and characteristics.

With regard to the education system, the intervention plans are being realised by the Regions together with schools and in cooperation with different types of bodies: regional school offices, universities, research institutes, local bodies, instrumental bodies, training and labour agencies, social cooperatives, associations, foundations. In some territories, on the basis of specific memorandums of understanding, the Provincial Centres for Adult Education (Centro Provinciale per l’Istruzione Adulti - CPIA) represent a key element both to fight against school dropout and to connect schools, social services and other educational agencies.

An overall view of these intervention plans is available on the Migrants Integration Portal, under the section “Regions.” The majority of the plans have a focus on the language used to study, providing instruments aimed at facilitating the learning of educational contents, by improving language skills in micro-languages (e.g. Mathematics, Science, Music, Sports, Physics, Chemistry, Law, IT, Economics) and transversal language skills necessary to face the language used to study.

Another interesting aspect of the intervention plans concerns the attention paid on understanding texts relating to the various subjects studied. Half of the intervention plans provide for specific instruments aimed at linguistically facilitating and simplifying the original texts.

Peer Education is a relevant relationship characterised by an interesting potential in terms of integration. It can involve young people belonging to different age brackets or with different origins. Peer-students,
for example, can offer support to teachers in L2 Italian language laboratories, or act as tutors or mentors for younger students.

Another important aspect of the intervention plans concerns the realisation of vocational laboratories, functional also for the development of linguistic skills. Throughout the various Regions, these laboratories can be connected to the professional vocation of schools or more in general to specific sectors (for example constructions, mechanics, motor design and manufacture, IT, fashion, serigraphy, carpentry, horticulture, aesthetics, food and wine connoisseurship) or to the so-called coding, with training in programming language.

Lastly, many intervention plans throughout the territories explicitly provide for the use of new IT technologies for language learning/teaching.

Finally, psychologists are becoming more and more necessary in dynamic contexts, that is where the systems are not only those of the Countries of origin, but also those of the people “in transit” in our social reality. These figures need to be provided with an adequate knowledge of the systems of reference of the heterogeneous population with a migrant background.

Therefore, besides the teachers’ training in special educational needs and specific learning disabilities, it is also important to ensure the students’ possibility to refer to psychological support desks within the school. These desks could be organised and managed by professionals with specific training, in synergic cooperation with linguistic-cultural mediators and teachers.

Such service should pay particular attention to building and developing pre-adolescents’ and adolescents’ identity. Moreover, it could represent a spur to identify requests and needs that schools do not always manage to intercept during lessons. Finally, it could enable “to grab hold” of students at risk of dropping out of school, creating a space free from judgment, where they can talk about situations that they find difficult to manage alone.

It is very important for these types of services to be able to identify and prevent possible hardships and difficult situations, identifying prompt interventions capable of solving emerging issues, in close cooperation with families and schools.

### Psychological support desks

**WHAT SHOULD THEY PROVIDE?** Information, listening and support for personal growth

**TO WHOM SHOULD THEY BE ADDRESSED?** Students, parents and teachers

**HOW SHOULD THE BE SET UP?** With personnel specialised also in transcultural issues, communicated with adequate awareness-raising campaigns, also so as to prevent any mistrust towards the figure of the psychologist

**WHERE SHOULD THEY BE LOCATED?** In schools, in a space capable of ensuring the necessary privacy

**WHEN SHOULD THEY BE ACCESSED?** During school hours and after-school hours

**WHY SHOULD THEY BE SET UP?** To prevent, help and contain hardships, and to find answers; to create an environment where students can process their experiences and thoughts concerning their personal story through a psychological self-examination, and can improve their psycho-physical wellbeing, in a view of constructive help supporting the development of their identity.
2.3 INCREASE FAMILY ENGAGEMENT

Family engagement is fundamental for the positive outcome of young people’s educational paths. Sometimes, parents do not get involved in their children’s experiences either because the former reproduce the “delegation” mechanisms experienced in schools in the Countries of origin, or due to a scarce knowledge of the Italian education system and of the language of arrival.

It is certainly necessary to carry out specific training actions addressed to parents, illustrating the functioning of the education system, their rights and duties towards their children as well as towards the new education system. For the good outcome of the children’s paths, it is even more important to foster a prompt orientation which, according to our opinion, should be carried out from the very first year of the lower secondary education. Therefore, particular attention needs to be paid to the mechanisms underlying choices at the end of the lower secondary education cycle, in the attempt to identify paths that correspond to personal aptitudes and competences (see further on). Currently this represents one of the issues relating to young people with a migrant background, who often suffer from the education system’s negligence (when, for example, it orients them towards professional institutes) and the families’ negligence (when, for example, they place economic aspects before their children’s ambitions and perspectives).

In order to steer parents in advance, it is necessary to reassert the value of the education system understood as an institution whose function is to project towards the future, and as an environment where competences, aptitudes, relationships and interactions are developed. Therefore, orientation is an instrument aimed at preventing and reducing social inequalities.

Given the communication difficulties connected to the language of arrival, we believe that it would be useful to offer courses aimed at improving the parents’ language skills. Likewise, it is important to provide an orientation on literacy services in Italian for adults present on the territory of reference. Of course, services activated for parents in their children’s same spaces effectively communicates the idea that school is an open and common space.

Family engagement can be activated also through training/orientation activities specifically addressed to parents, especially to mothers living in social and cultural isolation and lacking employment. The idea is to provide them not only with language courses, but also with training aimed at enhancing non-formal and informal competences, and at making said mothers actively involved.

Schools open to parents: drawing inspiration from best practices

- Realise multilanguage signs with the aim to help identify school spaces.
- Use multilanguage material with the aim to disseminate information and/or communicate activities and services to parents.
- Ask the School Committee for the possibility to use one or more classrooms in the afternoon.
- Enhance parents’ competences identifying activities to be carried out in classrooms.
- Disseminate information within the school and involve students, parents and teachers in the initiatives.
- Make the school an open space in after-school hours, through the organisation of themed cultural events in the evening.

According to our opinion, one of the main ways to involve families in school is to give them the opportunity to schedule after-school activities and organise the related spaces, officialising this relationship through specific memorandums of understanding between schools and parents’ committees.
The main aim of after-school activities is to offer a space for socialisation, education and cultural exchange, with the final purpose to foster the social inclusion of young people and families.

By encouraging the co-planning of spaces in after-school hours - depending on families’ availability and needs - various objectives can be achieved, among which: support through language courses addressed to minors and families needing them; the involvement of migrant mothers in activities and laboratories, breaking the sense of isolation in which some of them live; the creation of opportunities for self-employment; fight against the risk of school dropout, especially for minors belonging to specific age brackets.

For this reason, according to our opinion, it is important to promote the realisation of the following initiatives:

- awareness-raising actions addressed to schools, so that they may allow the use of their spaces in after-school hours, in order to carry out activities organised also by voluntary associations set up by the new generations; indeed, schools are public spaces fit for training and socialisation initiatives, and often constitute the main point of reference for the neighbourhood;

- initiatives that can involve pre-adolescents and adolescents in after-school hours, as they are the ones for whom the risk of school dropout is the highest (especially for specific targets such as newly reunified families). This would also meet the needs of families with a long working day that are in difficulty due to the absence of a family network, friendships or services offered by the territory;

- new modalities to engage mothers and to restore their former role as the parent who interfaced with the school in the country of origin. According to what highlighted over the years, when mothers arrive in Italy they no longer carry out such role, which also conditions their social lives. By identifying new dialogue modalities, the school could acquire greater knowledge of the mothers’ true needs on the one hand, and help them supply the services requested by the community on the other hand, such as, for example, tagesmutter initiatives in schools or the management of spaces during after-school hours.

After-school activities for parents and children: a space to be enhanced

- Opportunities for informal debates among teachers, parents, children in after-school hours
- Services supporting study and socialisation (e.g. sport and cultural activities) for young people in lower and upper secondary education
- Initiatives organised by foreign mothers, also as an opportunity for self-employment (e.g. tagesmutter)
- Italian language courses and foreign language courses for parents and children simultaneously

2.4 DEVELOP AN INTEGRATED SYSTEM OF SCHOOL-TO-WORK ORIENTATION AND TRANSITION

When moving on to the upper secondary education, it would be important for the orientation system to be effective and helpful in supporting students and families in making choices corresponding to personal ambitions and skills. It should also be able to enhance the specific competences connected to the cultural and language background of young people coming from a migrant context.

Once the educational path has been completed, we believe that it is very important to create or strengthen instruments for job orientation, also with the aim to overcome information asymmetries with regard, for example, to employment trends in certain sectors, to the most requested professions in the future, to the best way to submit one’s candidature, as well as to cultural codes of conduct (which Italian peers have more opportunities to learn owing to their parents’ job experiences).
With regard to the organisation of a more effective system for providing job orientation, there are various opportunities that can be taken into consideration, such as:

- the use of **innovative methodologies** for a more participated and active orientation in a school open to the labour market. For example, **Role Playing** sessions involving enterprises and external subjects so as to enable young people to experience in practice what it means to carry out a certain profession. Apart from simulating job experiences, it is fundamental to **spur self-entrepreneurship** enabling students, for example, to meet with entrepreneurs and professionals that can help them understand the “external” reality. This would be very useful in order to foster the development of a business culture in the school and, at the same time, provide job orientation;

- the **advance matching of labour demand and supply** by promoting meetings between enterprises searching for personnel and young people ending their educational path;

- the re-launching of **Civil Service**, recently opened to the participation of non-Italian citizens, providing information on the possibility for cultural and social engagement, as well as job possibilities, as an expression of a direct participation in the community’s life;

- the creation of **territorial agreements between lower and upper secondary schools** with the aim to activate, promote and systematise peer education orientation experiences, also within the scope of school-to-work alternation.

Lastly, with reference to young people holding a residence permit while awaiting employment, it would be desirable for regulations to keep into account - with regard to the duration of said permit - that young people need more time. In fact, in the light of the current economic crisis, a year (that is, the duration of the mentioned permit) may not be sufficient to find a job.

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**From school to work in seven steps**

- School-to-work alternation
- Apprenticeship
- Career Days
- Personalised orientation
- Civil service
- Support in drawing up a CV
- Training

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**Peer to peer best practices, between school and university**

Partnerships between schools and universities allow to activate Peer Education paths in which both young students attending the upper secondary school and university students can become tutors and motivators with regard to peers in difficulty or younger students.

Tutors could be selected on the basis of their language skills and university choices. Therefore, they could be called to offer specific orientation on the basis of their experience, and be an example for the younger ones - specifically for young people with a migrant background, with the aim to cultivate in them the ambition to undergo a high-level training and to search for a qualified social position.

Such intervention, after initial experimentations, could be transformed into a structured and repeatable model.
3. WORK

Insertion in the labour market represents a fundamental moment for all generations. Passing from school to work is the opportunity to see one’s skills, competences and ambitions recognised, and to assert one’s autonomy. We would like to suggest several interventions that we consider important as they could foster improvements in job opportunities and develop the capability of the system to enhance the talents and aptitudes of all.

3.1 RECOGNISE AND DEVELOP NON-FORMAL AND INFORMAL COMPETENCES

Young people with a migrant background are characterised by the fact that they come from Countries and families with different languages and cultures, and that they have to carry out a broad daily mediation between the family and the society in which they live due to the different ways of thinking and living and the different types of desires. Besides the formal competences acquired through training paths, these characteristics of theirs constitute an added value to spend in the labour market.

As some intermediation realities are starting to experience in labour demand-supply, cultural and language skills constitute points of strength because they contribute in triggering production and organisational innovation processes, which are fundamental for enterprises (in particular, for small and medium enterprises). Just think, for example, of the need for said enterprises to propose their products and services to targets that are becoming more and more multilingual and multicultural.

For this reason - as highlighted by the New Skills Agenda for Europe (2016) - we believe that it is important to enhance the new generations’ formal, non-formal and informal competences, so that they may have easier access to the labour market.

Young people often find it difficult to recognise their values and competences. Therefore, it is important to work on raising awareness through educational and training actions right from the education system (in this perspective, school-to-work alternation appears as a strategic instrument). Indeed, diversities should be considered and conceptualised as opportunities, characteristics to cultivate and train as talents.

Within the scope of services for employment, it is important to raise awareness in professionals and for them to undergo training and refresher courses. We think, for example, of reception protocols that propose the intervention of an intercultural mediator for a young person only because the latter was born abroad, without even assessing the young person’s language level (which may even be very high because raised in Italy).

Moreover, it is fundamental to foster - also through the direct involvement of young people in processes aimed at supplying services and active labour policies - the development of systems aimed at recognising competences, information systems, systems for matching demand and supply online (see further on), in a guaranteed and transparent way, also so as to counter illegal labour.

**Competence assessment**

**What is it?** It is a guide that enables to orientate oneself in the labour market, with the support of specially devoted consultants. It fosters a greater involvement of workers in choosing their professional development. Competence assessment is not an indicative action, but an instrument recognised by the law in order to access the national certification path of competences provided for by Lgs.D. no. 13/2013.

**How is it carried out?** Competence assessment is the result of a structured individual or group consultancy. The assessment is not exhausted with an interview, but it makes use of specific observation, evaluation and analysis instruments. Great attention is paid to the identification and description of non-certified skills and competences, that is competences proven or acquired outside the institutional
The results are collected in a final report and inserted in a “portfolio of competences” that integrates the CV.

Who is it for? It is for employees and persons in search of a job with the aim to enhance the competences acquired also at informal and non-formal level and to define one’s professional path. It is also for companies with the aim to select candidates, manage career paths and restructure companies.

What is it for? To define one’s competences, aptitudes, professional and personal experiences; to enhance competences connected to the labour market and training; to discover unexpressed potentialities; to collect and put in order elements that enable to draw up a professional or personal project; to manage at the best one’s resources and to identify personal and professional priorities.

3.2 Foster the Internationalisation of Labour Markets

In the last twenty years, the complexity of the international labour markets and the competition within them have led to the creation of a global labour environment. Strategic, production and commercial relationships take place in said environment between subjects with different languages and cultures and that, therefore, have to identify shared ways of thinking, envisage scenarios and formulate agreements.

Therefore, the possession of competences capable of managing multiculturality and create transnational networks have become a precious resource for all systems, both those in development and those in crisis.

Within the context of the debates on the UN Global Compact for Migration, the idea of global partnerships based on competences emerged as a way to associate migration with the development of competences, for the mutual benefit of the countries of origin and destination, as well as of the actual immigrants.

Italy is paying for the delay in internationalisation processes, especially with regard to small and medium enterprises that constitute a significant component in the Italian labour market. Young people with a migrant background can be considered an undoubted resource to be enhanced within such processes. Therefore, according to our opinion, it would be useful to create opportunities for young people and enterprises to meet, and to support paths for accelerating the internationalisation of the Italian production fabric.

The new generations, in fact, as ambassadors of the Made in Italy worldwide (just think of the countries of origin), can help companies understand the potential of a new market and help them import goods on the basis of the Italian market’s needs. In other words, young people with a migrant background can foster the construction of new commercial bridges.

Another fundamental initiative aimed at fostering the internationalisation of the Italian production fabric - also considering small and medium enterprises - could be the creation of a national database in which one’s specific competences can be registered. This could be of great interest for who, for example, wants to invest abroad and does not have a multinational structure. The possibility to make use of a database in order to identify high added value competences possessed by young people with a migrant background, such as, for example, language skills with regard to a specific province of a country such as China, can increase young people’s job opportunities and the companies’ development opportunities.

A further scope of action in which it is necessary to invest concerns the development of trade and partnerships between young entrepreneurs with a migrant background in Italy (a group in increase) and entrepreneurs in the Countries of origin. The fostering of trade - also with the support of diplomatic-consular representatives - could lead to a significant growth and development of professionals who can make use of international experiences.
The internationalisation of the labour market: eight ideas

1) Support the realisation of a national portal of competences that companies could use in order to find their ideal candidate on the basis of very specific needs (for example, to find a specific language skill in a dialect of a given Chinese province in which one intends to set up a business)

2) Enhance the language and economic skills of second generation young people, who can thus become “ambassadors” in their Countries of origin

3) Foster geographical mobility of young people with a migrant background within the European context

4) Involve diplomatic-consular representatives in the processes for accessing and moving in the international labour market

5) Promote cooperation among associations of young people with a migrant background, category associations, training bodies, enterprises, institutions

6) Support the self-entrepreneurship of young people with a migrant background, fostering opportunities to meet with bodies and institutions that promote it

7) Organise periodical meetings and possibilities for dialogue between young people with a migrant background and the actors of the Italian and international labour markets

8) Disseminate the results achieved by companies that have made their multicultural staff a point of strength, with regard to business development and the creation of new markets

What is Diversity Management?

Diversity Management is a philosophy on the management of human resources aimed at creating an inclusive work environment capable of fostering individual potentials and of using them as a strategic lever to achieve organisational objectives. It is implemented through instruments/actions/projects aimed at managing and enhancing individual diversities, such as age, gender, culture, sexual orientation and religion.

The most relevant literature in such context defines Diversity Management as a useful and necessary discipline, especially in the globalisation era in which we are living. Its aim is to show how to work in companies that have to deal with employees and customers coming from different cultures, learning how to manage and improve interactions among the various subjects linked to the enterprise. The relevance of Diversity Management is by now evident in a world where markets continue to widen and diversify. In fact, those belonging to said world have to deal with individuals coming from different contexts and with different languages. Therefore, it is absolutely necessary to have a good knowledge of the culture of reference in order to avoid useless misunderstandings and conflicts, and therefore to create an excellent synergy. Companies wanting to adopt Diversity Management have to establish guidelines for intercultural communication. Therefore, they have to pursue the following aims:

- Decide which communication and cultural models to use depending on the situations,
- Avoid for cultural gaps to be the cause of conflicts,
- Spur interest towards different solutions, in an intercultural view, not only with regard to human resources but also marketing,
- Activate training courses on intercultural communication for managers and employees,
- Offer a service for employees through which they can report cases of racial discrimination,
- Ensure the protection of rights.

We believe that it is important for companies to implement a programme aimed at managing diversities. Therefore, managers of human resources need to be adequately trained on the advantages of cultural diversity and be able to interpret the candidates’ specific competences, not only technical but also language-cultural competences. It would also be necessary to evaluate the advantage deriving from the cultural background and the network of formal and informal relations with the country of origin. Diversity Management training plans - addressed to ruling classes, managers, entrepreneurs - are often based on international experiences already in progress. In fact, they highlight the production benefits connected to the selection of a heterogeneous and multicultural labour force, thus disseminating greater awareness that helps recognise and overcome prejudices connected to discrimination.
4. CULTURE, SPORT AND PARTICIPATION

The new Italian generations represent a bridge between the migrant citizens’ cultures of origin and the Italian culture, enabling them to meet.

In order to foster inclusion processes that enhance the fact of belonging to different worlds, we believe that it is important to move in two different directions at the same time: it is necessary to enhance and foster the preservation of the culture of the Country of origin, while strengthening the bond with the Italian culture.

We believe that it is very important to promote inclusion policies addressed to all cultures and to all belongings, also religious. It is also important to launch initiatives aimed at fostering studies and reflections on the “Italian model” of integration, inclusion and respect of diversities. The new Italian generations can contribute in developing a path capable of enhancing the specificities of the Italian context, while keeping into account the other countries’ experiences.

Moreover, it is necessary to raise awareness in the new Italian generations on the role that they can play in fostering initiatives aimed at interreligious and intercultural dialogue. Such role, as well as the development of integration processes and policies, can be promoted effectively in several specific contexts, such as for example the sport environment. In fact, owing to its widespread dissemination within the social fabric, sport is a tool for inclusion, participation, aggregation and education, and an extraordinary catalyst of universal positive values that can contribute towards strengthening a culture of dialogue and the respect of diversities.

4.1 ENHANCE AND PRESERVE THE CULTURE OF THE COUNTRY OF ORIGIN AND STRENGTHEN BONDS WITH THE ITALIAN CULTURE

To promote and strengthen the young people’s bond with their family’s culture of provenance does not mean to label young people who feel totally Italian as eternally “migrants.” It means, instead, to enhance the richness of their experiences and belonging.

For this reason, we believe that it is important to create opportunities for young people to talk about their cultures of origin and share experiences in cultural environments where young people gather, in summer-school camps addressed to children, during events and on days dedicated to pluralism and the sharing of cultural heritage. Although educational agencies play a primary role in this scope of action, programmes should be launched also by local bodies and cultural institutions, both local and national.

We would like to see the many provenances and experiences of the young people living in Italy reflected in our Country’s cultural offer, at all levels. We believe that all socialisation environments in which we live, study, do sport and have fun should open up to young people’s cultures of origin - viewed as a resource that enriches the entire community.

It would be very important to involve the media in order to incentivise the possibility to provide spaces managed by young people or anyway dedicated to their positive stories of success. Moreover, the many communities of migrant citizens rooted on the territory play a fundamental role as well. In fact, these communities and their representatives fuel and enhance the cultures of origin, while acting as mediators between the institutions of the various countries. Therefore, they are precious allies along a path leading to a more open, plural and integrated society.

The Italian culture is part of our background: we share our peers’ styles of behaviour, we know the Country’s language and customs, its history, its rules and regulations, its traditions. This is what allows to
create a strong bond with a culture. This is what makes an individual feel a citizen to all intents and purposes, beyond legal recognition.

How can positive paths be enhanced and strengthened in this direction? We believe that it is necessary to promote initiatives capable of strengthening the young people’s knowledge of the history, institutions, and social-cultural dimension of the cities in which they live and of the entire Country. This would also strengthen their ability to use cultural spaces and fully express their perspectives. Italy is renown worldwide for its excellences in this field. Therefore, it is necessary to contribute towards disseminating this awareness, which can certainly increase the sense of belonging.

Moreover, it is important to consider the contribution offered to the Italian society by the cultural production of young people with a migrant background, in terms of knowledge, testimony, innovation. We believe that all cultures can be enhanced and strengthened when different views of the reality meet and are shared.

4.2 Promote sport as a tool for integration, inclusion and socialisation

Sport has often anticipated inclusion processes and the development of a common sense of belonging in young people. Indeed, sport is a tool for integration, inclusion and socialisation, for the following reasons: it is addressed to all, it speaks a universal language, it has an impact on daily lives, it is based on fundamental values, it positively affects language learning, health, psycho-physical wellbeing and social-labour insertion. For this reason, we believe that sport can be a fundamental means to communicate a culture aimed at sharing common rules and principles.

In its White paper on Sport (2007), the European Commission highlighted the role played by sport and its principles – such as compliance with rules, respect, solidarity - in strengthening active citizenship and the young people’s participation in the society. More recently, the European focus was also placed on the bond between sport, social inclusion and youth unemployment (Conclusions of the EU Council of 25-26 November 2013): “Through engagement in sport, young people attain specific personal and professional skills and competences which enhance employability. These include learning to learn, social and civic competences, leadership, communication, teamwork, discipline, creativity, entrepreneurship.” The accent is placed on values, transversal competences and their development in young citizens: “Participation in grassroots sport [...] may develop positive social attitudes and values, as well as individuals’ skills and competences, including transversal skills such as the ability to think critically, take initiatives, problem solve and work collaboratively [...] With regard to the contribution of sport to transversal skills development, there is untapped potential, especially for young people, since skills gained via non-formal and informal learning are valuable for personal and professional development, including on the labour market and in lifelong learning” (Conclusions of the EU Council no. 2015/C 172/03).

Currently, the «Resolution of the EU Council on the European Union Work Plan for Sport» (2017-2020) confirmed that social inclusion (sport as a means to promote European values and integration) and education in sport and through sport are priority issues in this scope of action. Moreover, it emphasised the coaches’ role, status and responsibility in the society (see for example the data of the “Sport and Integration” surveys conducted by IRRPS-CNR within the scope of a Programme agreed upon by the Ministry of Labour and Social Policies and CONI [the Italian National Olympic Committee] with the aim to promote integration policies through sport).

We also believe that it is fundamental to strengthen awareness concerning the principle of sport citizenship. Owing to the educational strength of sport, there must be no differences among minors when it comes to accessing sport and sport competitions. In this perspective, we consider the entry into force of Law no. 12/2016 as an important step forward. Said law, in fact, allows for minors that do not have an Italian citizenship (legally residing in Italy at least since they were ten years old) to register with sport
clubs (belonging to national federations or associated disciplines), as well as with associations and bodies promoting sport, following the same procedures established for Italian citizens. Their membership remains valid up to the completion of the procedures for acquiring Italian citizenship.

In order to allow the full and effective exercise of the right of sport, Law no. 205/2017 allows for minors who are citizens of Third Countries—also not compliant—with regulations on entry and stay—who have been enrolled for at least one year in any class of the Italian education system, to register with companies or associations that are members of national sport federations, of associated sport disciplines or bodies promoting sport, also Paralympics, without any burden compared to what provided for Italian citizens.

We believe that these themes deserve particular attention in the many sport contexts—sport associations, sport professionals, sport fields, schools, media. Through awareness-raising campaigns—recognised at European level as strategic factors for an effective integration—it is possible to enhance the role of sport in integration processes, to disseminate positive experiences emerging from territories, to build a true respect of diversities and a culture of cohabitation and access to sport for all.

4.3 FOSTER THE DEVELOPMENT OF ASSOCIATIONS, ACTIVE PARTICIPATION AND EQUAL OPPORTUNITIES

Young people have a great ability to network, to found and join associations through which they can meet other people with experiences similar to theirs. Indeed, associations can constitute an effective means to participate in the Italian civic life. Forms of association, operating also in a view of subsidiarity, can strengthen the sense of belonging to the Country in which one lives, representing a bridge with the country of origin and, at the same time, fostering the positive impact of individuals and groups on the entire community. Many associations founded by young people with a migrant background have among their objectives the desire to affect the society’s transformation processes, in particular by pulling down barriers and prejudices. They also organise awareness-raising initiatives addressed to all. To know one’s duties and rights and to be conscious citizens is a further added value of the association experience.

For this reason, we believe that it is fundamental to enhance actions and tools that facilitate the establishment of new associations. At the same time, it is important to enhance the associations already rooted on the territory and in the communities. Finally, it is necessary to promote channels through which the work carried out can be disseminated and shared, thus inspiring other associations.

A useful tool that could foster the founding and joining of associations is the possibility to recognise training credits for young people engaged in association activities and voluntary work connected to integration and inclusion.

It is also very important to foster the creation of networks among associations, bridging our Country with other realities at European and international level, also trying to soften conflicts and enhance specific competences.

To this regard, territorial public bodies could foster such processes, for example, by putting at disposal common spaces (that promote the development of networks and collaboration between different associations) and by fostering dialogue among various communities.
Services developed with the aim to provide information on engagement rights and opportunities

To be engaged and conscious citizens means to have knowledge of the opportunities, rules and regulations, procedures and services active on the territory.

For this reason, we believe that it is important to promote knowledge and awareness by disseminating information that has to be easily accessible and usable by young people. Initiatives for active citizenship contribute in supporting greater participation. They also foster the understanding of values and rights, strengthen awareness concerning responsibilities and increase the sense of belonging.

Besides expanding the traditional means and channels of information, we believe that it would be useful to make use of new technologies, owing to which greater accessibility can be promoted leading to a more direct and immediate use of contents. Moreover, we believe that it is important to organise periodical meetings providing information concerning the services offered on the territory that foster dialogue and sharing among associations, local bodies and schools.

A strategic aspect that could help associations foster forms of active citizenship concerns the possibility to incentivise collaboration with institutions and realities present and active at territorial level. It is necessary to support mutual acquaintance and foster participation, also at neighbourhood level (for example, district commissions, foreign citizens councils, neighbourhood committees). This would enable the inhabitants of a specific place to get to know each other and dialogue on the priority needs of the communities to which they belong.

The so-called “intermediate bodies” of the society and institutions of competence at local level can be incentivised to identify modalities and instruments for involving the new generations.
5. CITIZENSHIP AND POLITICAL REPRESENTATION

Our idea of Nation is based on the meaning of citizenship. Indeed, an active and engaged citizenship represents the set of duties and rights of individuals belonging to a community, who can therefore be defined citizens to all intents and purposes, regardless of their origin.

5.1. SUPPORT INITIATIVES THAT ENSURE EQUAL CIVIL AND POLITICAL RIGHTS

Drawing inspiration from the fundamental principles of the Italian Constitution, of the Charter of Fundamental Rights of the European Union and of the Universal Declaration of Human Rights, we intend to firmly reassert the need for a reform of the law on citizenship, in order to enhance multicultural diversity as one of the most powerful levers for the Countries’ development and cohesion.

Decree Law no. 113/2018 on immigration and public security - converted with amendments by Law no. 132/2018 - has restrained the attempts and steps forward made up to now in this direction, making the integration path in Italy of young (and not young) people with a migrant background unsure and fragile. The increase in the amount owed for submitting citizenship applications and the lengthening of the time necessary for citizenship recognition - from 24 to 48 months - represent a standstill in the eyes of a generation that did not choose to migrate but that, born in Italy, has chosen to establish its roots in this Country and its values.

Therefore, we invite the political parties to review their ideas and to have a forward-looking view of Italy’s and the Italians’ future guaranteeing citizens with a migrant background the legal ownership of specific civil, political and social rights. Among these, the right of vote is certainly an instrument capable of stimulating the integration and inclusion process of said citizens and of immigrants, increasing their acceptance of the Constitution’s values and principles. Feeling to be an active part of a “community” leads to remarkable benefits in cultural and economic terms, besides public order and security.

Italy has undertook at international level to guarantee residents of foreign origin the right of freedom with regard to expression, assembly and association. It is also committed in promoting and fostering consultation bodies in order to create an adequate representation of residents of foreign origin in communities. Local initiatives aimed at making foreign citizens’ participation effective testify the awareness concerning the need to create practical integration paths through an effective participation in the communities’ lives. The forms of indirect participation already experienced, although of undoubted participation, are no longer sufficient, such as the Consulta degli immigrati (the Immigrants’ Council) or the Consigliere aggiunto (the Additional Councillor). These paths allowed to place foreign citizens’ requests on the local policies’ agenda. However, they did not result to be very incisive on local bodies’ choices, having a merely “consultative” nature. Citizenship recognition to the new Italian generations, as well as the granting of the right of vote to immigrants residing on the Italian territory, would be in actual fact a testimony of an effective implementation of democracy. Therefore, we hope that Italy will be faithful to its commitments bringing back to the centre of the political and public debate the need to recognise a clear cultural transformation, which also implies the review of rules and regulations. In fact, the latter have become a hindrance for the setting in of principles that are in actual fact a “common heritage.”

Our concept of social and political participation of the new Italian generations starts from the values and dissemination of the Italian Constitution. Indeed, it is by being involved in the life of the “polis” that we can promote change, progress and integration. In this sense, we take up the challenge of democratic participation not as a mere respect of the citizens’ rights and duties, whose maximum expression is given by the right of vote, but as a deeper matter of participation and commitment at political level, both formal and informal. For this reason, we believe that the variegated cultural backgrounds of the new
Italian generations represent a resource from which to begin analysing and interpreting the social situation in Italy, so as to bring up and represent requests for change in line with the feelings of the entire population.

In the light of the above considerations, CoNNGI, as representative of the new Italian generations, undertakes:

- to promote the dissemination of the constitutional values, in particular of the 12 fundamental principles;
- to create an open and inclusive debate on the Italian and European political scenario;
- to promote best practices with regard to participation in the “polis;”
- to submit and support popular bills that fall within the sensibility of the National Coordination and of its values;
- to limit and report the exploitation of young people with a migrant background in the Italian political debate;
- to organise laboratories aimed at strengthening the principle of civil responsibility of the new generations.

Lastly, we undertake to fight against the political dialectics that is relegating the phenomenon of migrations to the theme of security. At the same time, we invite all political parties to deal with the migrant phenomenon with the due sensibility and critical analysis, considering its complexity and releasing it from this wrong equation (see Chapter 6).
6. COMMUNICATION AND MEDIA

6.1. COMMUNICATE A TRUTHFUL REPRESENTATION OF THE SOCIETY

Information and communication are the means through which the population’s perception is formed with regard to themes of public interest, including the migrant phenomenon and all which is connected to it. A theme that is generally associated to migrations, not without misunderstandings, is that concerning people with a migrant background - both young and not young - born in Italy to foreign parents (or arrived at a very early age) and raised in Italy. The modalities and terms used by the national, local and social media to daily talk about migration do not always manage to distinguish between the two scopes of action (migrant phenomenon vs. new generations), thus leading to the creation or consolidation of prejudices that are harmful for social cohabitation.

For this reason, we believe that it is necessary to pay particular attention to the issue of information and communication, with regard both to providers (the media) and users (every single citizen). The aim must be to produce information that contributes in creating a precise and truthful representation of the society in which we live.

All information provided must comply with several basic criteria such as the sources’ reliability, accuracy and the protection of identity. When communicating information, it is necessary to pay particular attention to the terms used. The risk is to fall into stereotypes and prejudices (in the majority of the cases, negative and forerunner of fears), and to foment their dissemination, often accompanied by unjustified phenomena of hate speeches and the creation and proliferation of fake news. By using superficial or wrong terms (that is not corresponding to true statuses, facts and data), the media contribute in creating confusion among the population on the various aspects connected to the migrant phenomenon, often very different among each other: for example, a youngster born and raised in Italy by immigrated parents shares basically nothing with an immigrant who has been received in Italy after fleeing from the country of origin.

Pluralism and young people: two answers to prejudices and wrong perceptions

A study conducted by IPSOS in 2017 on the public opinion’s trends concerning migration in various countries highlighted that people overestimate the incidence of foreign citizens over the total population. It also reported that the negative view on immigration (expressed by almost 80% of the people interviewed) has cultural and economic roots and is connected to a micro-experiential level, characterised by a prevalence of concern and competition with regard to the access to services and job opportunities.

The solutions proposed in the international debate on the theme highlight the relevance of pluralism, that is the inclusion of different perspectives in the social/media construction of the reality; the media, in fact, often do not represent the “other side” of immigration (e.g. reasons that drive to migrate, characteristics of the Countries of origin). Another fundamental lever is the centrality of young people, natives and not, as “storytellers” and awareness-raising agents.

As highlighted in the latest two Reports on Italy published by ECRI (European Commission against Racism and Intolerance - independent monitoring body established by the Council of Europe for the protection of
human rights and specialised on issues relating to racism and intolerance), our Country has to place as a priority the fight against racism and xenophobia. Such phenomena, in fact, have increased due to the media’s incorrect and non-systematic use of official sources and data, as well as to the ineffectiveness of the methods used to control news items. Indeed, said methods need to be incentivised and improved.

With regard to migration and integration, an important instrument in Italy for the media and for those who deal with information and communication is undoubtedly the Charter of Rome, a deontological protocol on migrants, asylum seekers, refugees and victims of human trafficking (that can be used as a starting point also for issues relating to the new generations). The Charter was signed in 2008 by the National Order of Journalists and by the National Federation of Italian Press. Its aim is to promote the communication of information faithful to the substantial truthfulness of facts and to deal with a sensible theme such as immigration. In 2011, the Charter’s signees made a further step forward founding, with a network of 14 civil society organisations, the Charter of Rome Association, with the aim to foster and monitor the implementation of the protocol.

The main indications laid down in the Charter of Rome are to:

- **Adopt an appropriate terminology which reflects national and international law** so as to provide readers and viewers with the greatest adherence to the truth as regards all events, avoiding the use of inappropriate terms.

- **Avoid spreading inaccurate, simplified information**; pay attention to the negative effects of superficial or unprofessional behaviour on those who are the object of news coverage, on reader/viewers and, as a consequence, on media professional’s credibility. Superficial behaviour may include associating different news items in an inappropriate manner and may engender unwarranted apprehension among the public.

- **Safeguard** the image of asylum seekers, refugees, victims of human trafficking and migrants who choose to speak with the media by adopting solutions as regards their identity so as to ensure that they are not identifiable.

- **Consult**, whenever possible, **experts and organisations with a specific expertise on the subject**, so as to provide the public with information which is clear, comprehensive and also analyses the underlying roots of phenomena.

Moreover, it is certainly important to consult the people directly involved, so that it may be their voice to be heard. In order to change the perspective, it is also necessary to **count on young people with a migrant background as storytellers and awareness-raising agents**.

### 6.2. **BECOME PROTAGONISTS OF A NEW WAY OF COMMUNICATING**

The new generations are aware of the fundamental role that they play in fostering integration processes in our Country as “bridges” between different cultures, that is the cultures of the communities of origin to which their parents belong and those of arrival in which they were born and have been raised. In particular, CoNNGI - with its over 30 associations distributed in many Italian cities and whose members speak a total of 33 languages - represents a bridge between 41 Countries worldwide.

It is exactly this awareness that triggered the need to organise the 2018 edition of the National Workshop “**Protagonisti! Le nuove generazioni italiane si raccontano**” (“Protagonists! The new Italian generations talk about themselves”), held on 16 and 17 February 2018 in Padova, on the themes of communication and
media. The intent of the new generations, represented by CoNNGI, is to give their contribution in creating a new way of communicating the reality of the new generations, returning a perspective which may be more adherent to the reality compared to the representations that commonly and reductively associate young people with a migrant background to the theme of immigration. In other words, the aim is to highlight the specific constructive contribution that the new generations and their active participation can give in the construction of a common citizenship.

In the light of the above, Media Education and the journalists’ training are useful and necessary measures to provide correct information and communication on themes relating to the new generations. In fact, on the one hand, it is important to invest in the youth’s education through Media Education laboratories and activities and through intercultural communication in schools; on the other hand, it is necessary for journalists to undergo training, with a particular focus on professional deontology and on complex themes such as those connected to immigration and integration phenomena. Moreover, it is necessary to promote diversities and the pluralism of news items as resources capable of meeting the needs of a public increasingly variegated as to provenance, culture and religion.
7. INTERNATIONAL COOPERATION

In order to analyse international development cooperation and the role played by young people in said cooperation it is necessary to start from the novelties introduced by Law no. 125/2014, governing the “General regulations on international development cooperation.” Art. 3 of the mentioned law changed the institutional structure of the Ministry of Foreign Affairs, turning it into the Ministry of Foreign Affairs and International Cooperation. The mentioned law also established the National Council for Development Cooperation and the Italian Agency for Development Cooperation, identifying new actors and funding instruments with regard to cooperation projects. In translating the laws into operational procedures, the Italian Cooperation also drew up a three-year programme and guidelines laying down priorities, modalities and means of intervention at the Italian Cooperation’s disposal.

Beyond the changes made to the institutional structure, this law is extremely relevant at international level because it led Italy to become the sole European State that has officially recognised the mediation and cooperation work carried out daily by the diasporas present on the territory and that has included migrant citizens’ associations among the actors of the Italian Cooperation. By recognising the role of the diasporas present in Italy - not only those of the first generations, but also those of the new ones - it has become even more important to foster policies focused on young people.

Be it through projects aimed at educating the global citizenship or through informal cooperation projects, the diasporas certainly have a different relationship with the contexts in which the Italian Cooperation intervenes, as well as with the cultures and populations within those contexts. Therefore, their direct involvement, from the very planning phase, can represent an added value. Some associations have carried out informal experiences of cooperation, have sent remittances to their countries of origin, have contributed in improving the local infrastructure, have cooperated with universities or with other associations of the place; other associations have acquired experience in Italy through calls for proposals aimed at educating the global citizenship. In both cases, it is necessary to provide associations and young people with technical tools in order to become protagonists of the Italian Cooperation and access calls for proposals as partners and/or leaders. Likewise, it is necessary to create spaces for young people, with and without a migrant background, who carry out their education in Italy and intend to enter the labour market within the scope of development cooperation.

The following paragraphs highlight several practical actions and initiatives aimed at translating into operational modalities the provisions of law and the recommendations emerging in the international debate on migration and development.

7.1 FOSTER THE YOUNG PEOPLE’S PARTICIPATION IN INTERNATIONAL COOPERATION AS KEY ACTORS

Article 26 of Law no. 125/2014 recognises diaspora associations as bodies entitled to participate in the Italian Cooperation and access the specially devoted public funds; anyway, we believe that such recognition is not sufficient without the young people’s actual involvement. It is necessary to facilitate the youth’s access to cooperation and create or foster conditions enabling them to express their potential. The new Italian generations, with or without a migrant background, often have language and cultural competences, as well as specific training in economics, cooperation, planning, communication and marketing or other profiles highly requested within the scope of international cooperation. It is necessary to implement practical actions for young people’s empowerment and involvement by opening, for example, junior job positions or curricular apprenticeships on the basis of the skills acquired. In such sense, we believe that it is useful for young people to be granted the possibility to participate in field
missions, in a view of effective inclusion, without legislative or practical limitations due to citizenship or residence.

As mentioned, young people with a migrant background, owing to their family context, have a direct knowledge of the countries of origin and of the places of intervention of the Italian Cooperation. Therefore, they can represent an added value in processes aimed at identifying priority interventions and the needs of the populations involved. This active participation in the planning and realisation phases can help the proponent realities and, at the same time, have positive effects also in partner Countries. In fact, sharing the field work with people culturally alike can increase the sense of ownership in development cooperation projects and foster sustainability over time. Moreover, we believe that it is important not to view cooperation and the sharing of best practices in a unidirectional manner, as if the territories of intervention did not have within them expertises and experiences from which to learn to improve our country. In such sense, we support a multi-directional and educational cooperation, in which young people become bridges connecting our Italian reality with local bodies, universities, associations in the territories of intervention.

Development cooperation projects also include initiatives realised within the scope of calls for proposals launched by Educazione alla Cittadinanza Globale - ECG (Global Citizenship Education). In this case, it is fundamental to support and incentivise the presence of the new generations in the Italian education system, so as to reduce stereotypes and prejudices communicated by the media (see Chapter 6). In such sense, the promotion of calls for proposals is desirable, providing for a specific budget to devote to the associations’ activities.

Fostering young people’s active participation in development cooperation also means to support the involvement of the Italian youth. It is important to put the new generations in the condition to represent national requests in international platforms, to become spokespersons of a new way of thinking and implementing cooperation, experimenting best practices and innovative ideas in contact with foreign peers.

7.2 SUPPORT THE ACHIEVEMENT AND DISSEMINATION OF THE SUSTAINABLE DEVELOPMENT GOALS

At international level, the 2030 Agenda for Sustainable Development (see box below) represents the basic document of reference for public policies on sustainable development. It is also fundamental for interventions aimed at identifying strategic goals to be pursued and developed at national, regional and local level from an economic, social and cultural viewpoint.

CoNNGI, acting as representative of the new Italian generations, recognises the important connection existing between Migration and Development and actively promotes moments of sharing, dialogue, reflection and programming of interventions aimed at disseminating knowledge. In promoting inclusive policies, we support the dissemination of the 2030 Agenda and actively foster the involvement of young people not as an objective in itself, but as a transversal matter. Education towards sustainable development has to start from the empowerment of those who more than others live the global phenomena on their own skin and that would suffer more than others from the consequences produced by the non-achievement of the Sustainable Development Goals.

CoNNGI joined the UN Youth 2030 Programme because global phenomena such as displacements, gender equality, reduction of civic spaces, changes in the labour market and climate change affect young people’s lives directly. Indeed, if young people are not given spaces where they can express ideas and proposals, the Sustainable Development Goals will remain disregarded. Therefore, we support - as
empowerment strategy - the young people’s participation, at international level, in seats aimed at defining standards increasingly safeguarding.

At the same time, CoNNGi undertakes to disseminate the results of international debates on Migration and Development (such as the Financing for Development Conference held in Addis Ababa, and the Climate Change Conference held in Paris) and the reports on the progress achieved with regard to the Sustainable Development Goals.

In this progressive protection view, CoNNGi supports the ratification of the Global Compact for Migration in order to deal with the global challenges in public policies caused by migrations and by the mobility of persons crossing borders and frontiers. Not only migrations are a consequence of development policies, but the latter are a consequence of migrations; it is necessary, today more than ever, to consider these two elements jointly, since a well-managed migration can contribute toward development, and development policies affect the migration phenomenon directly. Lastly, a good governance of migrations needs to take into consideration not only economic aspects but also social, political and cultural ones.

The 2030 Agenda and the 17 Sustainable Development Goals (SDGs)

The 2030 Agenda for Sustainable Development is an action plan - adopted in September 2015 by UN’s 193 Member States - providing 17 Sustainable Development Goals (SDGs) and 169 targets. The 2030 Agenda joins Migration and Development, stating their interdependence, taking into account the political, economic and social implications produced by migration.

Goal 1. End poverty in all its forms everywhere
Goal 2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture
Goal 3. Ensure healthy lives and promote well-being for all at all ages
Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
Goal 5. Achieve gender equality and empower all women and girls
Goal 6. Ensure availability and sustainable management of water and sanitation for all
Goal 7. Ensure access to affordable, reliable, sustainable and modern energy for all
Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
Goal 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
Goal 10. Reduce inequality within and among countries
Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable
Goal 12. Ensure sustainable consumption and production patterns
Goal 13. Take urgent action to combat climate change and its impacts
Goal 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development
Goal 15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
Goal 17. Strengthen the means of implementation and revitalize the global partnership for sustainable development
7.3 Spur a multilevel dialogue and establish effective partnerships

With Law no. 125/2014 the Italian legislator recognised the need for a multilevel action plan capable of involving different types of actors committed to jointly achieve the Migration and Development goals. It is clearly necessary to create moments for dialogue and reflection among civil society organisations, in particular among associations composed of persons with a migrant background, entrepreneurs, social cooperatives, local and regional authorities and all stakeholders present on the territory.

CoNNGI supports the local and regional context as the preferential scope of action in which to experiment practices, ideas and innovative governance policies relating to migration and cooperation with partner Countries. Therefore, we believe that when programming interventions ascribed to development cooperation and to the priorities set out in the 2017-2019 Three-year Plan and Guidelines, and following amendments, it is necessary to start at local level. The approach suggested is the so-called “vertical policy coherence” approach, that is the activation of synergies between policies and different levels of governance in order to achieve the Sustainable Development Goals. It is also necessary to be aligned on the work to carry out, to develop shared strategies and to minimise the negative collateral effects of non-coordinated policies. We believe that young people should be allowed to participate in the coordination (on the basis of experiences and competences) as key actors of the change. In such view, we support forms of efficient and effective partnership, in which these different types of actors can share perspectives at equal level and collaborate in defining operational plans. It is desirable to systemise the relationship already existing in some virtuous territories among local bodies, entrepreneurs, young people and civil society organisations, both in Italy and in the partner Countries, in line with goal 17 (see above).

In order to achieve Goal 8 on decent work for all, we believe that it is necessary to apply policies supporting young people and immigrated entrepreneurship. At national level, there are no diaspora associations or enterprises of people with foreign origins registered in the list of AICS’ Civil Society Organisations. Therefore, it is clear that it is important to collaborate with projects and interventions addressed to migrant entrepreneurs and to young people with a migrant background interested in approaching the world of social entrepreneurship and cooperation, with the aim to provide technical support for their registration in the mentioned list.
SCHOOL
1. Promote the teachers’ specific training in classroom management in multicultural classrooms
2. Strengthen actions aimed at educational and psychological support and linguistic-cultural mediation
3. Increase family engagement
4. Develop an integrated system of school-to-work orientation and transition

WORK
5. Recognise and develop non-formal and informal competences
6. Foster the internationalisation of labour markets

CULTURE, SPORT AND PARTICIPATION
7. Enhance and preserve the culture of the Country of origin and strengthen bonds with the Italian culture
8. Promote sport as a tool for integration, inclusion and socialisation
9. Foster the development of associations, active participation and equal opportunities

CITIZENSHIP AND POLITICAL REPRESENTATION
10. Support initiatives that ensure equal civil and political rights

COMMUNICATION AND MEDIA
11. Communicate a truthful representation of the society
12. Become protagonists of a new way of communicating

INTERNATIONAL COOPERATION
13. Foster the young people’s participation in international cooperation as key actors
14. Support the achievement and dissemination of the sustainable development goals
15. Spur a multilevel dialogue and establish effective partnerships