



Coordinamento
Nazionale
Nuove
Generazioni
Italiane

OUR TEN-POINT MANIFESTO

SCHOOL

1. The promotion of specific trainings for teachers to manage multicultural classes
2. The development of actions aimed at educational, psychological support and linguistic and cultural mediation
3. The fostering of greater participation of families in school life
4. The creation of an integrated system of orientation for transition from school to work

WORK

5. The recognition and enhancement of non-formal and informal competences
6. The development of labour market internationalization

CULTURE, SPORT AND PARTICIPATION

7. The preservation of the culture belonging to the country of origin and strengthening of the links with the Italian culture
8. The promotion of sports as an integration tool
9. The development of associations, active participation and equal opportunities

CITIZENSHIP AND POLITICAL REPRESENTATION

10. The promotion of initiatives for equal civil and political rights

SUPPORTING ASSOCIATIONS

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

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

Salambò

SEI UGL – Sindacato Emigrati Immigrati UGL

Sonrisas Andinas

Ubuntu

Unica Terra

Unione Immigrati Senegalesi di Genova Onlus

Zebra per il Burkina Faso

INTRODUCTION

The initiative ***Filo diretto con le seconde generazioni*** ("***Direct Line with Second Generations***") started in 2014, with the involvement of **many youth associations** on the whole national territory, following a call for proposals launched by the Ministry of Labour and Social Policies on the Web Portal on Integration.

We had the opportunity to exchange viewpoints, share experiences and highlight demands during several meetings which have taken place in Rome.

On the basis of these meetings, we decided to co-plan and write a ***Manifesto*** collecting our proposals to all stakeholders: practical proposals, adaptable to the various territorial realities and to the specific needs of beneficiaries.

In these years, we never stopped dialoguing and working in network, also so as to launch the *Manifesto* and disseminating it within young people and competent institutions. After two years, we were even more convinced about the importance of **involving people in the decisional processes which directly relate to them**.

Therefore, as of 2016 the majority of associations supporting the initiative *Filo diretto* decided to create a **national coordination group with the aim of representing** *with a view to aiming for unity* the international and national representation of the associations of youth with a migratory background. At the same time, the associations worked on an **updated version of the 2014 Manifesto** reasserting the scopes of action we considered important from the beginning: school, work, culture, sport, participation.

Il *Manifesto* del 2016 presenta però delle novità. Innanzitutto il nome: "***Manifesto delle Nuove Generazioni Italiane***" ci sembra una definizione più inclusiva rispetto alla complessa realtà che rappresentiamo e che vogliamo contribuire a rendere più partecipata e ricca di opportunità. Inoltre, il nuovo *Manifesto* affronta un tema per noi importante, quello della cittadinanza e della rappresentanza politica.

The **Coordinamento Nazionale Nuove Generazioni Italiane (National Coordination Group of New Italian Generations)** is composed of various associations that signed a Memorandum of Understanding, accepting the contents of the *Manifesto* and thus the realization of the related activities.

Rome, 14 October 2016

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1. THE NEW ITALIAN GENERATIONS: AN OVERVIEW

On 1st January 2016 the foreign citizens residing in Italy amounted to 5,026,153, out of a total population of 60,665,551, with an 8.2% impact.

Children and adolescents born in Italy with foreign parents are over 500,000, and minors living in Italy with a non-Italian citizenship are about 900,000. This is the *involuntary generation* described by Tahar Ben Jelloun: migrants without having ever decided to be migrants, and sometimes even without having migrated.

The new Italian generations do not face linguistic and cultural barriers as their parents. Indeed they speak the same dialects as the Italian peers their own age, they master the cultural codes of them, they live the whole process of socialization in Italy.

Therefore, their educational success, their inclusion in the labour market, the possibility to express their identity and participate in the civic life are very sensitive and practical indicators of their social and economic integration. Moreover, these aspects highlight the possibilities of succeeding in Italy that our society offer, to native foreign citizens and to those who arrived in Italy at a very young age.

The statistical data on the new Italian generations are fundamental to analyse various aspects and current problems. However, the data available from administrative sources (national and territorial databanks) do not always make a distinction between the so-called “second generations” and young migrants. According to our opinion, this is an aim that Italy needs to pursue, implementing specific modalities for collecting and classifying information.

The new Italian generations in school

During the academic school year 2014/2015, the total amount of students with migrant parents enrolled in the Italian education system was equal to 814,187, and more than half (55.3%) was born in Italy. They represent 9.2% of the total amount of students enrolled.

With reference to primary education, 68% of the total amount of students with a migratory background was born in Italy. With reference to secondary education, this component is visibly increasing, but it still represents a lower percentage out of the total (18.7% in the upper secondary education) (Source: MIUR - *Alunni con cittadinanza non italiana. La scuola multiculturale nei contesti locali. Rapporto 2014/2015*).

Studies highlight that, compared to their Italian peers, students with a migratory background are exposed to a higher risk of educational failure and of early school leaving, especially during secondary education. However, this gap is narrowing for students born and/or grown up in Italy.

Educational success

The total rate of admission to the following next classes is lower for students with a migratory background compared to Italian students (respectively, 78.8% and 90.1% in the upper secondary education), even if the gap tends to narrow as they pass to subsequent classes. The widest gap between non-Italian and Italian students repeating a school year concerns the first year at Liceo (+6.3% of non-Italian students repeat the year); while the percentage of students belonging to the two groups repeating a year tends to narrow in the fifth year within all educational paths.

In any case, students with a migratory background born in Italy show better results in all school tests than their peers born abroad, actually coming close to the performance of their Italian schoolmates (Source: *MIUR - Alunni con cittadinanza non italiana. La scuola multiculturale nei contesti locali. Rapporto 2014/2015*).

Statistically, this educational disadvantage is associated with two main obstacles that migrant children face in their studies. First of all, a non-perfect knowledge of Italian language, in particular for students enrolled at the end of the primary education (which can affect the acquisition of the necessary competences in the various subjects). Secondly, the social-cultural background of their parents, with particular reference to the mother's educational qualifications, which is considered one of the main indicators for cultural exchange that every family offers children in terms of educational success. This explains, at least in part, why the gap with the Italian students narrows when passing from the first to the "second" generation.

Another important aspect to take into consideration concerns the choice of the upper secondary school, closely connected to employment hopes and expectations. Data highlight a substantially unchanged situation from the beginning of year 2000 to date: in fact, most of the youth with a migratory background continue to enrol in technical and professional schools.

The new Italian generations in high school

Students with a migratory background choose a Liceo or an Art High School slightly over the 20% of the cases. The remaining part enrolls in technical and professional schools.

In terms of percentage impact, professional high schools are characterized by a higher presence of students with a non-Italian citizenship (almost 12.6% of those enrolled), while a very small minority (3.7%) enrolls in the Liceo.

Nonetheless, when comparing school years 2013/14 and 2014/15 with reference to the percentage impact of students in the various educational paths, it is possible to observe an increasing tendency towards the Liceo, at a loss for professional schools (for students with a non-Italian citizenship) and technical schools (for Italian students). In 2014/15, in fact, the percentage of students with a migratory background remained constant in technical schools (38.5%), while it increased at the Liceo (24.5%, +1 percentage point) and decreased in the professional schools (36.9%, -1 percentage point). As regards Italian students, their presence in professional schools remained constant (19.2%), while it increased at the Liceo (48.2%, +0.5 percentage points) and decreased in technical schools (32.6%, -0.5 percentage points) (Source: *MIUR - Alunni con cittadinanza non italiana. La scuola multiculturale nei contesti locali. Rapporto 2014/2015*).

Another aspect to take into consideration concerns early school-leaving. Youth with a migratory background drop out of school more than Italian students, both in the primary and secondary education. However, also in this case, the youth born in Italy with migrant parents presents relatively better data. In fact, more than 80% of students with a non-Italian citizenship that dropout of secondary education concerns foreign-born students.

As regards the access to the labour market, several aspects have become common knowledge, for example: the widespread awareness about the reduced possibilities for the new Italian generations to find a stable and qualified job in line with family and personal ambitions (also in the light of the economic crisis); and the fact that they are often confined to low qualification sectors.

Youth with a migratory background in the labour market

In the period 2010-2014, the employment of youth under 30 years of age with a migratory background underwent a steady decrease. In fact, in five years, the EU citizens under 30 years of age passed from an employment rate of 56.4% (2010) to 45.5% (2014); the non-EU citizens passed from 38.4% to 35%; and the employment rate of the Italian youth lost 6 points. In parallel, the unemployment rate experienced a steady increase: for the Italians the variation, in five years, was equal to +11.8 points, and for the EU and non-EU citizens it was equal to +7.9 and +8.6 points, respectively.

In 2014, the total amount of employed foreign citizens under 30 years of age amounted to 14.5% of the total foreign working population. With reference to the sectors, in 2014, the young foreigners employed in the Construction sector amounted to 21.9%, in the Agriculture sector to 26.3% and those employed in the Other collective and personal services sector amounted to 29.8%. These data mainly concern personnel employed with non-qualified mansions or specialized manual labour, a professional typology that absorbs, also in this case, about one third of the young foreign workers.

According to the latest data available, 64.4% of the total amount of foreign workers are under 34 years of age (Source: *MLPS - I migranti nel mercato del lavoro in Italia - Rapporto 2015 e 2016*).

NEET

The phenomenon of youth that do not work, do not study and do not follow a training path (*Not in Employment, Education and Training*) is widespread among the youth with a migratory background.

For year 2014 the total amount of youth between 15 and 29 years of age not employed and not following a training path was equal to 2,413,297 units, of whom 346,989 were foreigners, that is 14.4% of the total population taken into consideration.

As regards the Italian component, the youth NEET rate amounted almost to 25%. However, the rate was higher in several migrant communities, such as: Bangladesh (54.4%), Morocco (54.2%), Sri Lanka (43.3%), Tunisia (33.8%), Egypt (34.2%) (Source: *MLPS - I migranti nel mercato del lavoro in Italia - Rapporto 2015*)

The youth born and/or grown up in Italy are often on the line between different realities, sometimes even in conflict, thus affecting their identity. In fact, they have to face differences between “migrants” and “natives,” family and social contexts, culture of origin

and that acquired, the adults' reality and the youths'.

The new Italian generations are a natural "bridge" between the various contexts. However, this role needs to be accompanied adequately so as to enable their full inclusion maintaining at the same time their links with the countries of origin.

2. SCHOOL

With regard to children and youth with a migratory background, school is the environment where they can develop cultural education and where they can be involved in social and civil life, also with the active participation of their families. Schooling – meant as an ensemble of teaching and education – is certainly an important tool capable of moulding characters and mindsets. Therefore, greater attention should be paid in defining educational policies capable of understanding and enhancing the new elements characterizing the current Italian education system. In this view, inclusion becomes a decisive element in supporting individuals along their path to realizing skills and specific attitudes and building solid relationships within the community.

As highlighted by *Law 107/2015 "Riforma del sistema nazionale di istruzione e formazione e delega per il riordino delle disposizioni legislative vigenti,"* it is crucial to focus the attention on the need of linguistic and cultural integration policies for foreign students, as well as on the need to fight and prevent educational gaps and the phenomenon of early school-leaving. To this end, a central role is played by interventions aimed at increasing and strengthening the linguistic competence of non-Italian students and non-Italian native speakers. Moreover, it is important to launch actions aimed at reducing problems connected to life of students and/or their social-economic context, implementing tutoring and orientation activities.

Therefore, we would like to propose several important actions aimed at satisfying specific needs, at supporting the development of skills and competences at various levels (personal, relational, social), at enhancing talents and bents of all, so as to make school an increasingly inclusive place. It would be useful to identify an Italian cultural-educational model, inside and outside the school, through inter-sector actions involving school headmasters, teachers, families, intercultural mediators and researchers. This would help overcome a logic according to which there are only few figures in the school "dedicated" to students with a migratory background.

2.1 The promotion of a specific training for teachers aimed at managing multicultural classes

The new Italian generations often speak several languages and have personal knowledge of other areas around the world. This cultural and linguistic background should be enhanced by the Italian education system as a positive resource. However, to this aim, teachers need to recognize the specific needs of children and youth living situations of multiple-belonging. A practical idea could be to implement entry tests capable of guaranteeing the most suitable level of enrolments in the education system and the fulfilment of specific needs, not only linguistic but also educational.

According to our opinion, therefore, teachers in schools, of all orders and grades, need to be adequately trained and updated on tools and methodologies available for intercultural education. It is important to encourage a direct debate with the youth of foreign origin, whose experience can be very useful and thus enhanced. The *Linee guida del Ministero dell'Istruzione, dell'Università e della Ricerca sull'accoglienza e l'integrazione degli alunni stranieri* (2014) are specific guidelines to train future teachers to the acquisition of relational and educational competences on Interculturalism. However, it is important for teachers to be trained also in anthropological and sociological matters so that they can acquire the adequate tools to understand the education systems and models of the countries of origin of their students and their families. We believe that such training is indispensable as it can establish fruitful relationships between school and families and help defining school plans culturally adequate in the increasingly multicultural Italian education system.

Furthermore, teacher intercultural training could be carried out also through a strong inter-institutional cooperation and coordination among central and local administrations, Regional School Offices, school networks, parents committees and migrant associations, including the supporting associations of the Coordinamento Nazionale Nuove Generazioni Italiane.

Teachers should therefore benefit from an initial and lifelong training. This is crucially important because aimed at rethinking and implementing authentic didactics centred on the student.

2.2 The development of actions aimed at educational, psychological and linguistic-cultural mediation support

In order to prevent educational failure and early school-leaving of children and youth with a migratory background, and in order to organize an effective system aimed at welcoming and listening to families, it is important to assist the work of teachers by introducing specific services providing educational, psychological and linguistic-cultural mediation support.

These three types of services are often requested in environments with “migrant” users, but in actual fact they have not been institutionalized yet.

Although associations working on the territory have often the task to provide educational support, the training of their operators is not always adequate to satisfy the needs of the new pluricultural scenarios. Moreover, users – meant both as students and families with migrant origins – are often disoriented, especially in the initial phase of entering into contact with the Italian education system. This lack of information, which not always is provided in time, can affect family choices and students perspectives.

Linguistic-cultural mediators play a decisive role in connecting institutions and migrant families, providing information and facilitating communication. They are true protagonists of the quality of intercultural relationships. This professional figure is currently object of institutional definition and standardization, but still results “undefined” from a legislative point of view. Therefore, we believe that it would be useful to create a specific devoted register indicating the necessary requirements to work in the various operational scopes of intercultural mediation.

In order to strengthen the school ability to dialogue effectively with the families of minors with a migratory background, it is important not to neglect the possibility to use linguistic-cultural mediation services, at least on call. In this regard, it would be very useful to create territorial networks of schools and related services, such as social districts, social-health centres. The aim would be to collaborate towards the realization of stable and coordinated territorial services, where qualified mediators can become a point of reference for sharing information and dialoguing with the communities.

Today the knowledge necessary to cover the mandate of care, information and education cannot avoid a specific training on the new cultural realities. Students of foreign origin inserted in the Italian education system are no longer a provisional data, but they are a constant increasing reality. Therefore, we believe that it is necessary to intervene systematically with a project shared at national level to help for an effective management of reception, with flexible and practical paths of literacy and facilitation.

In order to provide linguistic support, a specific model should be created providing appropriate tools adequate to user levels and to school grades, with the intent to answer more systematically give to a need which is no longer sporadic. Linguistic support should be activated during school hours and/or after-school hours, to meet the needs of youngsters who speak at home languages different from Italian. At the same time, actions aimed at maintaining and enhancing the mother tongue should be implemented, since it is a skill which has to be considered as a “common good” for the entire community.

We also believe that it is important to define personalized educational paths, experiencing forms of educational cooperation, such as Peer Education or Cooperative Learning. This would make youngsters feel responsible, enabling them to participate in the reception and integration process of their foreign peers and multiply the opportunities for sharing praxes and successes.

Analogously, such dynamic contexts require the presence of psychologists with an adequate knowledge of the systems of reference of the heterogeneous population with a migratory background.

Therefore, not only teachers should be trained on special educational needs and specific learning issues – as foreseen by the agreement between MIUR and Consiglio Nazionale degli psicologi – but students should be guaranteed the possibility to refer to psychological support desks inside the school. The mentioned desks should be organized and managed by professionals trained in transcultural dynamics, in collaboration with linguistic-cultural mediators and teachers.

Such service - paying special attention to the construction and the development of identity in preadolescence and adolescence - can represent a stimulus to identify questions and needs that schools do not always manage to intercept during lessons. It can also intercept those students at risk of dropping out of school, creating a space free from judgement, in which students can talk about experiences they find difficult to manage alone.

These services should aim at identifying and preventing possible unease and difficult situations. They should be actual “antennas” capable of intervening with timeliness, in close collaboration with families and school.

Psychological support desks

FOR WHO? For students, parents and teachers

HOW? With personnel specialized also in transcultural issues, introduced with adequate awareness modalities, also in consideration of the possible mistrust towards the psychologist’s figure

WHERE? Inside the school, in a space capable of guaranteeing the necessary privacy

WHEN? During school and after-school hours

WHAT? Information, listening and support for personal growth

WHY? To prevent, receive and contain unease, and to find answers. To create a space where students can elaborate experiences and thoughts concerning their personal story and psychological situation: a constructive aid capable of supporting the development of youth’s identity.

2.3 The fostering of families’ greater involvement in school

The involvement of families is fundamental for the positive outcome of their children’s educational paths. Sometimes parents do not get involved in their children’s educational path, due to the mechanisms of “delegation” to school experienced in the country of origin, or to the scarce knowledge of the Italian education system and language.

It is certainly necessary to implement specific training actions to inform parents on how school institutes work, as well as on their duties and rights towards their children and the new education system. Even more important, the good outcome of youth’s educational path is based on a prompt orientation which, according to our opinion, needs to be carried out from the very first year of lower secondary education. Therefore, special

attention needs to be paid to support the academic choice that students have to take at the end of the lower secondary education, by identifying paths corresponding to personal attitudes and competences. Youth with a migratory background often suffer from an inattention from the education system in this area and from families that put the economic aspect before their children's ambitions and perspectives.

To support families in taking this important choice for their children, it is necessary to reassert the value of school as institution holding an important function for the future of their children, and as a place where are developed competences, attitudes, relationships and interactions. From this perspective, orientation is an important tool to prevent and reduce social inequalities.

Given the difficulties in communicating with parents, we believe it would be useful to offer courses aimed at improving their linguistic competences. Likewise, it would be useful to provide information about the Italian language courses for adults present on the territory of reference.

Families can be involved also in training and orientation activities addressed to parents, and in particular to mothers affected by social and cultural isolation, especially if they do not work. The idea is to provide not only language courses, but also training aimed at enhancing competences and skills, so that mothers can become active protagonists.

Schools open to parents: drawing inspiration from best practices already realized

- ✓ Realization of multilingual signs so as to help identify school spaces.
- ✓ Use of multilingual material so that parents may be informed on activities and services offered.
- ✓ Use of one or more classrooms in the afternoon by submitting request to the School Committee.
- ✓ Enhancement of parents' competences identifying activities to be carried out in the classrooms.
- ✓ Spreading of information within the school, and involvement of students, parents and teachers in the various initiatives.
- ✓ Opening of the school outside of school hours, organizing themed cultural events in the evening.

According to our opinion, one of the main ways to involve families in school is to organize after-school activities. This would offer an educational and intercultural space for socialization with the aim to prevent early school-leaving and facilitate social inclusion of youth and families.

Facilitating the use of after-school activities, compatible with the availability and needs of families, can fulfil various aims. In fact, it can encourage the linguistic training of minors and families; it can involve migrant mothers in activities and laboratories against social and cultural isolation by which they may be affected; it can create opportunities for self-

employment; it can fight the risk of early school-leaving especially for some age groups of children.

In this context, we believe that it is important to encourage the realization of several initiatives. In fact, it would be useful:

- to raise awareness in schools about the possibility to use school spaces after-school hours, so as to carry out activities organized also by the new generations' associations; this taking into consideration that schools are public spaces dedicated to training and socialization initiatives, and often constitute the main point of reference for the neighbourhood;
- to propose initiatives involving children in after-school activities especially during the pre-adolescent and adolescent phases, when the risk of early school-leaving is higher (especially for more vulnerable targets, such as newly reunited families). This would also fulfil the needs of families working in the afternoon that are in difficulty due to the lack of a family network, friends or territorial services;
- to experience new ways of involving mothers, since evidence shows that it is more difficult to involve mothers who are at home and do not have a social active life. By identifying new modalities to dialogue, on the one hand the school may acquire a greater knowledge of mothers' real needs, and on the other hand may help them by providing services needed by the community and not offered by the public service. This could be, for example, tagesmutter initiatives in school or the opening of after-school spaces;
- to organize after-school activities, since sometimes children with no not native speaker parents can have difficulties in doing their homework, due to the non-consolidated linguistic competences. At the same time, for various reasons, parents can be lacking the time and the opportunities to strengthen their linguistic competence. For this reason, after-school activities are the ideal context to satisfy the needs of the students and their parents. Teachers, operators, parents and students have the possibility to meet each other creating moments of shared learning;
- to organize, during after-school hours, Italian language courses for parents and foreign language courses for students, with voluntary teachers, to enhance competences of children and their families and enable everybody's attendance.

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

- ✓ Services supporting study and entertainment (sport, cultural) for youth in lower and upper secondary education
- ✓ Initiatives carried out by foreign mothers, also as an opportunity for self-employment (for example: tagesmutter)
- ✓ Opportunities for informal debates among teachers, parents, children during after-school hours
- ✓ Italian language courses and foreign language courses for parents and their children simultaneously
- ✓ Opening of schools in the evening for cultural events, also for parents

2.4 The creation of an integrated system of school-work orientation and transition

When it is time to pass on to the upper secondary education, it would be nice to see an effective orientation system helping students and families to make choices corresponding to personal ambitions and skills of students. This orientation should also enhance the specific competences related to the cultural and linguistic background of youth coming from a migratory context.

Once the educational path is completed, it is very important to create and strengthen tools for employment orientation, on the basis of the specific needs of the new Italian generations. This would also help overcome informative asymmetries related to, for example, employment trends in specific sectors, the most requested professions for the future, the best way to submit one's candidature, as well as behavioural cultural codes; all aspects that Italian students have more possibilities to know due to their parents job experiences.

It is important to have orientation tools and materials to be available in many languages, thus enabling to create deep awareness concerning choices. Moreover, we believe that it is necessary to elaborate orientation paths aimed at facilitating the understanding of the contexts of reference and real professional opportunities. These paths should also keep into consideration the needs of the social-economic contexts of each student, and the future needs of the labour market.

As regards the organization of a more effective orientation system for the transition from school to work, there are various opportunities to consider, such as:

- it is necessary to plan innovative methodologies for a more participated and active orientation such as, for example, role playing sessions involving enterprises and external subjects so as to enable youngsters to experience what it means to carry out a specific profession; it also allows to open the school to more contaminations and relationships with the labour market so that the orientation does not remain only theoretical;
- starting from school, job situations could be simulated to encourage self-entrepreneurship, for example by meeting entrepreneurs and professionals that can help

understand the reality “outside.” This would be very useful in order to show the many possibilities within the labour market and to test in advance one’s ideas of enterprise. A strategic aim is encourage the development of an entrepreneurship culture inside the school and at the same time to provide orientation towards work;

- facilitating meetings with companies searching for personnel and youth at the end of their educational path, to encourage in advance the match between demand and supply;
- the experience of Civic Service, recently opened to non-Italian citizens, could be implemented providing information on the possibility of cultural and social commitment, besides work, as an expression of direct participation in the life of the community.

Moreover, it is indispensable to guarantee (as provided by the mentioned *Law 107/2015*) an adequate school-work alternation so as to favour youth’s orientation and enhance their personal bents, interests and individual styles. This would also give them the possibility to acquire competences to be used in the labour market.

Lastly, as regards the duration of residence permits while waiting for employment, in the light of the current economic crisis, it would be desirable for regulations to keep into account that young migrants are in need of a longer time because one year (corresponding to the current duration of the mentioned permit) may be insufficient to find a job.

From school to work in seven steps

- ✓ School-work alternation
- ✓ Personalized orientation
- ✓ Support in writing CV
- ✓ Career Days
- ✓ Civic service
- ✓ Training
- ✓ Apprenticeship

Peer to peer best practices, between school and university

Partnerships between schools and universities allow to activate peer education paths in which young students attending the lower and upper secondary education as well as university students can become tutors and motivators for peers in difficulty or for younger students.

Tutors could be selected on the basis of their linguistic competences and their university choices. Therefore, on the basis of their experience, they could be called to offer an aimed orientation, being an example of “success” for younger students and specifically for youth with a migratory background. The aim would be to cultivate in them the ambition for a high vocation and a qualified social position.

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

3. WORK

Accessing the labour market represents a fundamental moment for the new Italian generations. Passing from school to work is the opportunity to prove one's own skills, competences and ambitions and to assert one's own autonomy. Considering several specificities that characterize youth with a migratory background, we would like to suggest several interventions important to encourage improvements in job opportunities. In fact, it is fundamental to develop an adequate system to enhance everybody's talents and skills.

3.1 The recognition and enhancement of non-formal and informal competences

Coming from countries and families with different languages and cultures, having to carry out a daily mediation between the ways of thinking, living and desiring of the family and that of the society, as well as the formal competences acquired through educational paths, are all characteristics of youth with a migratory background that represent an added value to spend in the labour market.

As several intermediation realities are starting to experience in labour demand-supply, cultural and linguistic skills constitute an asset that can certainly favour a better insertion in the labour market. In fact, these skills contribute towards productive and organizational innovation processes, useful especially for small and medium enterprises that need to find the way to offer their products and services to an increasingly multi-ethnic society.

For this reason – as highlighted by the New Skills Agenda for Europe (2016) – we believe that it is fundamental to enhance the new generations' formal, non-formal and informal competences. This should take place through procedures and modalities that enable to use said competences to be inserted in the labour market and thus complete one's professional project.

In order to favour an adequate recognition and enhancement of these qualities, it is also necessary, according to our opinion, to analyze the effectiveness of public services for employment, create training and awareness actions for operators, and provide a generational renewal in services addressed to young people.

Moreover, it is necessary to review reception protocols which, for example, propose the intervention of a linguistic mediator for a youngster only because born abroad, without evaluating the latter's linguistic competences which may even be very high because grown up in Italy.

It would be very useful to involve young people in the services that provide employment information to the youth, in order to favour a better understanding and an effective

listening of needs and difficulties.

Finally, it is necessary to expand the already existing online matching systems of demand and supply in a guaranteed and transparent way, also in order to fight illegal work.

Competence assessment:

What is it? It is a guide that enables to find orientation in the labour market with the support of specially devoted consultants. It favours a greater self-promotion in choosing a professional development path. Competence assessment is not an indicative orientation action, but a tool recognized by law, also constituting the fundamental basis for accessing the national certification path of competences provided for by Lgs.D.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. In fact, specific observation, evaluation and analysis tools are used. Great attention is given to finding and describing non-certified skills and competences, that is competences proven or acquired outside the institutional educational paths. The results are collected in a final report and included in a file ("portfolio of competences") that integrates one's CV.

Who needs it? Workers and people in search of employment so as to enhance competences acquired also at informal and non-formal level defining one's professional path. Companies, so as to select candidates, manage career paths and reorganize the actual company.

What is it for? To define one's knowledge, bents, 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 elaborate a professional or personal project; to manage at the best one's resources and find personal and professional priorities.

3.2 The development of labour market internationalization

In the past twenty years, the complexity of international labour markets and their competition have determined the creation of a global job environment. Strategic, productive and commercial relationships take place in this environment among subjects that have different languages and cultures and that, therefore, have to find shared ways of thinking, envisaging scenarios and formulating agreements.

Therefore, the availability of competences capable of managing multicultural aspects and the possibility to have transnational networks have become a precious resource for all systems, both those in development and in crisis.

Italy is paying for a delay in internationalization processes, especially for what concerns small and medium enterprises that constitute a significant component of the Italian labour market. Youth with a migratory background can constitute an undoubted resource to be enhanced within said processes. Therefore, it would be useful, according to our opinion, to create opportunities for young people and companies to meet (for example, Diversity Day), and to support paths for accelerating the internationalization of the Italian productive fabric.

An initiative that we deem fundamental for favouring the internationalization of the Italian productive fabric, also considering small and medium enterprises, could be the

creation of a databank at national level in which to register one's specific competences. This could be of great interest for who, for example, wants to invest abroad and does not have a multinational structure.

Therefore, this large databank would allow to find highly added value competences of youth with a migratory background, such as, for example, a linguistic competence with reference to a specific province in China. This initiative could favour the multiplying of job opportunities and the opportunities for companies' development.

Another scope of action requiring investment is the development of commercial exchanges and partnerships between young foreign entrepreneurs in Italy (a group in increase) and entrepreneurs in their Countries of origin. Favours such exchanges, also with the support of diplomatic-consular representatives, could generate relevant opportunities of growth and development of professional competences that can make use of international experiences.

Eight ideas to enhance labour market internationalization

- 1) Support the realization of a national portal of competences, through which companies would have the possibility to find the ideal candidate on the basis of very specific needs, difficult to find in a standard CV (for example, a specific linguistic competence in a dialect of a given Chinese province in which one intends to start a business)
- 2) Enhance linguistic competences of second generation youth, that can thus become "ambassadors" in their Countries of origin
- 3) Favour geographical mobility within Europe of youth with a migratory background
- 4) Involve diplomatic-consular representatives in the access and mobility processes with the international labour market
- 5) Promote cooperation among associations of youth with a migratory background, category associations, training bodies, enterprises, institutions
- 6) Support self-entrepreneurship of youth with a migratory background, favouring opportunities to meet with bodies and institutions that promote it
- 7) Organize periodical meetings and debates between youth with a migratory background and actors of the Italian and international labour markets
- 8) Spread the results achieved by companies that made multicultural staff an asset, in terms of business development and the creation of new markets,.

Diversity Management and discrimination

What is Diversity Management?

Diversity Management is a philosophy of human resource management aimed at creating an inclusive work environment capable of favouring individual potentials and use them as a strategic strength to achieve organizational aims. Therefore, tools/actions/projects are created to manage and enhance individual diversities, such as age, gender, culture, sexual orientation and religion.

The most relevant literature in this context defines Diversity Management as a useful and necessary discipline, especially in the era of globalization in which we live. Its main 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 connected to the enterprise. The importance of Diversity Management is by now evident in a world in which markets widen and diversify. In fact, it is ever more necessary to know how to deal with individuals belonging to different contexts and languages. Therefore, it is fundamental to be well acquainted with the culture of reference so as to avoid useless misunderstandings and conflicts, and thus create an excellent synergy. Companies wanting to adopt the view of Diversity Management have to establish guidelines for intercultural communication. Therefore, said companies have to pursue the following aims:

- Choose the communicative 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 at the level of human resources but also marketing,
- Activate intercultural communication training courses for managers and employees,
- Offer a service for employees through which they can report cases of racial discrimination,
- Guarantee the protection of rights.

How much attention do companies pay to the issue of diversity in Italy?

From an organizational viewpoint, only 28% of the companies in Italy implement active policies for diversity (Source Cranet 2010). According to the Mipex index, our Country ranks tenth out of 31 European and North European countries.

We believe that it is important for companies to have a programme for managing diversities. Therefore, managers of human resources need to be adequately trained in the advantages of cultural diversity and be able to interpret candidates' specific knowledge as regards not only technical competences but also linguistic-cultural competences. Moreover, it is important to evaluate the advantage deriving from cultural background and the network of formal and informal relationships with the country of origin. Diversity management training plans - addressed to the ruling class, managers, entrepreneurs - are often based on international experiences. In fact, they highlight the benefits for productivity connected to the selection of a heterogeneous and multicultural labour force, thus spreading greater awareness that helps recognise and overcome prejudices connected to discrimination.

It is necessary to create awareness in the whole productive sector in order to highlight discriminatory acts or behaviours. It is also fundamental to invite all to adopt the necessary measures to prevent and fight such situations, starting from job announcements to practical ways of carrying out job activities, favouring conditions of equality and equal opportunities for all.

4. CULTURE, SPORT AND PARTICIPATION

The new Italian generations represent a bridge between migrants' culture and the Italian culture.

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

It is very important to promote inclusion policies for all cultures and belongings, even religious. It is also important to have initiatives aimed at favouring studies and considerations on the "Italian model" of integration and at opening to 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 experiences of other Countries.

Moreover, it is necessary to make the new Italian generations aware of their role in favouring initiatives aimed at interreligious and intercultural dialogue. This aspect, as well as the development of integration processes and policies, can be promoted effectively in several specific contexts such as, for example, sports. In fact, owing to its widespread diffusion in the social fabric and to its driving values, sport can contribute in strengthening a culture based on dialogue and the respect of diversities.

4.1 The preservation of the Country of origin's culture and strengthening of the bond with the Italian culture

Promoting and strengthening the youth's bond with their families' culture of origin does not mean to label youngsters who feel entirely 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 offer every opportunity possible to talk about and share one's culture of origin. This can be done in places devoted to culture where young people gather, during summer school camps, during events and days devoted to pluralism and the sharing of cultural patrimony. This should be carried out not only by educational agencies, although they play a primary role, but it should also fall

within the programmes of local bodies as well as municipal and national cultural institutions.

We would like to see the variety of provenances and experiences of the youth living in Italy reflected in Italy's cultural offer at all levels. We believe that opening to the youth's culture of origin - as a resource for the entire community - should become a characteristic of all socialization spaces of everyday life: thus study, sport, work, leisure.

It would be very important for the media to encourage the development of spaces managed by youth or however devoted to their positive stories of success. The many communities of migrant citizens rooted on the territory play an important role. In fact, communities and their representatives are an actual bridge with the Countries of origin; they fuel and enhance the cultures of origin; they act as mediators among the institutions of the various Countries. Therefore, they are precious allies along the path leading to a more open, plural and integrated society.

The Italian culture is part of our background: the fact of sharing peers' styles of behaviour, of knowing the language and customs of a Country, as well as its history, regulations and traditions means to have a strong bond with its culture. This makes an individual feel a citizen to all effects, beyond legal acknowledgement.

How can positive paths be enhanced and strengthened in this direction? We believe that it is necessary to promote initiatives capable of strengthening the knowledge of the history, institutions, social-cultural dimension of the cities in which the youngsters live and of the entire Country. It is also important to strengthen the use of cultural spaces and to be able to express in full one's point of view. Italy is renown worldwide for its cultural excellences; it is therefore necessary to contribute in spreading this awareness, which can certainly increase the sense of belonging.

Moreover, the Italian society can benefit from the cultural production of the youth with a migratory background, in terms of knowledge, testimony and innovation. We believe that all cultures can be enhanced and strengthened when different views meet and opinions are exchanged.

4.2 The promotion of sport as an integration tool

Sport has often anticipated inclusion processes and the development of a common sense of belonging among youngsters. It is a vector of integration because addressed to all, it speaks a universal language, it has an impact on daily life, it moves from fundamental values, it can positively affect health, social-labour insertion and the learning of a language.

For this reason, we believe that sport, by sharing common rules and principles, can be a fundamental tool for transmitting cultures. The European Commission's *White Paper on Sport* (July 2007) highlights how the transversality of sport can contribute in spreading the values of tolerance, respect, brotherhood, loyalty and dialogue. Moreover, diversity can be effectively enhanced as a resource in this field. In fact, the *EU Work Plan for Sport 2014-2017* highlights the central role of the relationship between sport and society, and the potential of sport with reference to an inclusive, intelligent and sustainable growth.

We believe that it is also fundamental to strengthen the awareness of the principle of sport citizenship. Owing to the educational potential of sport, all minors must be placed at the same level when it comes to accessing sport and related competitions. In this perspective, an important step towards integration is the entering into force of *Law 12/2016*. In fact, this law provides for minors with non-Italian citizenship (regularly resident in Italy at least since ten years of age) to be registered with sport clubs (belonging to national federations or associated disciplines), as well as associations and bodies promoting sport, with the same procedures provided for Italian citizens. This membership remains valid until the completion of the procedures for acquiring Italian citizenship.

These themes should receive particular attention in the many sport contexts (clubs and associations, fields, schools and media). In fact, through awareness campaigns – that the *European Agenda on migration* (2015) deems as a strategic factor for an effective integration – it is possible to enhance the role of sport in integration processes, to spread positive experiences emerging from the territories, to build an actual opening to diversities and a culture of cohabitation.

4.3 The development of associations, active participation and equal opportunities

As youngsters we have a great ability to network, and thus to create and join associations through which we can meet others with experiences similar to ours. These associations can constitute an effective means for participating actively 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 and, at the same time, favour the positive impact of individuals and groups on the entire community. Many associations created by youth with a migratory background aim at impacting the society's transformation processes, in particular by pulling down barriers and prejudices. They also organize awareness initiatives addressed to all. To know one's own duties and rights and to be aware citizens is a further added value in the association experience.

For this reason, all actions and tools that encourage the creation of new associations are fundamental. At the same time, we believe that it is useful to enhance the associations already rooted on the territory and in the communities. Moreover, it is important to promote channels through which all work carried out can be shared and made widespread so as to inspire other associations.

A useful tool for encouraging participation and the strengthening of associations could be the possibility to acknowledge educational credits for young people committed in association activities and voluntary work connected to social integration and inclusion.

Moreover, it is very important to favour the creation of networks among associations, also in the attempt to soften conflicts and enhance specific competences.

To this regard, according to our opinion, territorial public bodies could favour these processes. For example, putting at disposal common spaces favours the strengthening of networks and collaboration among the various associations, also encouraging dialogue among the various communities.

The development of services providing information on participation rights and opportunities

To be participant and aware citizens entails a fundamental condition: the knowledge of opportunities, rules, procedures and services active on the territory.

For this reason, we believe that it is important to promote knowledge and awareness by spreading information which has to be easily accessible and usable by youngsters. Initiatives for active citizenship support greater participation. They also favour the understanding of values and rights, strengthen the awareness of responsibilities and increase the sense of belonging.

Besides expanding tools and traditional channels of information, it would be useful to exploit new technologies owing to which it is possible to promote greater accessibility and, consequently, a more direct and immediate use of contents. Moreover, we deem important to organize periodical meetings aimed at providing information concerning the services offered on the territory favouring exchange and debates among associations, local bodies and schools.

A strategic aspect for associations to encourage forms of active citizenship is connected to the possibility to stimulate collaboration with institutions and realities present and active at territorial level. It is necessary to support mutual knowledge and favour participation also within neighbourhoods (for example, district commissions, foreign citizen councils, neighbourhood committees), so that the inhabitants of a specific place can get to know each other and dialogue on their community's priority needs.

The so-called "intermediate bodies" of the society and the cognizant institutions at local level can be encouraged to identify modalities and tools for involving the new Italian generations.

5. CITIZENSHIP AND POLITICAL REPRESENTATION

Our ideal of Nation starts from the meaning of citizenship. In fact, an active and engaged citizenship represents the set of rights and duties of individuals belonging to a community; individuals that we define citizens to all effects, regardless of their origins.

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 support the reform of the citizenship law, with the aim to enhance multicultural diversity as one of the powerful driving forces for the Country's development and cohesion.

Citizenship is a status that guarantees the holding of specific civil, political and social rights. Among these, the right to vote is certainly a tool aimed at spurring the integration process of citizens with a migratory background or of migrants, increasing their acceptance of constitutional values and principles. To feel an active part of a

“community” brings remarkable benefits in cultural and economic terms, besides public order and security.

Italy is obliged at international level to guarantee residents of foreign origin the right to freedom of speech, assembly and association. It is also committed in promoting and favouring consultation bodies so as to create an adequate representation of residents of foreign origin within the community.

Local initiatives aimed at making effective the participation of citizens of foreign origin testify the awareness of a need of practical integration through an effective participation in the life of the communities. The forms of indirect participation already experienced are no longer sufficient, although of undoubted participative relevance, such as the Consulta degli immigrati (the Immigrant’s Council) or the Consigliere aggiunto (the Additional Councillor). These paths have indeed allowed to take the requests of the citizens with foreign origin in the local policy programmes. However, they did not result very effective on the local bodies’ choices having a merely “consultative” role.

Recognizing citizenship to the new Italian generations, as well as giving migrants residing on the Italian territory the right to vote, is in actual fact a testimony of an effective practice of democracy.

Therefore, we hope that Italy will keep faith to its commitments bringing back to the centre of the political and public debate the need to recognize a clear cultural transformation that implies also the review of laws. In fact, the latter have become an obstacle to the setting in of principles that are in actual fact a “common patrimony.”

We are youngsters of all ages, born in Italian cities or abroad, but all grown up in Italy. Most of us attend the Italian public school, and part of us are enrolled at University or are employed. We are all Italians with a single peculiarity: not all of us have a document that can testify it.

We are children of a Country that does not recognize us as citizens. Law No. 91 of 1992 no longer represents our Italy. It makes it difficult and sometimes impossible for us to acquire Italian citizenship. Many of us are considered foreigners in their own Country, explained away as “Italians with a residence permit.”

The eldest among us have been living in Italy for dozens of years uninterruptedly. We attend school with our Italian peers, we have the same dreams, the same ideas and the same ambitions of our friends, classmates and colleagues. We are not foreigners. Nonetheless, the law says that we are outsiders in the communities of which we feel to belong, in the territories in which we live, in the schools that educate us and where we have left a sign of our existence, since we were small.