



Direct Line with Second Generations

OUR TEN-POINT MANIFESTO

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SCHOOL

1. To promote specific training for teachers aimed at managing multicultural classes
2. To develop actions aimed at educational, psychological and linguistic-cultural mediation support
3. To intensify families' involvement in school
4. To create an integrated system of school-work orientation and transition

WORK

5. To recognize and enhance non-formal and informal competences
6. To stimulate labour market internationalization

CULTURE AND SPORT

7. To enhance and favour culture preservation of the Country of origin and strengthen bonds with the Italian culture
8. Sport: towards a sport citizenship

ACTIVE PARTICIPATION AND CITIZENSHIP

9. To develop services that provide information concerning participation rights and opportunities
10. To favour the creation of associations, active citizenship and equal opportunities

THE ASSOCIATIONS



Initiative promoted by



**MINISTERO DEL LAVORO
E DELLE POLITICHE SOCIALI**
DIREZIONE GENERALE DELL'IMMIGRAZIONE
E DELLE POLITICHE DI INTEGRAZIONE



THE ASSOCIATIONS SUPPORTING THE INITIATIVE

AMECE – Association Maison D'enfant Pour La Culture Et L'education

ANGI - Associazione Nuova Generazione Italo-Cinese

ANOLF Nazionale – Giovani di Seconda Generazione

Aria Nuova Laboratorio Multiculturale

Associazione Multietnica per la Cooperazione allo Sviluppo Umano

Associna – Associazione Seconde Generazioni Cinesi

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Bozen Muslim Youth

Centro Come Noi – Arsenale Della Piazza SERMIG

Comunità Eritrea In Italia - Comitato Media in Italia

El Ihsan

EVAA - Associazione Antropologica Alto Adige

Forum Italo Marocchino per le relazioni bilaterali

Giovani musulmani d'Italia

Ih.Th.IS – Associazione Culturale Italo-Romena

Il Faro Sociale

L'arca di Noè

Lotus club

Fondazione Mondinsieme

Mondo Nuovo

Musica e altre cose - Piccola Orchestra Torpignattara

NEAR - Rete nazionale contro ogni forma di discriminazione

Next Generation Italy

Nosotras

Nuovi profili

Porte Aperte

Questa è Roma – Contro le discriminazioni

Rete G2 – Seconde Generazioni

Rete Regionale Together

SEI UGL – Sindacato Emigrati Immigrati UGL

Unica Terra

INTRODUCTION

In 2014, following a public call presented by the Ministry of Labour and Social Policies on the Migrants Integration Portal, the **Direct Line with Second Generations** was launched involving **more than 30 second generation youth associations** throughout the whole national territory. Three meetings were held in Rome, during which we had the opportunity to share our experiences and submit our requests.

This initiative led us to the idea of writing a *Manifesto* collecting our proposals. This *Manifesto* was elaborated not only through our direct meetings, but also through a network collaboration, in particular owing to the area on the Migrants Integration Portal devoted to the initiative.

We identified the priority themes for which we deemed necessary to develop several proposals. The *Manifesto* is divided into four sections devoted to **work, school, culture and sport, active participation and citizenship**. We elaborated proposals and practical solutions for each section, adaptable to the various territorial realities and the addressees' specific needs.

The co-creation work was eased by the implementation of a Community devoted to second generations and in particular to the representatives of the associations participating in the initiative: a space for dialogue open to all the associations interested in supporting this national network and the *Manifesto* in the future as well. Although we are aware of the broad debate on the definition "second generations," we decided to use it due to its wide diffusion and recognisability.

The *Manifesto* does not deal with the theme of **citizenship**: this choice was shared by all the participating associations. In this regard, it is important to highlight that all the associations that took part in the elaboration of the *Manifesto* share the content of the **campaign "L'Italia sono anch'io"** whose aim, among others, is to promote a reform concerning citizenship rights.

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1. SECOND GENERATIONS – OVERVIEW

In Italy, foreign residents at the end of 2013 amounted to 4,922,085 out of a population of 60,782,085, with an incidence equal to 8.1%.

The children and adolescents born in Italy by foreign parents are more than 500,000, while the minors living in Italy not with an Italian citizenship amount to about 900,000. This is the *involuntary generation* that Tahar Ben Jelloun talks about: those who are migrants without having decided to be migrants and sometimes without even having migrated.

Second generations do not experience the same linguistic and cultural barriers of their parents. On the contrary, they speak using the dialects of their Italian peers, they master cultural codes, they experience the entire socialization path. Exactly for this reason, their educational success, their inclusion in the labour market, the possibilities to express their identity and their participation in the civil life become very sensitive indicators of the actual opportunities of social and economic integration, as well as of the possibility to succeed that our society offers to who is born in Italy by foreign citizens or to who arrived in Italy at a very young age.

In order to reflect adequately on second generations, it is necessary to have at disposal statistical data on the main aspects that can highlight the actual existing problems, such as, for example, educational success and job insertion. The data currently available from administrative sources (national and territorial data banks) do not always enable to distinguish between second generations and young migrants. According to our opinion, this is an aim that Italy needs to pursue, implementing the modalities for collecting and classifying information.

The studies available highlight that students with a migratory background are subject to a higher risk of educational failure and dropping out of the educational system before completing their cycle of studies, compared to their Italian peers, especially during secondary school. However, this gap is decreasing for second generation students.

Statistically, this educational disadvantage is associated with two main obstacles that migrants' children face in their studies: an inadequate knowledge of Italian - that can influence the acquiring of the necessary competences in the other subjects - and their parents' modest social-cultural background, with particular reference to the mother's educational qualifications, considered one of the main indicators of the opportunities for cultural exchange that every family offers to children in terms of educational success. This explains, at least in part, why the gap with the natives decreases when passing from the first to the second generation.

Another important aspect to take into consideration as regards school and second generation youth concerns the choice of the second grade secondary schools, closely connected to employment hopes and expectations. The data describe a situation substantially unchanged from the beginning of year 2000 to date: the youth with a migratory background tends towards a technical and professional education.

Moreover, it is important not to neglect the analysis of educational dispersion. The risk of school abandonment concerns youth with a migratory background

SECOND GENERATIONS IN THE ITALIAN SCHOOLS

Migrants' children enrolled in the Italian schools for the school year 2013/2014 amounted to 830,000 and more than half were born in Italy. In all, they represent 9% of the students enrolled, with a higher incidence in the infant school and primary school. In the primary school, almost 60% of the total of foreign students were born in Italy. In the secondary schools this component is increasing, but it still represents a more reduced percentage over the total (12% in the second grade secondary schools). (Source: Foreign students in the Italian school system - MIUR, October 2014). *The data are based on the public information available.*

EDUCATIONAL SUCCESS

The rate of foreign students that are admitted to subsequent classes is lower compared to Italian students (64% foreigners compared to 82% Italians, as regards students passing from the first to the second year), even if the gap tends to decrease when referring to following classes (the gap is 9 percentage points when passing from the fourth to the fifth year and tends to decrease in the following classes).

In any case, students with a migratory background show better results in all the tests than their schoolmates born abroad, as a matter of fact closer to the performance of their Italian schoolmates.

SECOND GENERATIONS IN HIGH SCHOOL

Students coming from a migratory context choose a liceo or an art school only in slightly more than 20% of the cases, while the remaining part enrolls in technical and professional schools.

In terms of incidence, professional schools have a higher presence of foreign students (almost 13% of those enrolled) while very small minority of 3% enrol in the liceo. When comparing the choices of second generation youth with those of Italian schoolmates, it is possible to see that the latter attend first of all the liceo (44%) then technical schools (33%), while the professional schools include only 19% of those enrolled in the second grade secondary school.

YOUTH WITH A MIGRATORY BACKGROUND IN THE LABOUR MARKET

In the period 2007- 2013, the employment of those under 30 years of age with a migratory background underwent a drastic and constant decrease. In only seven years, the community and non-community citizens under 30 years of age passed from a 50% employment rate registered in 2007 to 37% in 2013. At the same time, the unemployment rate experienced a constant increase: +17%.

The sectorial articulation shows several particular characteristics that confirm how the employment of second generations tends to confine them in minor qualification employment sectors, with lower incomes and higher precariousness; for example, in the construction sector, 26% of those employed between 15 and 29 years of age are foreigners, 27% of the young people employed work in the agriculture sector and 29% in the services sector. These data mainly concern labour force employed with non-qualified manual mansions or specialized manual work.

more than Italian students, both in the primary and secondary schools. However, also in this case, the data concerning second generation youth born in Italy are more positive than those of their peers born abroad: more than 80% of foreign students at risk of dropping out of secondary schools, in fact, are represented by kids born abroad.

As regards their passing into the labour market, several aspects have become common knowledge, such as – for example – the widespread awareness that second generation youth has reduced possibilities to find a stable and qualified job corresponding to family and personal ambitions, also in the light of the crisis, thus often confined in low qualification sectors.

As regards their identity, second generations are often poised among various realities in conflict: that of migrants and natives, that of families and social contexts, that of culture of origin and acquired culture, that of adults and the youth.

The second generations' natural function of "bridge" needs to be adequately accompanied in order to enable a simultaneous full inclusion and maintenance of their bonds with the countries of origin.

2. SCHOOL

For second generation children and youth the educational path represents one of the most important moments in their education and participation in the social and civil life, which involves also their families' lives. We would like to propose several actions that we consider important for satisfying specific needs, for supporting the development of skills and the forming of competences on more levels (personal, relational, social), for enhancing talents and bents, in order to make the school system increasingly inclusive.

2.1 To promote specific training for teachers aimed at managing multicultural classes

The cultural and linguistic background of second generation students - that often speak several languages and have a personal knowledge of other countries around the world - **should be promoted as a positive resource by the Italian school system.** For this to take place, it is important for teachers to know how to recognize the peculiar needs of children and kids that live situations of multi-belonging, also through entry tests capable of guaranteeing the most suitable level of insertion in the school system and the satisfaction of specific needs, not only linguistic but also educational.

For this reason, we believe that it is necessary for teachers, in schools of all orders and grades, to be adequately trained and updated on tools and methodologies available for intercultural education, favouring the contribution of second generation students, whose experience can be very useful and enhanced. The Guidelines of the Ministry of Education, University and Research on the reception and integration of foreign students, published in February 2014, mention the idea of inserting in training paths for future teachers the need to acquire intercultural relational and educational competences, but according to our opinion it is also necessary to provide an anthropological training capable of helping teachers understand the cultural codes of the countries of origin of students and of their families. Such training is in our opinion necessary in order to plan didactics culturally

adequate for classes in the Italian school system that are becoming more and more multi-ethnic.

We believe that an intercultural training for teachers can be carried out also through a strong inter-institutional cooperation and a coordination among central and local administrations, Regional School Offices, school networks and migrant associations, including second generation associations.

2.2 To develop actions aimed at educational, psychological and linguistic-cultural mediation support

In order to prevent educational failure and drop-outs among second generation children and kids, and in order to organize an effective reception and listening system also for families, we believe that it is very important to assist the teachers' work by introducing specific services capable of providing educational, psychological and linguistic-cultural mediation support.

It would be useful to implement **linguistic support tools**, during school and/or afterschool hours, in order to meet the needs of those kids who speak different languages from Italian in their family. At the same time, it is important to encourage actions aimed at maintaining the knowledge of one's mother-tongue, certainly useful also for improving the learning of Italian, with possible positive returns in the whole educational learning path.

We believe that it is important to work also towards the identification of didactics supporting paths to be realized through peer to peer experimentation. Moreover, it would be important to offer second generation children and kids the opportunity to refer to psychological support desks specialized in transcultural issues, organized and managed by professionals with specific training, in collaboration with second generation kids specially trained (for example, kids with on the field experience, expert in peer to peer modalities and tutoring).

The presence of such service - that would pay particular attention to the construction and development of identity in the preadolescence and adolescence period - can represent a stimulus in itself to surface questions and needs that schools do not always manage to intercept during lessons. It can also create a contact with those students risking to drop out, creating a space free from judgement, in which the student can talk about experiences that would be very difficult to manage alone.

It is very important for these services to be created with the aim to identify and prevent possible unease and situations of difficulty, constituting actual "antennas" capable of intervening with timeliness, in close collaboration with the families and the school.

In order to develop the school's ability to dialogue effectively with the families of second generation minors, it is important not to neglect the possibility to access services of linguistic-cultural mediation, at least upon call, so as to meet possible needs. It would be very useful in this regard to favour the creation of school networks that can collaborate in realizing said services, through qualified mediators, thus also favouring the professional acknowledgment of cultural mediators.

We believe that it is very important to encourage the planning of initiatives and services that envisage a mutual collaboration between linguistic-cultural mediators and psychologists, also in order to overcome possible mistrusts and fears in asking for support.

PSYCHOLOGICAL SUPPORT DESKS

FOR WHO?

For students, parents and teachers.

HOW?

With personnel specialized also in transcultural issues, presented 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 afterschool 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 story and psychological collocation: a constructive help supporting identity development.

SCHOOLS OPEN TO PARENTS: LET'S DRAW INSPIRATION FROM GOOD PRACTICES REALIZED

- To create an association or a parents' committee.
- To ask the School Board for the possible use of one or more classrooms in the afternoon.
- To enhance parents' competences in identifying activities that can be carried out in the classrooms.
- To spread information inside the school and involve students, parents and teachers in initiatives.

2.3 To intensify families' involvement in school

The involvement of families is fundamental for the positive outcome of children's educational paths. Sometimes parents do not get involved in their children's educational path, especially because of the poor knowledge of the educational system and of the language.

Therefore, it can be important to think of specific training activities addressed to parents, in order to inform them concerning how the school system works, as well as their duties and rights. We believe that it would be very useful to organise language courses in order to improve parents' competences, and carry out at least an orientation concerning linguistic services for adults present on the territory.

Training and orientation activities could be addressed to parents, especially mothers that live in situations of social and cultural isolation, especially in the cases in which they are not employed; the idea is to provide not only linguistic training but also to enhance competences and practical skills, with activities such as, for example, sewing or cooking laboratories, making mothers both active and benefiting parties of the activities.

A very positive experience that could be repeated in many schools is the creation of Italian and foreign parents' associations. These associations would favour the active involvement of mothers and fathers, and operate as moments for socialization and linguistic and cultural learning; with a proper support from the school, these could become opportunities for transcultural knowledge and sharing while enhancing competences, skills of both migrant and Italian parents.

One of the main modalities for involving families in the school is, according to our opinion, seizing the opportunity to **plan spaces and schedules for afterschool activities**.

The main aim of afterschool activities is to offer a space for socialization, didactics and cultural exchange, with the aim to prevent students from dropping out of school and favour the social inclusion of youth and families.

The co-planning of the spaces for afterschool activities, compatible with families' availability and needs, can satisfy various aims: to favour the linguistic training of minors and families; to involve migrant mothers in activities and laboratories that break the sense of social and cultural isolation; to create opportunities for self-employment; to answer the risk of dropping out of school especially for specific age brackets of minors.

For this reason, we believe that it is important to encourage the realization of several initiatives:

- to develop awareness actions in schools concerning the possibility to organize initiatives, also by associations of voluntary workers launched by second generations, by using school spaces in afterschool hours; this due to the fact that schools are public spaces fit for training and socialization initiatives, and often constitute the main point of reference for the neighbourhood;
- to propose afterschool initiatives that involve kids in the delicate phases of pre-adolescence and adolescence, periods in which the risk of dropping out is higher for students with a migratory background compared to Italian kids, especially for some of the more vulnerable targets such as the newly joined. This would also satisfy the needs of families with long job hours that are in difficulty due to the absence of family networks, friends or services offered by the territory;

- to find new modalities for involving mothers, since experience shows that it is more difficult to involve mothers who are at home and do not have a socially active life. By identifying new modalities for acquaintance and dialogue, the school could acquire a greater knowledge of the mothers' real needs, and at the same time help mothers in realizing services requested from the community and not organized by the public service, such as, for example, tagesmutter initiatives in the school or the management of spaces during afterschool hours;
- sometimes the children of parents that do not speak Italian well can have difficulties in doing their homework at home, due to non-consolidated linguistic competences. At the same time, for various reasons, parents can be lacking the time and the opportunities for strengthening their linguistic competence. For this reason, afterschool is the ideal context for satisfying the students' and families' needs while giving the opportunity to teachers, operators, parents and kids to meet creating moments of shared learning between parents and children;
- it could be very useful to organize, during the afterschool hours, Italian language courses for parents and foreign language courses for students, with voluntary teachers, with the aim to enrich the children's and families' competences and to enable everybody's attendance.

2.4 To create an integrated system of school-work orientation and transition

What we would like to see is an efficient orientation system concerning the passing on to high schools, capable of making a correct analysis of students' competences, and helping students and families in making choices that correspond to everybody's ambitions and abilities, also enhancing the specific competences connected to the cultural and linguistic background of second generation youth. Once the educational path is completed, it is very important for **employment orientation tools to be created or strengthened**, established according to the second generations' specific needs, so as to overcome informative asymmetries of young people and foreign families as regards, for example, employment trends in specific sectors, the most requested professions in the future, the best modalities for proposing one's own candidature, as well as behavioural cultural codes, all aspects that Italian peers have more possibilities to learn owing to their parents' job experiences.

In order to favour an aware orientation of the families, it is important for the educational and professional orientation tools and materials to be available in many languages, in order to offer deep knowledge concerning the choices one is making; moreover, we believe that it is necessary to elaborate orientation paths aimed at facilitating in every way possible the understanding of the contexts of reference, of the type of school chosen, of the real professional opportunities also as regards the needs of the social-economic contexts in which one lives, and how ever the future needs of the labour market.

Whereas, as regards the planning of a more effective orientation system towards work, various opportunities can be developed:

- it is necessary to plan innovative methodologies for a more participated and active orientation such as, for example, role playing sessions that involve enterprises and external subjects so as to enable kids to experience in practice what it means to do a specific job, and to open the school to more contaminations and relationships with the labour market so that orientation does not remain theoretical;
- starting from school, it could be possible to simulate job situations and self-en-

AFTERSCHOOL FOR PARENTS-CHILDREN: A SPACE TO BE ENHANCED

- Services supporting study and entertainment (sports, cultural) for kids in junior high and high school.
- Initiatives carried out by foreign mothers, also as opportunity for self-employment (for example: tagesmutter).
- Opportunities for informal debates among teachers, parents, children in afterschool hours.

FROM SCHOOL TO WORK IN FIVE STEPS

1. Personalized orientation
2. Support in CV writing
3. Career Days
4. Training
5. Apprenticeship

UNIVERSITY GOES BACK TO SCHOOL: PEER TO PEER

Through partnerships between high schools and universities, second generation university students could become tutors for students in their last years of high school.

The tutors could be selected on the basis of linguistic competences and university choices and, owing to their experience, be called to offer an orientation aimed at favouring access to university for second generation youth. A similar intervention could be transformed, after an initial experimentation, into a structured and repeatable model.

entrepreneurship, for example by trying to set-up a business or meeting entrepreneurs and professionals that can help understand the reality outside. It would be very useful for highlighting the many possibilities in the labour market and trying out in advance one's ideas of enterprise. A strategic aim would be to favour the development of an entrepreneurship culture inside the school and at the same time to provide orientation towards work. This is a general problem, but for foreign students an effective orientation is even more important because once changes start professional paths are even more complex;

- to favour meetings between companies searching for personnel and the youth at the end of their educational path, so as to favour the match between demand and supply in advance.

Moreover, it is necessary to favour school-work alternation (for example, training, apprenticeships), especially considering the high percentage of second generation youth that chooses technical and professional schools, trying to overcome entry barriers and facilitate the verification on the field of one's bents and skills, already before ending the cycle of studies.

Lastly, as regards the duration of residence permits for employment search, in the light of the current economic crisis, it would be desirable for the regulations to keep into account that young people need more time at disposal because one year (the current duration of the mentioned permit) can be insufficient for finding a job.

3. WORK

Similarly to Italian peers, insertion in the labour market represents a fundamental moment for second generation youth. Passing from school to work is the opportunity to see one's skills, competences and ambitions acknowledged. Considering several specificities that characterise second generation youth, we would like to suggest several interventions that we consider important for favouring improvements in job opportunities and developing the system's ability to enhance everybody's talents and bents.

3.1 To recognise and enhance non-formal and informal competences

Coming from countries and families with various languages and cultures, having the need to carry out a daily detailed work in mediation between the family of origin's ways of thinking, living, desiring and the ones of the society in which we are growing, are only some of the aspects that characterize second generation youth. Apart from the formal competences acquired through educational paths, these characteristics constitute an added value in terms of competences to be used in the labour market.

As several demand-supply labour intermediation realities are starting to experience, cultural and linguistic skills constitute a strength that can certainly favour a better insertion in the labour market, being able to contribute in processes of productive and organizational innovation, very 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, we believe that it is fundamental to enhance formal, non-formal and informal competences of second generation youth, through procedures and modal-

ities that enable to use said competences in the labour market for job insertion and the completion of one's professional project.

In order to favour an adequate acknowledgement and enhancement of these aspects, it is also necessary, according to our opinion, to analyse the effectiveness of public services for employment, to create training and awareness actions for operators, and to provide a generational renewal in services aimed at young people. Moreover, it is necessary to review reception protocols which, for example, propose the intervention of a linguistic mediator for a kid only because born abroad, without evaluating the level of his/her language competences that can even be very high because grown up in Italy.

We believe that it would be very useful for young people to be involved in employment informative services organized for the youth, in order to favour a better comprehension and an effective listening of their needs and difficulties.

Moreover, it is necessary to develop the already existing online demand and supply matching systems in a guaranteed and transparent way, also so as to fight against illegal work.

3.2 To stimulate labour market internationalization

The complexity of and the competition in international labour markets have determined, in the past twenty years, the creation of a global labour environment in which strategic, productive and commercial relationships take place among subjects that have different languages and cultures and that, therefore, have to find shared modalities of thinking, forecasting scenarios and formulating agreements.

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

Italy is paying the price for a delay in internationalization processes, especially for what concerns small and medium enterprises that constitute a significant component of the Italian labour market. Second generation youth can constitute an undoubted resource for enhancing 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 acceleration paths for 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, concerns the development of a database at national level in which one can register one's specific competences that **can be of great interest for who, for example, wants to invest abroad and does not have a multinational structure.**

The fact of being able to find in a large data bank high added value competences of second generation youth such as, for example, the linguistic competence for a specific province of a country such as China, can favour the multiplying of job opportunities for second generations and the development of opportunities for companies.

It is also necessary to invest in increasing commercial exchanges and entrepreneurial partnerships between young foreign entrepreneurs in Italy (in strong increase) and entrepreneurs in countries of origin. Favouring such exchanges, also

THE BALANCE OF COMPETENCES

What is it? It is a guide that enables citizens to be oriented in the labour market with the support of dedicated consultants. It favours workers' greater self-promotion when choosing their professional development path. The balance of competences is not an indicative orientation action, but a tool acknowledged by the law, also constituting the fundamental basis for accessing the national certification path of competences provided for by Lgs.D.13/2013.

How is it realized? The balance of competences is the result of a structured individual or group consultancy action. The balance is not exhausted with an interview, but specific observation, evaluation and analysis tools are used. Great attention is given in finding and describing non-certified skills and 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 becomes an integration of one's CV.

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

What is it for? To define one's knowledge, skills, professional and personal experiences; to enhance competences connected to the labour market and training; to discover unexpressed potentialities; to collect and 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.

EIGHT IDEAS ON LABOUR MARKET INTERNATIONALIZATION

- 1) To 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 a very specific need which would be 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) To enhance multilingual competences of second generation youth, that can thus become “ambassadors” in their countries of origin.
- 3) To favour second generation youth’s geographical mobility in Europe.
- 4) To involve the diplomatic-consular representatives in the processes of access and mobility in the international labour market.
- 5) To promote cooperation among second generation associations, category associations, training bodies, enterprises, institutions.
- 6) To support second generations’ self-entrepreneurship, favouring opportunities for debates with bodies and institutions that promote it.
- 7) To organize periodical appointments for meetings and debates among second generation youth and actors of the Italian and international labour markets.
- 8) To provide information concerning the results obtained in the development of businesses and the creation of new markets, with reference to companies that have made of its multicultural staff a strength.

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.

Moreover, we believe that it is very important for companies to learn how to manage diversities within the business, transforming them into values (Diversity management).

Besides Diversity management, we also believe that it is important to overcome any form of discrimination, direct or indirect, within the labour market and job relationships.

The data available highlight that second generation young people have more difficulty in accessing better job opportunities than their parents compared to their Italian peers, often finding themselves entangled in an underqualified job as regards their ambitions and skills, thus blocking social mobility to which second generations aspire also owing to their studies and insertion in the Italian society. According to our opinion, it is necessary to create awareness towards the productive sector in order to highlight discriminatory acts or behaviours and to invite everybody to adopt the necessary measures so as to prevent and fight against such situations, starting from the formulation of job announcements up to the practical modalities of carrying out job activities, supporting conditions of equality and equal opportunities for all.

4. CULTURE AND SPORT

Second generations represent a bridge between the migrants’ culture of origin and the Italian culture.

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

According to our opinion, it is very important to promote inclusion policies for all cultures and belongings, even religious, as well as initiatives aimed at favouring studies and reflections on an “Italian model” of inclusion and opening towards diversities. The most known models adopted in countries with long-dated immigration (assimilating, multicultural...) are now showing their weaknesses. Second generations can contribute in the development of a new path capable of enhancing the specificities of the Italian context keeping into account the experiences of the other countries.

Moreover, it is necessary to make the second generations aware of the role that they can have in promoting initiatives of interreligious and intercultural dialogue. This aspect, as well as the development of inclusion processes and policies, can be promoted effectively in specific contexts such as, for example, the sport environment.

In fact, owing to its widespread diffusion in the social fabric and to its driving values, sport can contribute in a natural manner in strengthening a culture of dialogue and respect of diversity.

4.1 To enhance and favour culture preservation of the Country of origin and strengthen the bond with the Italian culture

To promote and strengthen second generation youth's bond with their families' culture of origin does not mean to label the kids that 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 offer the opportunity to talk about and share the cultures of origin. This can be done in places devoted to culture where young people gather – from schools to libraries, from film festivals to music events, but also in contexts such as summer camps dedicated to children with the same background - favouring the strengthening of bonds with the culture of origin. Therefore, it is a task that should be carried out not only by educational bodies, even if these have a primary role, but also by local bodies, as well as citizen and national cultural institutions. We would like for the variety of provenances and experiences among young people that live in Italy to be reflected in our Country's cultural offer at all levels. We believe that the opening to the youth's culture of origin - as a resource that can enrich the entire community - should become a characteristic of the socialization spaces in which one lives, studies, does sport, works, has fun. Moreover, it is important not to underestimate the problem of the dominant models of reference diffused by the media for second generation youth: it would be very important to involve the media in giving space to positive models and fight against the negative and stereotyped representations. Training for journalists could be one of the possible initiatives to develop, but according to our opinion it could also be important to encourage the development of media spaces managed by second generation youth or however devoted to their positive and successful stories.

The sharing of peers' behaviours, the knowledge of the language and habits of a Country, to know its history, the regulations and traditions means to live a strong bond with the Italian culture, which makes one feel to all effects a citizen, beyond legal acknowledgement.

How can positive paths be enhanced and strengthened in this direction for second generation youth? We believe that it is necessary to promote initiatives that can strengthen the knowledge of the history, institutions, the social-cultural dimension of the cities in which the kids live and of the entire Country, also increasing the use of cultural spaces and the full expression of 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.

4.2 Sport: towards a sport citizenship

Sport has often anticipated inclusion processes and the development of a common sense of belonging among young people. For this reason we believe that sport can be a fundamental tool for transmitting a culture of shared universal rules and principles, drawing inspiration also from the *White book on Sport* of the European Committee (July 2007), which highlights how the transversality of sport can contribute in spreading values such as inclusion, tolerance, respect of rules. Moreover, in this field, diversity can be effectively enhanced as a resource.

Sport can represent an actual inclusion engine, a shared practice, an educational tool, a form of entertainment and access to culture. In fact, sport has a driving role in spreading important values and principles: brotherhood, loyalty, dialogue,

WHAT IS DIVERSITY MANAGEMENT?

Diversity Management is a human resources management philosophy that finds realization in tools/actions/projects for managing and enhancing individual diversities, such as age, gender, culture.

We believe that it is important for those in charge of human resources to be adequately trained in **cultural diversity advantage** and for them to be able to interpret the candidate's 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.

Training programmes in diversity management - addressed to leaders, managers, entrepreneurs - are often based on international experiences already launched illustrating the benefits for productivity connected to the selection of a heterogeneous and multicultural labour force, thus spreading a greater awareness that helps to recognise and overcome prejudices connected to discrimination.

INTER-GENERATIONAL MEETINGS

Parents are holders of the education and traditions of the Countries of origin that represent a fundamental part of the identity of second generation youth. For this reason it is important to favour inter-generational formal and informal meetings and dialogue, moments for exchanging cultural patrimonies.

To strengthen the awareness of one's identity can lead to a positive contribution towards culture and society, in particular through exchanges among second generation citizens and their friends and peers.

ARTISTIC AND TECHNOLOGICAL EXPERIMENTATIONS THAT TALK ABOUT THE CITIES AS SEEN BY THE YOUTH WITH A MIGRATORY BACKGROUND

Nowadays, cities are key places increasingly connected, and people want to talk about the spaces in which they live: the presence of people with different origins stimulates the research for strategies for civic participation and for the development of cities' identities.

Hence, the idea to narrate the city through the eyes of second generation youth, with new artistic and technological languages that can create "urban tours" talking about the potentiality of global diversity. For example, starting from a project shared with local partners (public and private bodies, cultural associations, neighbourhoods, citizens), young people could work together collecting stories concerning places around the city and its inhabitants.

This work could be the basis for realizing an app for mobile devices capable of accompanying the user in an "urban tour" through the stories and places narrated.

The app could include information concerning:

- the city (stories, events, curiosities)
- multicultural demonstrations and events;
- ethnic venues and restaurants;
- Unesco sites in Italy that protect cultural excellences.

respect for common rules, equal opportunities, solidarity and, last but not least, sport citizenship. We believe that it is important to strengthen the awareness of this principle, according to which people born in Italy from migrant parents should be granted access to membership as regards championships within all disciplines and at all levels.

We believe that these themes should receive particular attention in the many sport contexts – clubs and associations, federations, sport operators, fields, schools and media. In fact, through information and educational campaigns, through the enhancement of the right to sport citizenship, by sharing and spreading positive experiences throughout the territory, a real opening towards diversities can be developed in a constant and widespread way, as well as a cohabitation culture.

5. ACTIVE PARTICIPATION AND CITIZENSHIP

We who belong to second generations believe that initiatives encouraging active participation are among the most effective tools through which it is possible to be heard. We support the vitality of initiatives launched to favour forms of participation of second generation youth in the social and civil life, because active citizenship strengthens the sense of identity and belonging.

5.1 To develop services that provide information concerning 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, and to strengthen the second generation youth's bond with Italy also by making information widespread, easily accessible and usable.

Initiatives for active citizenship contribute in supporting a greater participation of second generation youth, favouring the comprehension of values and rights, strengthening the awareness of responsibilities, increasing the sense of belonging. Besides potentiating tools and traditional channels of information, we believe that it would be useful to make use of the new technologies owing to which it is possible to promote greater accessibility and, consequently, a more direct and immediate use of the contents.

Moreover, it would be important to plan periodical information meetings concerning the services offered on the territory that favour exchange and debates among associations, local bodies and schools.

A strategic aspect favouring forms of active citizenship for second generation associations is connected to the possibility of stimulating 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 debate on their community's priority needs.

Both the so-called "intermediate bodies" of the society and the cognizant institutions at local level can be encouraged in finding modalities and tools for involving second generations.

5.2 To favour the creation of associations, active citizenship and equal opportunities

As second generation young people, we have great ability in creating networks, in organizing and adhering to associations in which we can share our similar experiences. These associations can constitute an effective means for participating actively in the Italian civic life. The forms of associations, 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 second generation youth have among their aims to trigger transformation processes within the society, in particular to pull down barriers and prejudices, while creating 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 creation of associations.

For this reason we believe that actions and tools that facilitate the creation of new associations devoted to and formed by second generation youth are fundamental. At the same time, we believe that it is useful to enhance the associations already present on the territory and in the communities, and to promote channels through which it is possible to spread and share the work carried out and participation practices so as to inspire other associations.

Active participation is an important factor for dialogue also as regards the families of origin, that can thus be involved in participation experiences owing to their kids, accessing broader social networks. According to our opinion, positive actions aimed at debates and dialogue are particularly important as they imply participation in the social life.

A useful tool for favouring participation and strengthening the creation 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 encourage the creation of **networks among associations**, with the aim to develop bigger and more representative realities with a greater ability to affect the society because more visible, also trying to soften conflicts that often exist among associations enhancing the specific competences of each one.

In this regard, according to our opinion, territorial public bodies could support said processes also by providing aggregating spaces for communities and associations: common spaces could help in strengthening the networks and collaboration among the various associations, as well as the dialogue among the various communities.

FIVE ELEMENTS FOR EFFECTIVE COMMUNICATION

1. A community for exchanging information and sharing experiences
2. Thematic forums for a shared research of solutions to problems
3. Long-distance e-learning so as to study in autonomy and in a personalised way
4. Social networks for broadening one's own networks
5. Blogs in order to spread information and news in real time

THE EUROPEAN VIEW

Active participation and citizenship of foreign citizens are among the founding principles of the European Union.

The encouragement for third country nationals to be active participants is considered a main element for favouring migrants' integration processes.

«Integration is a process that starts from the base; for this reason, integration policies have to be elaborated according to an authentic approach from the bottom, in contact with the local reality»

European agenda for the integration of third country nationals

«[. . .] the youth's social inclusion implies access to services such as [. . .] information and communication technologies [. . .]» **Conclusions of the European Council dated 27 November 2012**

«[. . .] The digital agenda requires a high and continued commitment both at EU level and at the level of the Member States (also at regional level). It is impossible to have success without a substantial contribution of the other parties involved, including the youth - "children of the digital era" - from whom we have a lot to learn». **COM European digital agenda (2010) 245 def**

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OUR TEN-POINT MANIFESTO

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