



## **NRT ITALY 2019**

### **Report**

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*The Report is not public. Due to the short eligibility timeframe, the report has not been proof-read. It will be so in 2020 with resources stemming from the third-year programme.*

**SIRIUS is co-funded by the  
European Union**





## Context

The context is provided on the basis of the conclusions of the **Access to Educational Report** for refugee and migrant children in Europe, carried out jointly by Unhcr, Unicef and Iom.

A greater effort is needed to ensure that all minors who are migrants, refugees and asylum seekers have access to quality education and guarantees for the continuation of their academic career. Lack of school space, inadequately trained teachers, language obstacles and limited access to psychosocial support and limited recovery classes are the main barriers that children with migrant background encounter in accessing education in Europe.

To help states respond to these challenges and the lack of crucial data, the publication provides examples of good and promising practices for education in Europe and a number of recommendations. These include the request to strengthen the link between schools and other important public services, such as health and child protection, to ensure that barriers for school enrollment and factors that contribute to early school leaving are overcome. Agencies also ask states to extend efforts and further invest in both national and regional levels to collect standardized and harmonized quality data on refugee children, asylum seekers and educational migrants, to guide development and distribution policies.

In Italy, National education statistics distinguish only between Italian and non-Italian citizens. In the 2016-2017 school year, there were 634,070 non-Italian children registered in Italian schools (9.5% of the total number of students enrolled). 46% of non-Italian children were enrolled in primary school, 26% in lower secondary school and 29% in upper secondary school. There are no data on pre-primary education. Among all non-Italian children in the school system, 77% (487,748) were non-European citizens. Among the refugee and migrant adolescents, who responded to the survey on education conducted at the end of 2017 on the UNICEF U-Report on the Move platform, 49% attended only Italian language classes, while only 30% attended regular classes, with a big difference between the zones (<https://onthemove.ureport.in/poll/2371/>). According to a more recent survey (<https://onthemove.ureport.in/poll/2537/>), 86% of respondents stated that they wanted to access training courses. However, very few of them have had access to these opportunities.

## National Round Table

Our NRT *Building autonomous pathway for unaccompanied foreign minors and young adults* was organized in two phases, the first, it is a preparatory work on the side of our national project **M'interesse di te 2** and the second is a meeting more broad on the side of our national project **Insieme** and **Dare di più a chi ha avuto di meno**.



The first one, “M’interesso di te 2” project, aims to build up autonomous pathway for unaccompanied foreign minors and young adults, through an integrated model, focussing on education, vocational training course, welcoming in day centre, socializing activities.

In NRT preparatory meeting in October organized at the side of this meeting, we monitor the project and the main results and starting by the field experience, we decide the point of discussion in NRT in November and in general the new roots for 2020.

During the meeting, thanks to contribution of operators, following the project, we focus on the main point of the project, point of strength and critical issues about: school and linguistic support; enrollment in regular school system; reception and welcoming; analysing different possibilities and case studies; role of youth centre, family, hosting community and local services; migrants careleavers and critical condition after 18 years. We decide to follow as the first main topic, the after school and linguistic support, as the base of integration and social inclusion with so many barriers. This carries out in November and it was organized at the side of 2 projects focussing on prevention on drop-out and educational poverty.

Our NRT took place in Rome. It was organized in the following way, taking into account that it was our first NRT and we decided to valorise the experience, coming from the field within our national projects, bringing a real and concrete overview of the main issues.

For this first year we decide to involve our operators to point out the main topic to deal with, in the NRT and prepare the work for the next year, where we will involve different actors.

As already described, it is a preparatory work on the side of our national project “M’interesso di te 2” in October and a meeting broader on the side of our national project “Insieme” and “Dare di più a chi ha avuto di meno”.

In both cases we invited operators of our local centres, we decided to develop with them a pathway, a common and shared reflection in favour of unaccompanied foreign minors and migrants, young adults, through a bottom-up approach, focussing on their activities and efforts on the field in our social works, located in all Italian territory. In these 2 moments we discussed as the contribution and reflections of our operators who live concretely the experiences, the challenge of migrant young people, the critical issues about bureaucracy, help to have a clear overview of daily challenges and possible solutions.

- NRT - preparatory work 17-18 October Building autonomous pathway for unaccompanied foreign minors and young adults
- NRT - 22-23 November Building autonomous pathway for unaccompanied foreign minors and young adults – 1° focus school and linguistic support

From the point of view of methodology, the NRT in November was organized, starting from a researcher introduction and working group on 3 subtopics and plenary session.



## *Inputs and debate points*

These 3 main guiding lines of our NRT:

### **The scope of intervention of school support services between school, social services, non-profit: what is the focus of these interventions?**

- building up and well-structure by the beginning a partnership between schools, youth care centres and social services
- monitoring the partnership
- paying attention to prior learning and share the information among different services
- defining an educational path
- valorising the role of street educational services, to arrive near migrants far from regular system of reception and living in the street and in critical situations
- enhancing the role of social projects that arise from non-profit so that they can be recognized in a formal context and considered as complementary
- introducing of mentoring to support in their school issues.

### **Who is the target of these interventions? How do we know our young and their training needs?**

- looking at the personal and social story and background of young
- choosing specific tools, leading by operators to understand the needs in an informal (observation) and formal way (questionnaires)
- understanding the expectations of young people
- keeping and valorise the relationship with educator/social worker

### **What kind of considerations about the learning process?**

- creating and familiar environment and setting to facilitate the learning process
- addressing an adequate study method
- strengthen the peer learning approach, between young with same and different ages, for a mutual and reciprocal helping

## *Conclusions and way forward*

- Reinforcing the collaboration between educational service profit and no-profit as a reciprocal commitment, putting the migrant at the centre of his/her learning process
- Creating a model for schooling support, building up from a bottom-up approach, which will have some recommendation for policy makers to point out the main problems faced by migrants and key solutions, coming by the field.



Being a Federation of different bodies, which get recognized in a same mission, but with different expertise on the field, different intervention contexts and sectors, for this year we decide to involve in this reflection process our local associations, engaged concretely on the field. This was for us a good occasion to understand what it is present on the field and report to European attention. For the next year our future steps could be more horizontal, involving external bodies as requested from this kind of activities. In this first year we decided to start this process and build up step by step. This kind of reflection help us to reflect on common problems about migrant inclusion, starting from local level for giving a clearer overview of phenomenon at the national one. We will continue on working on this topic Building autonomous pathway for unaccompanied foreign minors and young adults, disseminating National Report and other Sirius reports.