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INTERCULTURAL COMPETENCES AT WORK

Guidelines from the Project DICE



Centro Interculturale
MONDINSIEME
Intercultural Centre





DICE



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Reggio Emilia, 6 July 2015

The present compendium tries to report, analyse and synthesize in a practical guide/tool all the experiences, practices and approaches, observed during the transnational meetings of the project **DICE - “Developing Intercultural Competences for Enterprises”**, funded by the **European Commission (LLP, action “Leonardo Multilateral Partnerships”)**.

DICE – “Developing Intercultural Competences for Enterprises” arises from the need of participating organisations, all strictly connected with intercultural problems and issues, of starting opening a direct link with companies and labour markets, acting as bridge in the sake of young and adult immigrants in search for job or chance of improving their job position.

During the 2 years of project implementation (August 2013 – July 2015), 5 partners from 4 different countries (Italy, Switzerland, Romania, Turkey) have shared practices and teaching methods related to the transfer and development of the intercultural competences, with a special regard to people with a migrant background (in particular second-generation youngsters), for their labour market access and integration in multi ethnic enterprises.

The dedication of the partners and the richness of the exchange have made this product possible. We hope it could inspire and guide all those who work in this field.

We would like to express our deep gratitude to our respective national agencies to have believed in this project and in the partnership, as well as for the assistance given in these 2 years.

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Nicoletta Manzini Project Coordinator *Fondazione Mondinsieme*

Nubia Alessandra Tagliaferro Project Coordinator *Dar Voce*

Francesca Di Nardo Project Coordinator *FSEA*

Lavinia Cernescu Project coordinator *Ioan Slavici Foundation*

Ahmet Callut Sahin Project Coordinator *Akdeniz İlçe Milli Eğitim Müdürlüğü*

INTRODUCTION

Developing Intercultural Competences in Enterprises

The project rationale relies on various data sources, observed during the ideation process (2012-2013). At that time, according to the data published by Caritas Europa (October 2011), there were 33 million immigrants living in 27 countries of the European Union, which made up about 6.5 % of the total population: 14.8 millions of these immigrants were already in possession of a citizenship of the residence country. In all these countries, immigrants were also satisfying economic needs and contributing to the population growth.

Nevertheless, during the times of economic crisis, ethnic minorities appear to be penalised the most both in terms of increasing unemployment and as victims of discrimination and xenophobia episodes. The sharp deterioration in the employment situation has affected ethnic minorities more severely than Italians and this is for several reasons. Firstly, immigrants are usually placed in areas which are most exposed to economic fluctuations. Secondly, most of the immigrants are hired on fixed-term contracts.

At the European level, the recession has mostly affected young immigrants of both first and second generations. According to data published by OSCE between 2008 and 2011, there was a dramatic rise in unemployment rates among the foreign-born youth aged between 15 and 24 years. Eurostat thoroughly analysed the Labour Force Survey 2008 and determined that there were over 10 million people aged between 25 and 54 years who were born in the EU and had at least one foreign parent. At EU level, the average unemployment rate among second-generation immigrants (9 %) is about four per cent higher than of the average population with local origin (5 per cent) and slightly lower than that of the first-generation immigrants (10 %).

By contrast, the level of education of the second generations is often higher than that of the national average as well as the average of the immigrant population. The data from 2008 shows that among adults aged between 25 and 54 years 28 per cent of those with two foreign parents and 33 per cent of those with one foreign parent were in possession of a university degree or equivalent, compared to 27 per cent among those with both parents natives of the country of residence and 25 per cent among foreigners.

Such data reinforced by a more and more global economic system would make second generations the most competitive labour force due to their high education level, unique language skills, and mediation competences related to their active "bridging role" between communities.

Therefore, taking in account all these advantages it becomes a priority to raise awareness of business companies about benefits which workplace diversity can offer. In order to do so, it is vital to strengthen the intercultural competence of the companies and help them to benefit from diversity strategies. It is also important to guide people of foreign origin and make them aware of their cross-cultural knowledge in order to improve their position in the labour market. Intercultural competence teaching should thus become a priority applicable to all areas, as it is a prerequisite for building socially and economically strong, cohesive communities.

The project "Developing Intercultural Competences for Enterprises" is an attempt of the partner organisations to solve the above mentioned problem by acting as a bridge between companies and labour markets and by supporting young and adult immigrants. This in the end should result in both better employment situation for immigrants and in multiple benefits for companies.

This project financed by Leonardo Multilateral Partnership (the EU-Lifelong Learning Programme for adult education) gathers up in an European partnership five organisations from four European countries, in particular Fondazione Mondinsieme and Associazione Dar Voce (Reggio Emilia, Italy), Federazione svizzera per la formazione continua (Lugano, Switzerland), Ioan Slavici Foundation for Culture and Education (Timișoara, Romania) and Akdeniz İlçe Milli Eğitim Müdürlüğü (Mersin, Turkey).

During the two years of project implementation (August 2013-July 2015), representatives from all partner organisations and learners from the project's target groups participated in four study visits, which respectively took place in four countries. This compendium will highlight the main experience, practice, teaching methods etc. observed country by country in the course of the visits. It will also present findings which resulted from participants' discussions and disputes.

CHAPTER 1

*The Advantages of Cultural Diversity at Work:
Theory and Practice*

The recent surveys and questionnaires conducted all over the world confirm the notion that diversity in the workplace is beneficial for both employers and employees. The advantages it encompasses are vast and complex but can be summed up and presented in five groups.

1. Increase in Creativity, Diligence and Industriousness Among Workers

When people with different backgrounds and experiences come together, they create a unique atmosphere where they are eager to learn from each other and where each and every voice is meaningful. Diversity makes people more open-minded, helps them to step over their prejudices and prepares them for considering alternatives. Different perspectives, if appreciated and supported, often lead to fresh and innovative ideas.

What is more, the workplace diversity motivates employees to work harder and prepare for meetings or discussions more thoroughly as they are very well aware of the fact that their colleagues might need some additional information in order to completely understand the context. Interestingly, the differences in perspectives do not necessarily have to exist. Merely a belief that they do is already enough to change people's behaviour and attitudes.

2. Positive Company Image

Certainly, people of foreign origin prefer companies where diversity is welcomed and celebrated. For these people, this is a guarantee that their abilities and skills will be appreciated regardless of their ethnic origin and/or the colour of their skin. Moreover, it gives them a certain assurance that, if been accepted for the job, they are going to enjoy a healthy, positive and inclusive work environment.

However, not only job seekers with foreign roots consider diversity to be a vital element of their future jobs. As study conducted in November 2014 by American leading jobs platform Glassdoor shows, most people do prefer a diverse workforce. According to the survey, 67 per cent of those questioned agreed that diversity is a relevant criteria when evaluating job offers.

3. Wider Candidate Pool

When companies embrace and promote diversity in the working place, they automatically attract more applicants and so create a vast and diverse pool of possible employees. This pool consists of people that possess various skills, experiences, life and work attitudes, which enables a company to do a thorough research and hire the most talented and brightest ones, those whose input will doubtlessly help the company to thrive.

4. Competitiveness in a Globalised World

The today's world is characterised by steady changes, where countries get involved in economic relations not only with their close neighbours but with distant countries that lie thousands kilometres apart. Such countries are, however, not only distant according to their geographical latitudes and longitudes but also according to their people's mentality and beliefs.

These differences might be minor and irrelevant, but they also can be of a great significance, in which case they have to be taken in account. Moreover, in order to succeed in the global market, companies should not only be aware of the existence of these differences but also do their best in order to smooth them.

Therefore, companies can tremendously benefit by recruiting people with migration background, as these people not only have precious language skills but they also possess the essential knowledge of the target culture and general intercultural awareness.

5. Financial Growth/Profit

There are clear evidences that workplace diversity has a positive influence on business growth and financial profit. In April 2009 the American Sociological Review published an article which presented the results of various studies conducted by sociologist Cedric Herring.

The author reported that companies with the highest level of racial diversity had on average nearly 15 times more income than those with the lowest levels of racial diversity. The latest also had a lower number of customers, 22,700 on average comparing to 35,000 in the companies that promoted diversity.

Moreover, Herring determined that for every percentage increase in the rate of racial diversity, there is an increase in sales revenues of approximately 9 per cent. He, therefore, came to the conclusion that, if talking about income and customer numbers, racial diversity is more significant than company size, the company's age, and the number of employees.

McKinsey, another researcher who has been studying diversity in the workplace in four different countries, also stated in his report from February 2015 that companies in the top quartile for racial and ethnic diversity are 35 percent more likely to obtain a larger financial gain than those that oppose diversity

Therefore, it is clear that workplace diversity has a lot of benefits. It boosts creativity, makes people more hard-working and open-minded, promotes tolerance and enhances financial growth. However, even though the aforementioned advantages have already been proofed, and some companies can be described as role models in the field of workplace diversity, there are still difficulties implementing diversity policies in practice.

A lot of employers' heads are still loaded with prejudices and stereotypes against particular races or nationalities, as a result of which they might reject applications of skilled workers only on the basis of their origin or skin color. They also want a candidate to fit the stuff and by so doing to maintain the existing uniformity. They are afraid that differences might disturb a peaceful working environment and create problems, which will result in some additional work for the employers themselves.

For that reason, it is crucial to make people aware of the advantages diversity brings with itself. To achieve best results in perusing this goal, it is important to work in both directions: with employers and with potential employees.

CHAPTER 2

*Cultural Diversity According to Partners:
Experiences and Practices*

2.1 Study Visit in Lugano, Switzerland

2.1.1 The National Context - Switzerland

Foreign workers are of a great importance to the Swiss labour market. Thanks to the immigrants, Switzerland has experienced a big economic growth since 1960. Starting from that time, immigrants represented about 20 per cent of the labour force. In 2014, this number increased to 27 per cent. Foreign workers are particularly well represented in the industrial sector. In 2009, they made up 36 per cent of all working force comparing to 26 per cent in the service sector. At the end of August 2014, there were 1,924,129 foreigners living in Switzerland, most of whom came from the EU28/AELS States (1,310,893 or 68.1 per cent). In 2013, there were 204,800 unemployed in Switzerland (108,100 CH and 96,700 foreigners).

Employed individuals grouped on the basis of their gender and nationality:

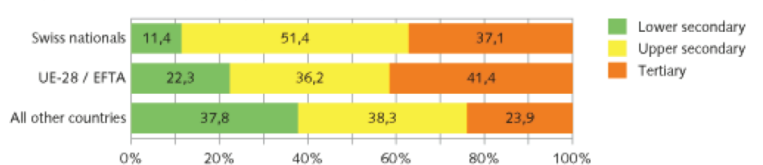
2013, yearly averages, permanent resident population, in '000 and in %

	In '000			In %		
	Total	Men	Women	Total	Men	Women
Swiss nationals	3389	1777	1612	76.0	73.9	78.4
Foreign nationals	1071	627	445	24.0	26.1	21.6
<i>Origin:</i>						
UE-28 / EFTA	771	458	313	17.3	19.0	15.2
All other countries	301	169	132	6.7	7.0	6.4
Total	4461	2404	2057	100.0	100.0	100.0

Swiss Labour Force Survey (SLFS), SFSO

Employed persons according to level of education and nationality, 2013

Yearly averages, permanent resident population, in %



Source: FSO – Swiss Labour Force Survey (SLFS)

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In 2012, 16.6 per cent of people with migration background held a job for which they were overqualified, whereas among the population without migration background this rate constituted 9.6 per cent. The category most affected was that of people from European countries which are members neither of the EU28 nor of EFTA (41.8 per cent). The citizens of the Member States of the EU28 / EFTA instead presented rates similar to those of the Swiss with migration background (about 14 per cent). Although a participation rate for people with and without migration background was similar (close to 82 per cent), there were significant

differences regarding the hierarchical level: 35.5 per cent of employees without migration background were performing managerial functions, whereas the number of people with migration background enjoying the same position was 5 per cent lower. The 2nd generation or later ones are often very close to the population without migration background in the allocation of jobs.

In both groups, about 20 per cent were employed in a technical branch, about 11 per cent worked as office clerks and in the trade sector, and just over 12 per cent were engaged in handicraft. 9.5 per cent of the first generation migrants were engaged in "unskilled occupations", which was three times more than in the other groups. 6.4 per cent were "production blended manager", which was more than double as much as in other groups.

2.1.2 The Local Context – Ticino

The Ticino Canton has a population of 346,539 inhabitants, 94,366 or 27.2 per cent of whom are of foreign origin. In December 2014, there were 7,382 unemployed people, which equalled to the unemployment rate of 4.6 per cent. The Ticino Canton is Switzerland's southernmost region which borders with Italy. This closeness has a great impact on Swiss labour market. Due to the economic crisis, about 62,500 cross border workers enter Ticino every day.

2.1.3 The Hosting Partner – Federazione Svizzera per la Formazione Continua

The Swiss Federation of Adult Learning (SFAL) is a national union (umbrella organisation) for general and vocational adult learning in Switzerland. SFAL has permanent secretariats in its head-office in Zurich, but also in Nyon (France) and in Canton of Ticino (Italy).

It gathers together more than 630 members, among those are private and state providers of adult education, associations, canton officials in charge of adult education, in-company adult learning departments, and human resources staff as well as individuals involved in adult learning.

SFAL's activities can be divided into three different categories: training policy, innovation/development and services. The main goal of the training policy is the improvement of the conditions that lead to an efficient lifelong learning system. The objective of the development and innovation department is a systematic and professional development of lifelong learning.

The Swiss Federation promotes lobbying a sustainable adult education system in Switzerland, rises awareness about the importance of adult learning and creates cooperation and networks among adult learning organisations by creating national and international projects, arranging conferences and informative meetings. For example, SFAL coordinates the annual Swiss adult learner's week. The Swiss Federation of Adult Learning has also developed and is currently running a professional "train the trainer system" and a high quality system for adult education providers (eduQua).

Both systems can be considered today as vital pillars of the Swiss adult education sector. Key activities of SFAL within national and international projects were developed for various target groups such as low skilled workers, adults that lack basic skills, migrants, women, and elderly people. SFAL's focus lies on promotion of low qualified and/or marginalised people, adult educational policy, professionalization of adult education and awareness rising about lifelong learning. Due to 60 years of experience, SFAL possesses a wide range of knowledge in most areas of adult education. It has also established a close network among adult education bodies in Switzerland.

2.1.4. Into Intercultural Competences – Field Visits

The DICE partnership was an opportunity to present different projects and to share valuable experience in the field of intercultural competences in the Ticino region. In particular, SFAL presented the following projects: the Pretirocinio di integrazione (an Integration School), project that aims at improving intercultural competences for VET teachers and trainers; and the Ospedale Multiculturale (Multicultural Hospital).

Pretirocinio di Integrazione



The school was founded in 1993 for the refugees who escaped from the Yugoslav Wars. Nowadays the school wants to integrate into the Swiss context young foreign students coming from all over the world. The main goals are, firstly, to teach Italian and, secondly, to facilitate immigrants entry into the working world (apprenticeship or full-time school).

A lot of attention in this school is paid to guidance, which is supposed to evaluate and strengthen basic knowledge needed for entering the working world. The guidance process uses the following methods: sharing general information about jobs and the working world, interviews and group activities, focused tests, company visits, and traineeship experiences. During the guidance process, every student has a personal coordinator who is appointed from school teachers.

The school offers three different programs, each specially conceived for one of three target groups of migrants: young schooled students (15-20 years old), young illiterate students (15-20 years old) and adult students (21-25 years old).

In general, the school hosts asylum seekers, students with a refugee status, students which came to Switzerland for the reason of family reunification, mixed-race students, and Swiss German/French students.

The Pretirocinio di integrazione is a one-year school. During 2013 - 2014 it hosted 94 Students of 29 nationalities, most represented of whom were Afghan (22), Portuguese (11), Brazilian (3), and Eritrean (13). The school has two branches. The first one is situated in the South Ticino (Lugano) and encompasses 6 classes. The second one lies the North part of Ticino (Gerra Piano) and has 2 classes.

I-Vet Project - Improving the Intercultural Competences of VET Professionals



I-VET Summer School project aims at supporting continuous training of VET teachers, trainers and tutors, enhancing their competences in managing intercultural dynamics and cross-cultural communication. Intercultural skills – as defined by Onorati and Bednarz in their book *Building Intercultural Competences*, 2010 – have a growing relevance in modern societies, and first of all in the contexts of continuous vocational training. This will be the case as long as migration flows and workers mobility assure a balanced development of the European job market. An increasing percentage of learners enrolled in VET are migrants of the first and second generation. Multi-ethnic composition of classes and, related to it, intercultural dynamics clearly affect a learning process.

Further on, tensions and conflicts determined by the complexity of intercultural encounters in social and professional environments demand from teachers and trainers an adequate capacity of key competences needed to assure social cohesion through integration of people that belong to different cultural origins. The project aims at evaluating an effective model developed, with the “silent” participation of ECAP Foundation and EHB/IUFFP, by a Consortium of 6 European Tertiary Education Institutions, led by University of Aosta Valley (Italy), in the framework of an Erasmus Intensive Program (Interdisciplinary Course of Intercultural Competences – ICIC). I

CIC is a blended learning module which includes two phases. The first one is a theoretical one and is to be delivered on-line. The second phase consists of an intensive experiential/reflective learning which takes place in groups. The methodological approach of the second phase is particularly useful for building intercultural competences. It includes immersing in an intercultural situation, exchanging with learners that belong to different cultures, reflecting upon our own experiences, becoming aware of our own cultural imprinting, being able to question our values and behaviours determined by cultural heritage.

Simultaneously, the project aims at evaluating the specific experience made by the German partner Bildungsmarkt in the framework of Grundtvig “Orientation” project. The experience mentioned is an experimental multinational workshop devoted to fostering intercultural competences of adult trainers. ICIC Model, reinforced by cross-fertilization opportunities with orientation approach, will be adapted in Switzerland with the use of two strategies:

- Geographically, importing the European experience of IP to Switzerland (already organised in three countries: Belgium, Turkey and Italy);
- From one building sector (tertiary education) to another (initial and continuous VET).

From an operational point of view, the project aims at designing, testing and consolidating a training offer addressed to VET teachers and trainers based on an intensive training phase (exchange and immersion) in a form of a Summer School, and on establishment of a permanent learning community composed of VET teachers and trainers.

The Ospedale Interculturale - Migrant Friendly Hospitals



The project “Intercultural Hospital” was organised in Mendrisio (Ticino), a small town close to the border. According to statistics, every year the Mendrisio’s hospital hosts 400 patients living abroad, 50/60 asylum seekers, 20/30 Roma without documents, 1,800 foreign residents and 1,500 foreign tourists. A special survey detected that foreign patients had some difficulties in communication and understanding. Therefore, the hospital decided to conceive and to implement the project.

Even though the most difficulties were related to the language (for example, all the direction signs in the hospital were in Italian), there were also cultural/religion differences. The doctors gender, for instance, could cause some problems or misunderstandings. This is what the hospital did to solve these problems:

- It organised a workshop in order to raise the collaborators' awareness of the problems and to teach them how to manage specific situations caused by communication/cultural difficulties;
- The hospital HR conducted a survey asking all collaborators (doctors, assistants, cooks, cleaners etc.) about the languages they spoke. These people were also asked if they were interested in being a mediator/translator;
- The hospital made a contract with Derman that provides phone translation in the domain of healthcare;
- It acquired some multilingual dictionaries and built up a competence centre where patients can get answers to specific questions.

Now, equipped with these new tools, the hospital can manage all of the multicultural and multilingual situations. This project will be applied in other hospitals in the Ticino Canton.

FTM - Fondazione Terzo Millennio



The FTM is the reference point for people and companies operating in the industrial sector, where a constant need for training exists imposed by constantly changing labour market.

It provides training opportunities for development, upgrading and re-training adapted to professional transitions typical of a dynamic labour market. FTM wants to produce benefits for companies and workers by providing support, coaching, and targeted training that enhance and develop the already existing skills.

FTM acknowledges intercultural skills and tries to transform them into valuable resources for companies and workers. For FTM, this is a complex challenge, which is, however, absolutely necessary dealing with it in a constantly changing labour market.

2.2 Study Visit in Mersin, Turkey

2.2.1 The National Context - Turkey

International Organisation for Migration (IOM) in Turkey was established in 1991 in the aftermath of the first Gulf War and currently has two offices. The main office was opened in Ankara in 1991. A subsidiary one was established in Istanbul and began its operations in 1994. The Government of Turkey and IOM have signed a bilateral Agreement regarding the legal status, privileges and immunities of IOM and its offices in Turkey, which was ratified by Parliament on 16 October 2003 and endorsed by the Council of Ministers on 8 January 2004. IOM Turkey's primary objective is to support the Turkish Government's efforts in establishing an effective, comprehensive, human rights based approach to Turkey's regional migration challenges. To pursue and accomplish its objectives, IOM Turkey operates in the areas of emergency refugee assistance, assisted voluntary return and in almost every major aspect of migration management, including promotion of legal migration, labour migration, migrants' health and harnessing remittances.

International migration is an inseparable part of the social and economic development of practically all countries worldwide. For many decades, Turkey was seen as a predominantly migrant-sending country, but during the last 20 years it has turned into a destination for regional economic migration. Many of these migrants, usually inter-regional migrants, continue or at least wish to continue their journey further westwards through Turkish territory. Turkey's geographical position, integration with the European Union and dynamic economy are amongst the driving factors for today's migration flows in the region.

Turkey and the region witness both regular and irregular migration flows that include skilled and unskilled labour migrants, students, asylum seekers and victims of human trafficking from neighbourhood countries i.e., Eastern Europe, South Eastern Europe, Central Asia and the Caucasus, as well as from other regions such as South and South East Asia, or Africa. Migrants, especially from the neighbourhood countries, are looking for ways to get into the Turkish labour market boosted by a strong economic growth which occurred within the last several years.

Mixed migration flows pose many policy challenges for the government, which needs to coordinate its security and economic interests as well as human rights commitments, and ideally to do so while maintaining good relations with other countries. Indeed, joint efforts among countries of destination, route and origin have been under development since the early 1990s, especially at regional level. More recently, global processes have emerged, the most known of which is perhaps the Global Forum for Migration and Development (GFMD). In many regions all around the world, intergovernmental cooperation has created a long track record, as in the case with the Budapest Process, which has been pursued in Central and Eastern Europe since 1993, and recently expanded towards Asia, where Turkey has been the Chair since 1996.

Within this framework, IOM Turkey has been implementing a joint programme in cooperation with the Turkish Employment Agency (İŞKUR) and United Nations agencies, namely ILO, UNDP and FAO for a three-year period. This is the first joint initiative of IOM with its UN partners in Turkey. IOM, drawing upon its international experience, has put forth its best skills and efforts to mitigate unemployment among young migrants in Antalya, a province with one of the highest rates of net migration in Turkey. The following three reasons persuaded IOM to join the programme: support of a draft of the National Youth Employment Action Plan to put more emphasis on the needs of migrant youth; local monitoring of migration impact on the labour market and youth employment; and adaptation of young migrants to urban life through supporting their basic life skills prior to their employment.

Simultaneously, IOM Turkey has been a part of the IOM Independent Network of Labour Migration and Integration Experts (LINET) which was created in 2009 to provide the European Commission with expert analysis and advice on economic migration and labour market integration of the third country nationals.

The network unites experts from 28 Member States of the European Union, Norway and Turkey in achieving Europe 2020 goals. It aims at supporting the European Commission in evidence-based decision-making and important issues of labour market integration of migrants. IOM Turkey in cooperation with governmental authorities and academia has participated in the network's activities by conducting studies to delineate present and future labour migration trends as well as by sharing the results of the research and by promoting further debate at national and international platforms.

The situation of Syrian refugees in Turkey is extremely tragic as their migration is a result of the ongoing bloody civil war in their home country. According to the Ministry of Foreign Affairs in Ankara, there were more than 500,000 Syrian refugees in Turkey by September. Recent reports show that that figure has now passed the 600,000 mark. Around a third of the refugees are living in twenty-one camps; the rest is struggling to make a living in rented apartments, stores, shacks or public parks in various cities around Turkey.

This is the first time in the history of the republic that it has hosted such a large number of refugees. Although migrants from Bulgaria, Bosnia and Albania settled in Turkey in the past, a general sentiment of having shared origins with the Turks made it easier for them to build new lives and even to obtain a Turkish citizenship. Their integration into Turkish society was accomplished relatively easily compared to the integration of the Syrian refugees. They have a unique dynamic.

As refugees, not immigrants, the Syrians cannot benefit from the laws allowing a person to obtain Turkish citizenship after living in Turkey for 5 years. Unlike immigrants from the Balkans, they do not have the advantage of sharing the same ethnic background. Although there are Kurds, Turkmen and Caucasians among Syrian people, the ethnically majority are Arabs, who Turkish society generally has a negative image of. The Arab Revolt of 1916 which led to the collapse of the Ottoman Empire is still very much in the Turkish consciousness, particularly among the elderly. These scars present an obstacle to a successful integration of Syrian refugees. Moreover, according to official statements, there is a clear governmental decision not to grant citizenship to the refugees, although this is being contested.

The Turkish government's policies and projections regarding Syria have more or less failed to materialise. As such, it is expected that the policy of registering the Syrians as refugees and not as immigrants may also fail. According to current research, more than half of the refugees claim that they will return to Syria if/when the conflict ends. Most of them left family members and property behind so they are willing to return. Those few who decided to put down roots in Turkey are the people who will contest the government decision to reject citizenship applications.

Several pathways to citizenship exist for those Syrians wishing to remain in Turkey. One of the most common is through marriage; a Syrian-Turkish marriage is not an uncommon event, particularly in the border regions. Since 2010, seventy-eight people have become Turkish citizens for exceptional reasons, which have not been explained by the government. Citizenship is also available through legal action; thousands of lawsuits have been filed by Syrians to obtain Turkish citizenship on the grounds of "ancestral bonds" with their Turkish relatives. A much smaller number of Syrian refugees already have dual citizenship. Finally, according to data provided by the Ministry of Internal Affairs, more than 5,600 babies have been born in Syrian refugee camps since 2011.

These children are currently without citizenship but they were born on Turkish soil and they have a need and a human right to have a nationality, so this can become a turning point in the position of Syrians migrants in Turkey if these babies and their parents are granted Turkish citizenship.

Syrian refugees now live in almost every region of Turkey. Since they are in the country unofficially, they cannot receive any aid from the government. This forces them to work at half the wages of a Turkish citizen; they get no insurance and they struggle to meet high living costs. Savings they brought from Syria do not last long in such difficult conditions and they depend on support from their neighbours, relatives, friends, and charities.

It is possible and even probable that with the time the refugees' thoughts of returning to Syria will weaken while their links and bonds with Turkey will strengthen. Therefore, there is a strong possibility that Turkey will face a situation similar to that of Germany, when in the 1960s Turkish people were invited to come to Germany and work there for a limited period of time. These "guest workers" or *gastarbeiter* were expected to return home after a specific period of time. The workers agreed on that conditions and planned to go back to Turkey with the money they would save. In other words, both parties were satisfied with the agreement. Things did not work out as planned, however, and permanent settlement in Germany became common as time passed and new generations were born. Eventually, most Turkish immigrants gained permanent resident status in Germany.

Neither the government nor any individual can guarantee that the same process will not occur with the Syrian refugees in Turkey. Although Ankara and Turkish society identify the Syrians as "temporary", the experience of Turks in Germany demonstrates that this status can itself be temporary.

While the refugee crisis is playing out, Turkey finds itself being a destination of choice for migrants from around the world. It is likely, therefore, that Turkey will face a situation similar to that which European countries have been experiencing for the last 50 years or more. The history of immigration across Europe demonstrates that this process of integration has been fraught with tension, violence and xenophobia. Anticipating such outcomes and working to mitigate their severity can help to lessen the pain of the process.

One may suggest that, as a result of these migration issues, the social structure of Turkey is changing in a permanent way. Turkish society, which is already moderately multicultural, will become more so by receiving new immigrant groups. If this process continues, the biggest contribution to a new population will be done by those Syrian refugees who have decided to settle in Turkey.

2.2.2 The Local Context - Mersin

Nowadays, Mersin city is one of the Syrian refugees' most preferred settlements. This is because of its climate, low cost of living and also due to the fact that Mersin used to be a tourist attraction for most Syrians, which makes it a familiar place. Unlike the other cities at the border with Syria, Mersin has become a city of business opportunities for those people. The local administrators and Governor provided many opportunities for Syrian people in order to integrate them into social and financial life in Mersin. Some even managed to start their own business there.

Syrian bakeries sprung up in a number of places; bread is sold in bags with Arabic writing on it and it has the same shape and taste as that across the border. It is becoming common to see refugees selling Syrian products on the streets, such as coffee, spices and the aforementioned bread. Wealthier refugees have gone into business with Turkish partners. They also established some private schools with their own teachers and their own curriculum. However, the Ministry of Education of Turkey decided to restrict the educational activities, since the growth of schools got out of control.

In January 2015 there was a meeting on the topic of Syrian Schools held in Mersin, in which representatives from the Ministry of National Education participated. In the meeting it was decided to lessen the number of Syrian schools in Turkey and to integrate in them the curriculum of Turkish Education System.

2.2.3 The Hosting Partner - Akdeniz İlçe Milli Eğitim Müdürlüğü

Akdeniz District Directorate of National Education is the highest education governmental authority under the Governorship of Mersin in charge with the planning and coordination of all kinds of educational and training activities, all formal and non-formal education and training services in preschool, primary, secondary, adult education and also provides, monitors and supervises non-formal education in the province on behalf of the Ministry of National Education.

The responsibilities of the institution are administrative and personnel services, education – in-service training services, budget-investment services, research-planning-statistics services, inspection-guidance-investigation services and civil defence services in Akdeniz District.

Additionally, it is the head institution of 98 schools and institutions which provide educational services for more than 70.000 students aged between 5 and 19 and adult learners. The directorate employs 47 workers. The board consists of 5 members 1 director and 4 deputy managers. Moreover there are 3940 teaching staff and 270 administrative staff at the schools in our territory. The number of courses, which are held yearly for students aged between 12-18, is at least 300.

The schools are truly comprehensive and the institution is active at social involvement projects due to the socio-economically situation of the average of the students' families: most of the schools are located at one of the suburbs of Mersin which is a declared area of social deprivation and students come from rural and urban areas. Most students come from "disadvantaged" families that have seasonal works. For this reason the territory and the city are characterized by a continuing migration to foreign countries (Switzerland, Germany, USA, Syria, Iraq, etc.).

In order to support them to find job, lead a better life abroad and integrate fully in the foreign labour market, before our learners go abroad, they attend language and vocational courses to get basic skills so as to find jobs. Vocational training, language and literacy courses represent 55 percent and are especially held for our immigrant citizens. We also manage projects for disabled, unemployed people and students. Many grants are provided by local development agencies located in several regions of Turkey.

2.2.4 Into Intercultural Competences - Field Visits

The DICE partnership was an opportunity to present different projects and to share valuable experience in the field of intercultural competences in the area of Mersin. In particular, Akdeniz İlçe Milli Eğitim Müdürlüğü presented the following projects: Adult Education Centre and Observation of Training Activities for Immigrants, Syrian Private School, Association of Ecological Life Entrepreneurs and Volunteers.

Adult Education Centre and Observation of Training Activities for Immigrants Syrian Private School Association of Ecological Life Entrepreneurs and Volunteers



The **Adult Education Centre** provides vocational courses and training for both Turkish people and immigrants, especially Syrians. In the course of the project visit, the Director of Institute Mr. Ahmet Uğurcan, Assistant Director Ms. Melek Açıkyer and Teacher Mustafa Kılıç presented the activities of the institute.

On the second day of the project visit, a visit to a **Syrian Privaste School** took place. The coordinating teacher and consultant Ms. Sema Çoban informed participants about educational activities. The school has 250 Syrian immigrant students and they all have a special curriculum. However, they are officially under control of Turkish Ministry of Education. Altogether, there are about 30 schools for Syrian immigrants and most of them do not provide education of a high quality. However, everything is made in order to improve the current situation.

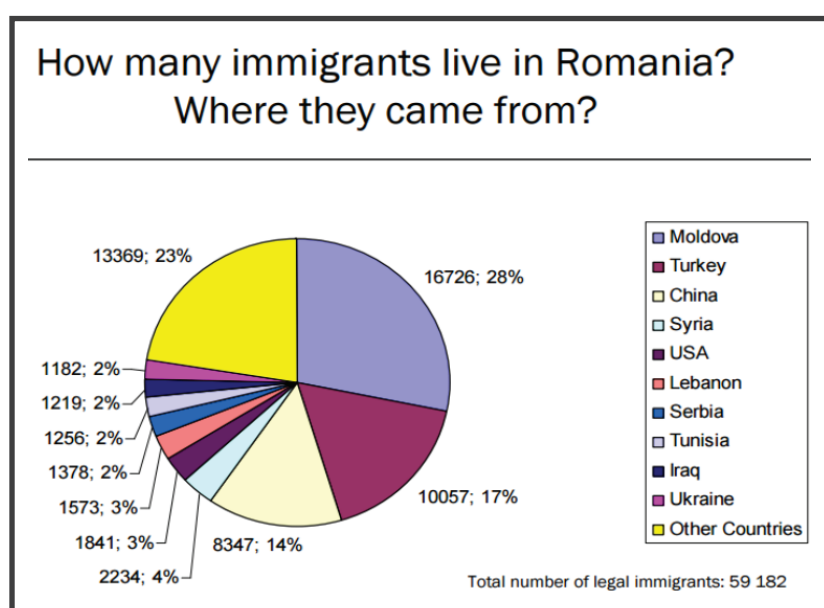
The **Association of Ecological Life Entrepreneurs and Volunteers** provides social and vocational activities mostly for young unemployed people in order to increase their employability. Mr. Alper Girgeç, the Board Chairman, informed the participants in the visit about their chief goal and various activities. In order to be able to carry out these activities, the association regularly applies for grants. At a local level, they actively cooperate with many institutes and NGOs in order to provide sustainable trainings for young people.

2.3 Study Visit in Timisoara, Romania

2.1.3 The National Context - Romania

The number of people who choose to migrate in Romania was increased significantly in recent years; in 2010 the number doubled respect to 2009, and in 2011, it doubled respect to 2010. Things did not stop there, and these numbers are expected to grow.

Officially, there are 65,000 people who immigrated to Romania, a figure that is constantly growing. There is a new wave of immigration - Africans, Indians, Afghans, Iraqis. The novel state ensure immigrants accommodation, meals, some clothes and pocket money who is limited to 80 euro cents per day. Romania is facing with a severe shortage of manpower as 3 million Romanians have left work in the West. The status of EU member made Romania more attractive for immigrants.



The phenomenon that generate migration are multiple, but we can summarize a few main factors:

- 1) Economic and financial reasons;
- 2) Follow Migration for Defence of Life: wars and persecutions on political, religious, sex, grounds.

In Romania, as in the rest of the countries, most immigrants arrived for financial reasons. Interestingly, their profile has changed in recent years. Thus, if in the past it dealt with immigrants with higher education and some financial possibilities, seeing Romania only as a transit country, now immigrants are increasingly poor and come to Romania

in search of work and a better life. By 2009 about 10 humanitarian returns a year took place and about 300 asylum applications were filed since most migrants are returning home with their money.

In 2009 there were over 100 returns. Since then began to appear a series of phenomena: the global crisis, destabilizing North Africa and the Middle East, the wars in Libya, Egypt and Syria, which have put a heavy strain on the European Union.

The number of asylum applications increased to 1,500 per year. Thus, Romania opened its sixth center for asylum. Considering that the number of asylum asking recorded in Greece, after the wars in North Africa, was, at one time, 650,000, if Romania had been in Schengen, it would have had an explosion of asylum applications. These things represent a challenge for the Romanian state, and for the ILO. In addition to funds from the government, we have already done projects to attract European funds in the context postponed.

Most immigrants in Romania come from Syria, Jordan, Iran, and Egypt, data revealed by a study on the immigration phenomenon in Romania. A research suggests that till 2004 the number of immigrants was relatively low, while starting from 2005 to 2006, it highlighted an increasing number of foreigners coming to Romania from other countries.

Many foreigners are men and it is in order of our country to perform commercial activities, taking advantage of enabling legislation and favourable foreign investment and business opening, reads the study. Other countries of origin of immigrants from Romania are China and Turkey. Besides these, our country longer receives immigrants from Moldova. Unlike immigrants from China and Turkey, Moldavians are attracted by Romania in particular for further education and employment purposes, except for entrepreneurial activities.

According to a study, the dynamics of mobility in three years reveals an upward trend in the number of European citizens who are legally in our country. It increased two and a half times in the period 2006-2011, growth variations from year to year to an average of over 35%. Also for 2007-2010 presented an exciting period of immigration phenomenon amid Romania's economic development. In the period 2009-2010 was notified a trigger economic contraction and a decrease in immigrants. In September 2010, in Romania, were legally registered about 60,000 foreigners, of whom more than 49,000 were temporary residence and permanent residence to 10,000. In present, one third of immigrants from Romania category represents those who come to learn, to attend Romanian schools, 15% chose our country for a job and 5% for small businesses.

Foreigners who have arrived in Romania through family reunification are life partners of foreign citizens already in Romania, mainly of those coming in the first wave of immigration of business, study or work. Most immigrants are women with family reunification in the Middle East, Turkey, China or citizens of Moldova. Analysis of the immigration phenomenon in Romania shows that most Romanians have a good or very good opinion about foreigners in our country.

2.3.2 The Local Context - Timisoara

Timisoara is recognized as a multicultural city. One of the largest Romanian cities (the third most populous city in the country, as of 2011), with a population of 319,279 inhabitants, Timisoara hosts the first and largest Emergency Transit Center for Immigrants, inaugurated on 12 March 2009, with the support of UNHCR, the Romanian Government, the Romanian Office for Immigration and the International Organization for Migration. Becoming Timisoara's citizens by adoption, many immigrants from different corners of the world have decided to honour the city that has become their home.

They said: "Timișoara hosted us, accepted us and we wanted to celebrate this occasion. And given day, we decided to make a multicultural congregation, to show how multicultural is tolerated in Timisoara and how are people in Timisoara. And we represent Timișoara". "First, were made in Bucharest, Timisoara is now, we do a place where you can feel any man, of any kind, any color, any culture, any religion, to feel better, as at home. That's the main idea ". "If someone wants to meet with people of other nationality, can we meet here. It's very good. For the first time we did this in Timișoara "" Timișoara means Romania. If it's good Timișoara, Romania means that's good, right? " It's a very good idea and we feel very good, the music is great and we hope to happen and on another occasion, "said the participants.

2.3.3 The Hosting Partner - Ioan Slavici Foundation for Culture and Education

The Foundation was founded in 1999, gaining legal status on 25.01.2000. Among the main activities we can mention the relevant activities of education and specialized training of students, including research and development specialist training, start continuous training programs in IT, tourism, accounting, information systems designer courses; computer operator course; web designer, accounting; qualification- maid, bartender; milling, planning, slotting; management assistant.

The institution has been instrumental in initiating a series of actions for the integration of education with research and business, thus widening the scope of collaborators from among small and medium enterprises (SMEs). Since inception and diversified area of concern, such as the creation of opportunities for supporting young people to the labour market, in accordance with conditions imposed by the European Union. In educational activities, the institution has registered significant results. It organized extracurricular activities for oriented communication skills and formation of favourable attitude to cooperation, the guidance and professional advice.

It organized various events and local initiatives for combating long-term unemployment in projects with grant funding. Current work within the institution training is completed by the professional and scientific improvement embodied by organizing seminars, workshops - including international participation, support and publishing periodicals, books.

A constant concern of the institution is the partnership with similar institutions in the country and abroad, and participation in local and international training. In the field of vocational training institution has performed and still carries both national and international projects in which it participates either as project leader or as a partner. As a partner institution it has already established internal functional connections with local authorities, chambers of commerce and industry, companies, educational and research institutes etc.

The institution has initiated a series of actions for the integration of education with research and business, expanding the scope of collaborators from among small and medium enterprises. It started setting up a scientific and technological park, targeting the rehabilitation of the scientific research, initiating micro organizing spaces and practice of students and pupils.

2.3.4 Into Intercultural Competences - Field Visits

The DICE partnership was an opportunity to present different projects and to share valuable experience in the field of intercultural competences in the area of Timisoara. In particular, Ioan Slavici Foundation for Culture and Education presented the following projects: Gypsy Women's Association "For Our Children", National College Banat of Timisoara, Intercultural Institute of Timisoara, The Emergency Transit Centre in Romania.

Gypsy Women's Association "For Our Children"



The organization was founded on the 15th of June 1997 at the initiative of a group of Roma women from Colonia Ştrand, Timisoara, Romania. Approximately 100 families live here: kalderash, geambash, bejas and others. More than 90% of the families had no sources of income. For helping those families, the organization was founded and developed, in the first place, an educational program – because without education, there is no chance. Association mission is to promote the Roma people in Romania's social-political life with pride, without prejudices, by providing educational and cultural activities for Roma women and children.

Main Objectives are: promoting access for girls and women to education; defending the rights of and providing equal opportunity for Roma children to have an education; prevention of prejudices and racism by organizing conferences, discussions and seminars; promotion of a positive image in mass-media; maintaining Roma identity through romani language classes, theatre, music, dance and preservation of values and customs

The association has prepared a presentation that exposed the role it played in Roma integration through projects and actions initiated over time. The association is involved in a lot of projects and actions that's help Roma's people integration, since 1997. We can mention:

Since 1997	Educative and Cultural Center for Roma Children; Annual Art camps for Roma children, youngsters and women Roma customs, Performances; Through Art and Culture to Identity and self-confidence; PrimArt International Art camp in Garana, Art workshops. Partners Amos Bitola Macedonia; Ethnic Tent, multicultural program including all ethnic groups from Banat region Legality and Rights, Phare project coordinated by City Hall, Giarmata village, Timisoara;
Since 2002	Romeanque Kher, Phare project, social and educative program;
Since 2003	"Today for a better tomorrow" educative program for preschool children;
Since 2004	Cultural and sportive Summer Camp in August in Poiana Marului;

<i>Since 2006</i>	Multifunctional Centre for Roma, CNF support, Netherlander support; "Open Doors" OSI Budapest; Roma Women' Workshop, Roma Women Status in Romania, RRP, OSI Budapest; Information and Counselling Social Service; Services of information and counselling and mediation on the internal labour market; Summer school, City Hall of Timisoara;
<i>In 2007</i>	Intercultural Summer camp, City Hall of Timisoara;
<i>Since 2008</i>	European Volunteer Service partners;
<i>In 2008-09</i>	"Open Doors" OSI, Organisational sustaining; "Roma women against segregation", educational project (Ref);
<i>In 2008-11</i>	"Equality though difference. The access of the Roma women on the labour market" (Fse);
<i>In 2010-11</i>	"Roma women against segregation", educational project (Ref).
<i>Conferences, seminars, workshops</i>	Oral History International workshop (Roma Wedding); Mission, Vision, Action International conference for Roma Women; Democracy without Frontiers; Seminars and workshops in partnership with multiethnic groups from Vojevodina (former Yugoslavia)
<i>Publication</i>	Romenque Lumja bilingual magazine I-IV, 2000-2002
<i>Other relevant information</i>	Represented at the World Conference against Racism, Durban, South Africa, August 2001; involved in the Roma Women under Stability Pact, as mentor For Romsko Srce, Croatia.

National College Banat of Timisoara



During the visit at National College Banat of Timisoara, it was presented how the College, in partnership with Intercultural Institute from Timisoara has offered free courses, intensive Romanian language (70 hours) and cultural orientation (26 hours) useful for no Romanian citizenship, integration into Romanian society, activity in Romania: total 96 hours. The concept was adapted for children and adults, beginners or advanced. All courses were offered by project: "Romanian language courses and socio-cultural orientation for 2011-2012 RTT". The course is open to nationals of non-member states of the European Union resident in Romania who meet all the following conditions: no Romanian citizenship; staying in Romania; come from non-EU countries; have not benefited from free Romanian language courses; no Romanian language as mother tongue; status of refugees or asylum seekers.

Pakrohan srl



After visits, a meeting was organized with a successful immigrant Muhammad Faisal Iqbal, who opened in 2009 a company and managed to start a furs business in Timisoara. He also offered an example of integration of immigrants and intercultural collaboration: he is Pakistani, his wife is Indian and employees are Romanians and Arab immigrants.

In conclusion, we can say that in Romania, especially in Timisoara, we meet examples of good practice in terms of integration of immigrants and minorities, due on the one hand of intercultural specifics of the city, which is an example of coexistence and integration but on the other hand also due the efforts of the existing organizations in field here.



Immigrants arrive in Romania through multiple ways: some countries transiting illegally brought more of a "guide" in ship containers, trucks etc. and they are caught by Romanian customs officers. Others come to the country to study or work visas and then exit visa or wake up in completely different conditions than hoped for (employers no longer promises), while others arrive legally, brought by relatives and then ask family reunion.

When these people are identified as illegal migrant, they can only return home or submit asylum applications. International law requires that every immigrant has the right to file a dossier for obtaining asylum. The right to asylum is not only offered for reasons of political persecution, religious, sexual or for economic reasons. Demand and file analysis for an immigrant belong to the judge. The asylum application looks best with a tenant complaint against the owner, the first saying that he can not sit there and shows why they have to leave. Over 90% of applications are rejected. Once the immigrant's application for asylum is rejected, then the question is what you do with it.

IOM Romania exists since 1992 and has worked with international funding supporting the Romanian state in achieving certain objectives to achieve Community-aquis. Since 1996, Romania became a member of the ILO, and in 2003 the Romanian Government and the ILO signed Memorandum of Understanding on cooperation in the field of assisted humanitarian voluntary repatriation. In 2005, IOM assisted return first using material immigrant Romanian state. From 1992 till today, IOM has assisted in the repatriation of migrants about 2000 of which more than half were Romanian citizens.

In May 2008, a unique facility was created in the western Romanian town of Timisoara. The Emergency Transit Centre (ETC), set up pursuant to a Tri-Partite Agreement concluded by the Government of Romania, UNHCR and the International Organization for Migration (IOM), is a residential facility which can host up to 200 refugees. Its raison d'être is to provide a safe place for refugees identified by UNHCR in other countries who are in urgent need of resettlement, but who cannot remain in those countries for resettlement processing because of acute problems including security considerations, the risk of refoulement, or serious impediments to UNHCR's activities on their behalf. In other words, the ETC provides a safety net when refugees are at risk and resettlement procedures cannot be completed elsewhere.

Unfortunately, this situation arises very often, given the reduction of humanitarian space and asylum possibilities in the face of conflict, concerns about transnational crime, security and irregular migration. Men, women and children in need of international protection find it ever more difficult to reach safety. The Government of Romania recognized these challenges and agreed to collaborate with international partners to set up a centre to facilitate resettlement of some of the world's most vulnerable refugees.

The ETC enables UNHCR to bring refugees to protection when protection is not available in their first country of asylum. The ETC operates thanks not only to the commitment of the parties to the Tri-Partite Agreement, but also with the energetic engagement of Generatie Tânără, a Romanian non-governmental organization and UNHCR's implementing partner in the Centre, as well as resettlement countries, international donors, and Romanian citizens living nearby. Resettlement countries can visit the ETC to conduct interviews with candidates for resettlement under the best possible conditions. Medical examinations and treatment can be carried out. Refugees can attend classes providing orientation to their new resettlement countries. Their physical and mental well-being is attended to in equal measure in a relaxed and convivial atmosphere, free of the tensions and fear which the refugees experienced during their flight and in many cases, also in their first countries of asylum.

The ETC is admirable testimony to Romania's dedication to the protection of refugees. It is also a practical implementation by Romania of international solidarity and responsibility-sharing. The Centre makes a vital difference in the lives of the refugees who pass through its doors. As one of the first refugees to arrive in the Centre said, "life starts anew in Timisoara."



The Intercultural Institute from Timisoara (I.I.T.) is a non-governmental organisation, autonomous and without financial profit, with cultural, civic and scientific activity, without political goals, that accepts and promotes the values and principles of the Council of Europe in the intercultural dimension.

I.I.T. was established in 1992, with the support of local authorities from Timisoara and the Council of Europe. I.I.T. pursues the development of the intercultural dimension in the field of education and culture while promoting at national and international level the climate of tolerance and dialogue specific to the town of Timisoara.

The I.I.T. has established a wide network of partners from all over the world, including institutions, NGOs and professionals from its areas of interest, such as education, culture, youth and minorities.

Starting with 1992, the Intercultural Institute from Timisoara has:

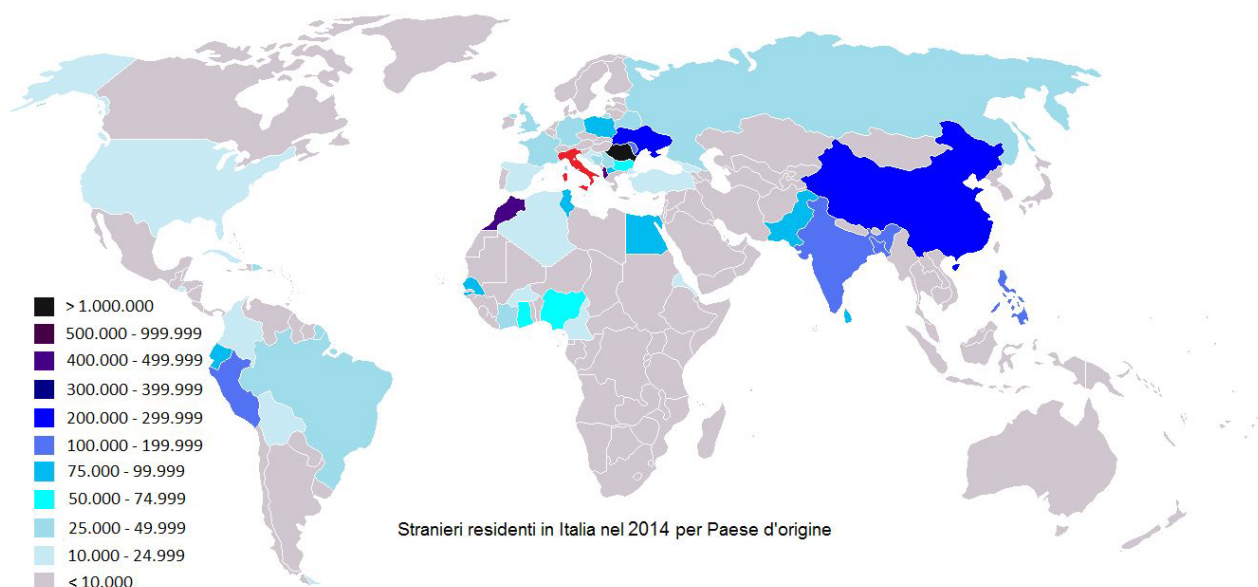
- Implemented, at local, regional, national and international level, as main coordinator or as a partner, more than 50 pilot projects, mainly related with intercultural education, with the financial support of the Council of Europe, the European Commission (Socrates, Leonardo, Phare), and also other institutions from Europe and U.S.A.
- Published, as a result of different projects, more than 30 volumes, in Romanian, French, English, Spanish, Slovak, and Hungarian; there were also Council of Europe publications translated in Romanian such as: The Case for Intercultural Education by Antonio Perotti; All different, All Equal educational package; COMPASS - A Manual for Human Rights Education for Young People (the last two of them being published by the Youth Department of the Council of Europe).

2.4 Study Visit in Reggio Emilia, Italy

2.4.1 The National Context - Italia

Immigration in Italy appears to be a relatively recent phenomenon, as it began to reach a significant size approximately in the early seventies, later becoming a phenomenon characterizing Italy demographics in the early twenty-first century. According to Eurostat, on 1 January 2013, Italy was the fourth country of the European Union for the absolute number of foreign nationals legally resident. In percentage terms, instead, it was ranked twelfth place (with 7.4% of non-nationals on the total population).

As the following picture shows, since the expansion of the European Union, the most recent wave of migration has been from surrounding European states, particularly Eastern Europe, and increasingly Asia, replacing North Africa as the major immigration area. About a million Romanians, around 10% of them being Roma, are officially registered as living in Italy. As of 2013, the foreign born population origin was subdivided as follows: Europe (50.8%), Africa (22.1%), Asia (18.8%), America (8.3%), and Oceania (0.1%).



In terms of employment, from the annual report on immigrants in the workforce in Italy (Ministry of Labour and Social Policy)¹, in 2013 there were approximately 500,000 foreign citizens seeking for employment (147,376 EU and 345,564 Extra EU), which in the last year had increased by more than 110,000 units (+80,911 immigrants and +29,359 non immigrants). Its unemployment rate has reached 17.3% (15.8% for the EU and 18% for non-EU) surpassing the one of the Italian counterpart by about 6 points.

Nevertheless the employment rate of the foreign labour force is consistently higher than the one of the Italian workforce (58.1% versus 55.3%). Starting in the 2000s, foreigners have absorbed much of the employment growth until 2007, and offset the fall of the Italian occupation during last years of the economic crisis. Since 2007 (the year of the highest employment growth) to 2013 – compared with a decline of more than 1.6 million Italians – the employment of foreigners has increased by as much 853 thousand units. In this period the incidence of foreigners in the declined Italian labour market, however, increased.

It has taken significant values both at the aggregate level – touching, in 2013, 10.5% of total employment – and in terms of sectoral levels, especially in construction industry (19.7%), in services (10.7%), in agriculture (13%). It should also be underlined the well-known importance assumed by the foreign component in the activities of households as employers for domestic staff (more than 80% of the total immigrated employed labour force), amounted to + 43.8% on an annual basis.

The impact of the economic crisis on the age group below 30 years has been significant. In the long term (2007-2013), employment of Italians of under 30 dropped drastically (-1.162 million employed) compared, instead, to a growth of young foreigners (about +63 thousands).

Nevertheless some youngsters with a migrant background don't get jobs in line with their qualifications as the access to certain careers is contingent upon the possession of the Italian Citizenship (regulated by law n.91/1992). The citizenship rights is based on "Jus sanguinis" principle, according to which those who are born in Italy to foreign parents do not automatically acquires it, but keeps the parents one until the age of majority. According to the law, foreign citizen born in Italy, if a legal resident, can apply for the Italian citizenship between 18 and 19 years, but in the practice the process gets longer.

Another paragraph says that immigrants' children not born in Italy can only follow the channels of access to citizenship available for their parents: for obtaining residence (10 years plus demonstration of minimum income) or by marriage with an Italian.

The law provides that children of immigrants can receive the Italian citizenship if their parents succeed to obtain it, but this can only happen if the child is still a minor when the parent becomes Italian and if they are living in Italy. Few foreign parents know this path and often become citizens when their children are too old and therefore have no chance to secure citizenship for them.

The lack of Italian citizenship by these second-generation migrants preclude many opportunities to study in EU (i.e. to participate in learning programmes, such as the Erasmus). Although these young students are in possession of good titles and qualifications, only private companies begin to understand the competitive potential that

they would have on the market thanks to their intercultural competence. The most common channels of recruitment instead are based on the requisite of citizenship, which many of them do not meet. Is an example the art.2 of Presidential Decree 487/1994, for which, in order to access to employment in the civil government, the Italian citizenship is a must have requisite, not applied to the persons belonging to the European Union.

2.4.2 The Local Context - Region Emilia-Romagna and Reggio Emilia

As the pictures show Emilia Romagna, in 2014, Emilia Romagna was the 3rd Region with the higher absolute number of immigrants (Caritas Migrantes 2014). Over the last 20 years, Reggio Emilia have had a population growth among the highest in Italy, due to a massive migration, both internally and from North African countries, Eastern Europe and Asia.

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IL QUADRO REGIONALE

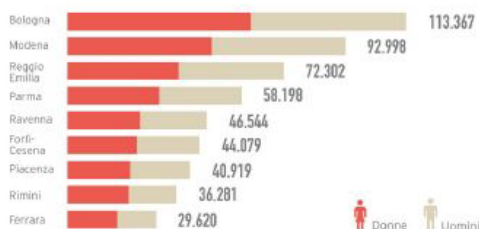
Popolazione straniera residente **4.922.085**



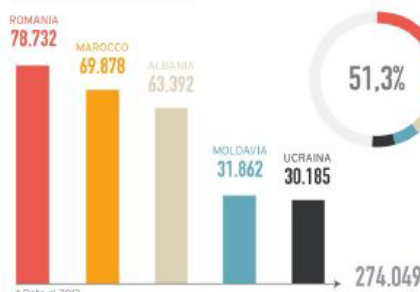
EMILIA ROMAGNA



Stranieri residenti per provincia e genere



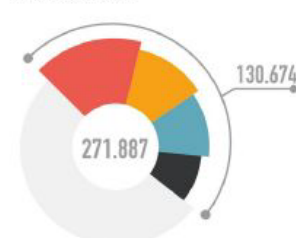
Principali Paesi di provenienza



Alunni con cittadinanza straniera



Occupati nati all'estero



Occupati nati all'estero per principali nazionalità



In absolute terms, Reggio Emilia is the third province in Emilia Romagna with the higher number of immigrants (72.302), while in percentage terms it is the first (13,69%).

From an employment perspective, the province of Reggio Emilia is the most virtuous of the region, with only 5.9% of regional unemployment. Residents in Emilia Romagna have risen in five years of 213,000 units. The province of Reggio Emilia has grown in five years of 33,000 units, from 496,000 to 528,000 inhabitants.

The employment rate has increased from 235,000 employees in 2007 to 237,000 in 2013, an increase of 2,000 places. During 2013, the bank-data Inail recorded 343,987 foreign workers employed in Emilia Romagna, which means 19.4% of workers overall.

The absolute value is slightly lower than that recorded the previous year: the fall in employment has also affected the foreign workforce. Nevertheless, the incidence of foreign workers slightly increased (+ 0.3%), thus continuing the trend of last years.

Over half (52.2%) of foreign workers are employed in the macro-service sector (percentage in line with that of 2012). Followed by industry (32.7, down by more than two percentage points over the previous year) and, in a slight growth, by the agricultural sector (10.2%).

According to the Registry of Companies - Infocamere (31/12/2013) individual enterprises with foreign owner are more than 35,700 and up 8.5% of all firms active in the region. This figure has an increase compared to previous years: 8.3% in 2012 and 7.9% in 2011. The main economic sectors are construction (44.0% of all companies with foreign owner), trade (25.1%), manufacturing (11.0%) and the services of accommodation and catering (5.7%).

The contribution of foreign workers is important not only on the production side, but also on the tax, contribution and consumption. According to data compiled by the social and health regional foreign workers receive an

average income of 1,019 Euros net per month with an average difference of 318 euro cheaper than the Italian workers (-23.7%). The total economic contribution generated by the employment of foreigners is more than 900 million euro, while the total tax revenues of foreign workers can be evaluated in over 500 million euro, for a total of over 1 billion 400 million in revenue.

2.3.3 The Hosting Partner - Fondazione Mondinsieme and Associazione Dar Voce

Fondazione Mondinsieme

The *Intercultural Centre Mondinsieme* was founded in 2001. It deals with cultural processes of integration, working along with both Italians and foreigners in order to improve social cohesion and participation.

Mondinsieme buds from networking, civil rights and intercultural citizenship values. The main aims are making integration a participated, shared and dynamic process (in a bidirectional perspective in order to prevent situations of cultural marginalization and ghettoization of foreign citizens) as well as putting emphasis on the commitment of the associations of foreign citizens and above all, of second generations youths and of High Schools' students.

Mondinsieme also tries to raise awareness about cultural pluralism, to improve active participation of citizens and to identify and contrast racism, discrimination and xenophobia through projects based on dialogue, intercultural education and communication. Its activities cover the following themes:

1. **SECOND GENERATION EMPOWERMENT AND PARTICIPATION** Activities and projects aiming to encourage the active participation of young people with foreign origin and their leading role in the local and national youth policies, as well as to favour their access to the labour market;
2. **ASSOCIATION EMPOWERMENT AND PARTICIPATION** Activities and projects aiming to promote participation of foreign citizens in the processes of active citizenship;
3. **INTERCULTURAL EDUCATION** Educative workshops implemented in the high schools to promote the value of cultural diversity in students' life;
4. **INTERCULTURAL COMMUNICATION** Activities and projects contributing to the public knowledge of the different cultures present in the local community;
5. **INTERCULTURAL COMPETENCE TEACHING** Mondinsieme offers public and private institutions, such as service providers and local enterprises, training courses on intercultural competence, based on the idea of diversity advantage.

Mondinsieme has established itself as a meeting place and it has become over the years a structure that facilitate intercultural relations. Mondinsieme, legally, is a Not-For-Profit Organization of the Municipality of Reggio Emilia.

Associazione DarVoce

Since 1997, **DarVoce** is the Service Centre for the voluntary organisations of the province of Reggio Emilia. Its aims are to promote, support and develop volunteering and the culture of solidarity. It is a member of the Italian Network of Service Centres, which are regulated by the National Law 91/266 and represent about 10.000 voluntary associations and millions of volunteers.

DarVoce consists of 84 voluntary organisations. Its governance is run by volunteers and inspired by the principle of democracy. The work force consists of 13 employees and several collaborators. The services - provided to voluntary associations, public and private organisations and individuals - comprise:

- Promotion of volunteering and the culture of solidarity;
- Provision of information, guidance and counselling (on legal, financial, administrative issues);
- Training on a wide range of topics for volunteers and social or health workers;
- Supports projects, advocacy, networking for volunteering;
- Help to access private/public funds (local, national, European);
- Assistance in logistics and equipment.

DarVoce collaborates with about 500 voluntary associations, public and private stakeholders at a territorial level on wide range of topics such as: human rights, peace and citizenship; immigration; health; disabled people and other disadvantaged groups; international cooperation; youth; environment; cultural, historic and artistic herita-

ge; sports and leisure activities, etc. Moreover, DarVoce cooperates at the national level with: other Service Centres for voluntary organisations; social and institutional networks; EU representatives of specific projects and community stakeholders (such as local authorities, employer's associations, enterprises, universities, schools etc.). Its services are targeted to:

- Single associations, from direct services up to to the real "take on responsibility" of the association to prepare with them plans for the improvement of all their activities and associative life;
- Groups of organizations to support and encourage them to work together on objectives, resources and social challenges also in relations to local public policies;
- Citizens and businesses to promote volunteering and co-responsibility for the common good;
- Local authorities to help them to set up opportunities for discussion and action though volunteer ring in the territories.

Also, it is active in the field of CSR - Corporate Social Responsibility, in collaboration with no-profit associations, enterprises and local institutions (Chamber of Commerce, Employers Associations, Municipality and Province). For instance, it is in the Jury of Sustainable Innovation Award – Association of Young Entrepreneurs; collaborates with Professional Accountants' Union for accountancy services/training; with Catholic University of Milan issued the 1st Research on CSR in Reggio Emilia.

Furthermore, it has a sound experience on EU programmes: European Voluntary Service, Grundtvig and Leonardo partnerships and mobility actions.

2.3.4 Into Intercultural Competences - Field Visit

The DICE partnership was an opportunity to present different projects and to share valuable experience in the field of intercultural competences in the area of Reggio Emilia. In particular, Mondinsieme and DarVoce presented the following projects: Bper Banca, ICR-Industria Chimica Reggiana.

BPÉR Banca, Project *Nuovi Italiani* (New Italians)



BPÉR Banca is the parent company of the BPÉR Group, which is present in 18 regions with about 1,300 branches, 12 thousand employees and 2 million customers. The Institute is listed on the FTSE Mib in September 2011, the most significant stock index of the Italian Stock Exchange.

The goal of BPÉR Banca is responding to the challenges of increasingly competitive markets, combining the strength of a national bank strongly related to areas where customers live and work. Bper Banca wants to be alongside people, businesses and communities to help them to make the right choices, sharing with them risks and opportunities. This aspiration has led the Institute since its foundation back to 1867 and is today its core values for the future.

Integrity, respect, team spirit, valorization of human skills are the fundamental values that inspire its "the way of banking". Diversity is a core issue, as it allows the bank to improve the way it deals with its internal and external stakeholders. For BPÉR Banca talking about diversity is not easy, given its different components (cultural, gender, values, etc.). Diversity also includes visible as the invisible dimensions (the latter are the most difficult to manage). Aware of demographic changes, the continued diversification of customers and markets, new opportunities provided by information technology, thereby mandating innovative ways of working, BPÉR decided to develop human resource management strategies to build diverse workplaces, in order to maximize the benefit resulting from diverse experiences, knowledges and specific talents.

The project “Nuovi Italiani” (New Italians), started in September 2013 and launched at the beginning of 2015, has enhanced the cultural diversity present within Bper’s staff to develop innovative ways of listening to and collecting the needs of migrants communities based in different areas.

Through the recruitment of about 30 employees, 10 out 30 with a migrant background, the bank has created a multicultural team working on social collaboration concepts thanks to IBM free mobile platform. Being always on line and working during private free time has creating very high engagement and motivation among the community.

The experience of Nuovi Italiani ideation community was included in the sustainability report prepared by the team for the board highlighting the multicultural components contribution to estimate migrants business opportunities segment. Multiculturality and diversity have brought to different and more competitive strategies. Nuovi Italiani has created the possibility to develop new social and economic environment in the Italian banking industry.

The project received the award Forum ABI Lab (Italian Banking Association) for innovation in banking services in 2015 while social collaboration approach received, in December 2014, the IBM award for technological and innovative organization. Nuovi Italiani has created new and creative banking skills, interaction and involvement of human resource, all issues in which Bper Banca has now particularly invested.

ICR - Industria Chimica Reggiana



ICR - Industria Chimica Reggiana is a world leader in the production of fillers and glues for marble and stone, distributed by brand SPRINT. With 140 employees and 60 sales agents , the company is present in more than seventy countries in Europe, Africa, Middle East, and Latin America.

For its international activities, ICR relies on a varied staff, which counts five members with a diverse cultural background (Egyptian, Russian, Algerian, Moroccan and British) whose linguistic and cultural knowledge are exploited in the business relationship with customers from all over the world and to be more proficient in terms of language skills and broader service range offered.

Whenever possible, ICR tends to chose also internship members from various linguistic and cultural backgrounds showing sensibility towards the theme of integration and of diversity advantage. The general idea is that employees from diverse backgrounds bring individual skills, backgrounds and experiences and that they can suggest solutions which are the most suitable in adapting to markets and customers’ needs.

Besides, a variety of viewpoints and skills makes the cultural and working context richer in opportunities. The challenges of the diversity in the workplace are intended as an opportunity of growth and improvement.

CONCLUSION

Lessons Learned

The project DICE allowed partners to explore the potential role of cultural diversity in four different sectors, education, business, socio-health care and public decision-making bodies, because able to reap its benefits.

The role of Cultural Diversity in Education

Accent on Skill Development and Integrative Learning

In most DICE partner countries, education systems put the accent on knowledge, to the detriment of skill development. They try to fill students with knowledge, according to fixed curriculum standards which don't take into account the changing needs coming from the respective job markets. On the contrary they should be focusing on developing students' innovation skills and motivation to succeed.

As Harvard Innovation Education Fellow Tony Wagner states: "Today knowledge is ubiquitous, constantly changing, growing exponentially... Today knowledge is free. It's like air, it's like water. It's become a commodity... There's no competitive advantage today in knowing more than the person next to you. The world doesn't care what you know. What the world cares about is what you can do with what you know."

The accent on knowledge makes the learning very passive. It also represents one of the main cause of drop-out, as students easily lose interest and motivation in a knowledge they could easily find elsewhere, as Wagner states. Education systems should be reformed, if not reinvented, in a more participatory and integrative perspective. Students should actively participate in the knowledge production process bringing their other sources and experiences, in particular from the intercultural environments they come from.

Schools should encourage the application of skills and practices in various settings (also outside school), the use of diverse and even contradictory points of view, also in an intercultural perspective in order to allow students to understand issues and positions contextually.

Educational Equity

Educational equity, considered as the full application of fairness and inclusion principles during the education career, is a preliminary condition for an equal access to job markets.

Educational equity becomes a very important challenge in diverse environments, because it demands schools to adapt their teaching in order to better support the disadvantaged students and/or students belonging to minority groups.

The Pre-Tirocinio d'Integrazione experienced in Switzerland (Canton Ticino) is a good example of a successful project in terms of social and economic integration of immigrant youngsters, thanks to its capacity to professionalize all newcomers in just one year. School aged newcomers (from 14 years old and older) are grouped together according to their L2 proficiency level (while in Italy, for example, they are enrolled in ordinary classrooms with other native students) and in such way they can benefit from effective linguistic immersion strategies.

During the study visit to the Pre-Tirocinio d'Integrazione all participants were impressed by some very successful stories told by students, in particular the one of a Ghanaian student who arrived in Switzerland the year before. After only one year of studying in Lugano, he was accepted at university-preparatory high school. It proves that an effective educational system, based on educational equity, is able to reduce a potential gap between native students and students with an immigrant background.

Inclusion of the Intercultural Competence Teaching

The intercultural competence, also commonly referred to as cultural competence, is defined as the ability to appropriately and effectively communicate with people from other cultures. In an interaction with people having different cultures, a person who is generally speaking "interculturally competent" understands more easily thoughts, feelings/perceptions and actions taken by people of the other belonging to a different culture.

This competence cannot be ignored and much less taken for granted. In a context of global economy, where more and more companies take a proactive approach to internationalization, it becomes competitive for them to have to master tools to interact with the cultures of their trading partners (starting from the knowledge of their languages).

Intercultural competence is not innate, but has to be developed both with learning and with personal experiences (with the coming into contact with other cultures, by learning other languages, etc.) and is thus available to everyone.

Intercultural competence can be seen as a process, it cannot be learned overnight, and so it has to be activated and intentionally pursued.

In the course of the summer school "Diversity at Work", experts and participants agreed on the need to define intercultural competence as one of the key skills of the twenty-first century and as a result key in terms of learning, both within the formal and non formal education. To make this possible intercultural skills need to be officially recognized by the national education systems and assessed through shared models and tools.

Synergies Among Various Educational Actors

The respective national educational systems should encourage collaborative learnings between all institutions and organizations responsible for learning (schools, universities, NGOs) and students and experiment successful approaches from other countries.

The Role of Cultural Diversity in Business

The Risks of a Positive Discrimination in Accessing Job Opportunities

During the discussions which were held in the course of the study visits, participants agreed on the notion that radical policies based on the idea of cultural diversity advantage could produce positive discrimination (the process of giving preferential treatment, especially in employment, to minority groups that have been prejudiced against in the past). It should be noted that preferential treatment does not mean that these individuals will automatically be preferred to other candidates, but rather that should two candidates be deemed to be of a similar level, the individual from the minority group will be preferred.

If from one side, the idea of discrimination has always a bad connotation (even if accompanied by the adjective positive), positive discrimination points to the fact that the best, or at least most well-paid jobs in society tend to go to people from majority social groups. While a growing percentage of the population comes from groups that were previously discriminated against, there is still a small percentage of these people being represented in top-level jobs. This seems to show that clearly they are still being prejudiced against (if not directly, then by the system). Supporters of positive discrimination claim that this means there is a problem with the way top jobs are distributed and therefore positive discrimination, used when there are two similarly skilled candidates, is the best way to resolve this problem.

What is more, the risk of positive discrimination could disappear if the intercultural competences were recognised as effective competences. In such case, if there are two candidates, for example one native and the other one with immigrant background, both having a similar CV of studies and experiences, the latter should be selected as its intercultural competences make him/her more competitive.

The Role of Language

A point which all participants from various study visits agreed on is the importance of identifying and emphasising "key words" that highlight the strengths and the benefits of being a citizen of a different origin, especially among work staff. Such keywords should be integrated in job offers and in selection procedures.

The Inspiring Role of Public Institutions

The public sector should be the first one to adopt employment strategies based on the idea of diversity advantage. Even if characterised by different rules and needs, the private sector could be inspired by positive experience made in the public sector.

The Intermediary Role of External Organisations

Another point which all participants from the various study visits agreed on is the important role they can play as training organisations and service providers (with a new or strengthened awareness about this issue thanks to DICE project) in raising the awareness of both employers and job seekers with immigrant background about the advantages of cultural diversity. An accompaniment process based on the provision of recruiting and assessment tools, as well as consulting, training and support services highlighting tangible improvements to business.

Networking in the Name of Cultural Diversity

It is important to create networks for connections, exchanges and sharing between companies and their respective local territories, composed of social, educational, and institutional organisations, universities, social media related to ethnic, multi-ethnic community relations. These networks should be connected to broader international networks and together should spread the value of multiculturalism in businesses (included micro enterprises) through cases and successful stories.

Effective Matching Between Cultural Diversity and Business Goals

Diversity Advantage and Diversity Management are central themes in the statements of principle made by many enterprises but not in their practices. Few ethical codes and web pages are followed by concrete actions. Cultural diversity for businesses must bring value closely related to business goals. The advantages have to be concrete and closely related to productivity (operations) and business (commercial support / internationalization).

The Role of Cultural Diversity in Socio-Health Care

Intercultural Competence Reduce the Cost of Services

The healthcare profession was the first to promote a cultural competence. Individual health care choices and outcomes must be understandable to patients in terms of their own culture and experience. A poor diagnosis due to lack of cultural understanding, for example, can have fatal consequences, especially in medical service delivery. Intercultural competence, may in the context of health care be briefly defined as the ability to deliver "effective, understandable, and respectful care that is provided in a manner compatible with [patients'] cultural health beliefs and practices and preferred language" (Office of Minority Health, US, 2000).

In most partner countries, we identified specific cultural competence health care programs, aimed at preventing medical errors and increasing access to care for vulnerable populations such as immigrants, refugees, and migrant workers. Nevertheless these programs are usually very expensive both the public and private healthcare systems as they involve a staff of external intercultural mediators.

A good example of cost reduction and improvement of the economy and efficiency of the provided services come from one of the partner's country, in particular the hospital of Mendrisio, based in Switzerland, where the cultural competence of Health Care Providers is assessed during the recruitment process. Care providers, as well as any other staff member (i.e. administrative staff, cleaning staff, etc.), have to also provide mediation services during their work shifts or immediately after them.

Following this example, public and private healthcare system should try to reduce the costs involved in external consultancy services and invest time and resources in making their staff more culturally competent (CC).

Healthcare Service Design

During the summer school "Diversity at Work" participants agreed on the importance of removing all barriers related to the access to services (cultural, legislative and economic barriers). To make it more effective, it becomes strategic strengthen the collaboration with external associations and foundations providing assistance to immigrants (also with regard to specialist health care services:). An increasing mix of public/private health services can also contribute to improve this offer.

It is important to build services that are aimed at the future (not only at present) and that are flexible to different incitements. It is also important to design socio-educational services, and not only provide welfare facilities. In order to avoid self-referentiality, it is important to actively involve patients with different cultural origins in the Healthcare service design and to possibly find a common language to be in tune with the mentality of other cultures.

The Role of Cultural Diversity in Public Decision Bodies

Implementation of Diversity Programme

The advantages of cultural diversity identified in the private business sector are also applicable to appointments in private bodies.

Public Institutions, both at national and local levels, should increase diversity in public employment, especially in representative bodies, in order to better reflect the diversity of the represented communities. Specific diversity programmes aiming to increase the diversity of these bodies should be put in place.

Removing Legislative Barriers

In some countries public careers are only for those who have the Citizenship of the respective country (i.e. the Italian State considers the Italian citizenship as a requirement for admission to public appointments). In order to guarantee equal access to public appointments, these legislative barriers should be removed.

APPENDIX 1

*Summer School
“Diversity at Work”
Reggio Emilia
11-12 June 2015*

On June 11-12, 2015, in occasion of the last DICE project visit, Reggio Emilia hosted DIVERSITY AT WORK, an International Summer School on Diversity Advantage, organized by the Municipality of Reggio Emilia, Mondinsieme Foundation and Association DarVoce, with the support of the Council of Europe and European Commission's programme, Intercultural Cities.

The summer school has been considered a starting point to develop new and innovative approaches on diversity advantage, an issue that is earning more and more attention and relevance due to the increasing diversity of the social fabric of our cities and to the global exchanges of cultures and economies.

These changes are effecting the work experience of individuals and companies in different areas, such as public administration and decision-making bodies, health and social care, business, and education.

The summer school DIVERSITY AT WORK has been both a training opportunity, because it has been possible to learn national and international best practices, and an opportunity to be part of a process where ideas on contents and initiatives have been shared, starting from the needs expressed by the participants themselves.

DIVERSITY AT WORK represented a relevant learning opportunity as it proposed a selection of Italian and international best practices on diversity advantage. The Summer School was open to everyone interested in the issue of cultural diversity advantage, such as: local, regional and national public administration and decision-making bodies; trade associations; companies and firms; undergraduate and graduate students; work agencies; youth with foreign origins; high-schools; universities; associations and no-profit organizations.

During the summer school, the Manifesto for policy makers (Key messages for decision makers)) has been discussed, produced within the project DICE and containing the guidelines that should guide local administrators, regional and national authorities in the development of policies based on the principle of diversity advantage. The contents of the Manifesto have been shared with the participants of the summer school to issue the final draft.

As final event of two European projects financed by the Lifelong Learning Programme of European Union within the Leonardo and Grundtvig framework, DICE – Developing Intercultural Competences for Enterprises and Diversity on Board – An European Learning Experience, this summer school presented all participants the outcomes of the European projects.

The international summer school DIVERSITY AT WORK included a day and a half of work in total, open to the public. It started Thursday, June 11 with a plenary session and institutional introductions useful to contextualize the theme of diversity advantage. Afterwards, Friday, June 12 has been the moment of four intensive seminars on the relationship between cultural diversity and four different professional contexts: institutions, health care, business, and education.

As a result main speakers, together with the abstracts of their speeches, are here reported.

- **Plenary Session Abstracts:** Diversity Advantage in National and International Context
- **Seminar A Abstracts:** Cultural diversity in decision-making bodies
- **Seminar B Abstracts:** Cultural Diversity in Health and Social Care
- **Seminar C Abstracts:** Cultural Diversity in the Business World
- **Seminar D Abstracts:** Cultural Diversity in Education



Abstract

Qualitative Survey on Employment Integration of Young Second-Generation

Monya Ferritti, ISFOL (Italy) Technologist ISFOL, at the Labor and Professions Structure. She worked on the monitoring of the Employment Services. Currently she is working on the issues of supply and demand of employment services for young people with particular regard to the second generation.

The survey was conducted in 2014 by ISFOL, in collaboration with Fondazione G.Brodolini, involving a group of 155 young people, aged 18 to 29 years, born in Italy, with no Italian speaking parents, or born abroad but arrived in Italy in the early childhood (attending each Italian educational cycle).

The difficulty in firstly identifying and secondly interviewing youngsters with the listed characteristics, has highlighted a tenacious resistance by many of them in identifying and being identified as a "second generation", or otherwise foreigners or non-standard youngsters. Many children, in fact, have rejected this label and put in the foreground their cultural belonging to the place where they were living. They have, therefore, asked to be considered as Italians, hence rejecting the interview, the same way as their peers speak Italian, even if formally and legally they were not yet. As result of the research ISFOL detected, from a qualitative perspective, any elements of difference, both positive and negative (compared to their Italian peers), considered strategic according to five thematic areas: education; insertion in the labour market; family and identity; social relations and social participation; some areas such as cross-gender and rights.

The research has revealed some critical factors and success factors in the process of education and training teens surveyed. In fact their school careers are rather inhomogeneous, and nonlinear interruptions and delays are recurring. It should be emphasized that a substantial share of the collective interviewed said they had learned the Italian language when inserted into the school system. The critical issues are primarily associated with economic origin motivations, and have often caused a dual commitment to study and work. It is noted that economic difficulties are also due to early school leaving. but also relevant is the fact that generally, families support their children in school and support them in the choice of address. This availability must be read in light of a claimed lack of knowledge of the Italian education system.

The percentage of children born in Italy and with Italian citizenship who continue the training is greater than that of those born abroad and has not acquired Italian citizenship. It would appear that the early insertion into the Italian social context promotes a smoother further study. As for the inclusion in the labor market there is a marked difference with the data for the Italian-speaking children. It appears, in fact, a difficulty in entering the world of work, with a contractual status for those who are employed, often atypical and precarious. In many cases young people surveyed said that they study and work at the same time and this indicates a clear ability of these young people at "be active", perceived not only because they need but also as a strong desire at "being involved", highlighting great motivation and determination in achieving their objectives.

The brokerage channels at work are mostly informal (family and friends networks) and research work is mainly within national boundaries, with only a residual part of the collective imagines to be able to move abroad to work. The boys also consider their language and multicultural skills as an added value in finding a job. Employed young people, finally, do not detect discrimination in the workplace related to their status as second-generation youth (name foreigners, legal status, skin color, etc.), Nor as regards with employment or in relation to recognition of promotion. Two-thirds of respondents who had at least one work experience, finally, feel or have felt mainly valued in their employment.

Abstract

The Project Sommavalore



Barbara De Micheli, Fondazione Brodolini (Italy) Barbara De Micheli is a gender equality and training expert. As a senior project manager, she coordinates the Master in Gender Equality and Diversity Management for the Giacomo Brodolini Foundation, and she is member of the coordination team of the project 'Genis Lab – The gender in Science and Technology Lab'. She also collaborated on the Gender Budget of the Province of Catanzaro, Pistoia and of the Department of Economic Development, Training and Employment of the City of Rome.

In a context like the present one, characterized by the presence of an ever-increasing workforce bearer of diversity (ethnic, cultural, sexual orientation and gender identity, disability), becomes a priority, for businesses, to invest in an approach designed to inclusion of diversity and anti-discrimination, not only in response to an ethical principle of social responsibility, but also to improve business performance, as well as its competitiveness.

In this view, the project "Implementation of activities aimed at improving information and the inclusiveness of the companies on the issues of diversity management in Convergence objective regions", funded by UNAR – National Office of Anti-Racial Discrimination and coordinated by the Fondazione Giacomo Brodolini, aimed to raise awareness among small and medium enterprises (SMEs) of the four Convergence objective regions to an approach based on "Diversity Management".

Such approach should also consider to focus on the management of human resources enhancement and integration of diversity, with particular attention to raise awareness of the discrimination due to sexual orientation / gender identity, race / ethnicity / religion and disability.

Starting from the application of existing experience in the field and through the involvement of stakeholders in the area, the project has seen the creation of a series of activities designed to promote and provide opportunities for information, awareness and meeting between SMEs.

A relevant part of the project has been composed by an investigation which saw contact with over 1,300 companies on the territories. This survey had the aim of improving information and inclusiveness on the themes of Diversity Management and of anti-discrimination and, at the same time, make job opportunities more accessible for the target population at risk of discrimination.

The project realized, on site, 16 workshops with the aim to stimulate awareness of the missed benefits phenomena due to discrimination in terms of social exclusion of people with diversity, both in opportunity cost for the enterprise.

To this end, it introduced the business case of the promotion of diversity in the company, illustrating the innovative value in terms of improving the company's ability to develop innovative solutions and strategies. On the project website www.sommavalore.it, in the materials section, are available video-testimonies of some of the participants and a summary of research results.



Abstract

Intercultural Cities and Diversity Advantage

Phil Wood, Expert Council of Europe (UK) Phil Wood describes himself as an urban therapist and he works with cities around the world to find creative responses to the Europe on its Intercultural Cities programme and the architect of its methodology (www.coe.int/interculturalcities). His book, *The Intercultural City: Planning for Diversity Advantage* (co-authored with Charles Landry) was published in 2008. He is a freelance researcher, writer and activist since 2000, closely associated with Comedia, and has previously worked in local government in the UK, concerned with community development, cultural policy and urban regeneration. Phil holds a MA with distinction in European Cultural Planning.

Intercultural cities, a flagship Council of Europe programme, supports the application of a new diversity management model called intercultural integration. It is based on the notion of diversity advantage, treating migrants as a resource for local economic, social and cultural development, and not only as vulnerable groups in need of support and services. Intercultural integration implies a strategic reorientation of urban governance and policies to encourage diversity in governing bodies and the administration, positive intercultural mixing and interaction, and institutional capacity to deal with cultural conflict. Intercultural cities offers a comprehensive methodology for helping cities develop their diversity strategies, and a range of analytical and assessment tools, including the very successful Intercultural cities index.

Economic, management and psychological research has demonstrated that diversity brings considerable advantages for organisations and cities in terms of increased innovation, productivity and ability to solve problems. The diversity advantage has implications for urban policies, since involving people of diverse backgrounds in policy design increases effectiveness. From a policy perspective, the challenge is to design and implement strategies for the management of diversity that can help to tap the potential benefits of diversity whilst minimising its costs.

Intercultural integration Model

The intercultural integration policy paradigm derives from an extensive analysis of city practice and a wide range of international standards. It is a comprehensive and strategic approach driven by committed leadership across political divides and administrative silos. It invites local political, social, cultural and economic institutions to focus on harnessing the skills and talents of all citizens, including migrants, and creating the best conditions for their participation in society and the economy.

This model is now being implemented by over 70 cities in Europe, as well as in Japan, Korea, Mexico and Canada, and includes:

- Public institutions that are culturally competent and foster intercultural de-segregation interaction, and inclusion;
- Fostering a pluralistic and inclusive identity through a public discourse which embraces the diversity advantage and active partnerships with media;
- The participatory and inclusive governance system.

In order to support the process of intercultural strategy development, implementation and evaluation, Intercultural cities proposes extensive city profiles, hundreds of practice examples, a step-by-step guide and thematic papers on the intercultural approach in specific policy areas. These tools enable policy audit and offer hundreds of good practice examples as well as guidelines for active citizen participation in the strategy development process

The intercultural cities index assesses cities' performance in relation to the intercultural integration model. The results of the Index help cities make evidence-based judgements about the impact and outcomes of their policies and resource investment.

Study visits and thematic expose a range of policy-makers, practitioners and advocates from each city to practice exchange, reflections and discussions with fellow actors from other cities. The events use an interactive, hands-on format designed to bring energy and ideas into the strategy-making process and help build a stakeholder alliance.

The Intercultural cities learning community (network) provides practical help to local stakeholders wishing to:

- Connect and focus the efforts of city departments and services towards clearly defined and shared goals;
- Engage positively with citizens;
- Identify and empower intercultural innovators and bridge-builders;
- Build a vision for the future diversity of the city and translate it into a workable strategy;
- Benefit from the advice and support of peers from other cities;
- Source expertise targeted to the city's specific focus and needs;
- Develop collaborative projects on specific themes.

Seminar A Cultural Diversity in Decision-Making Bodies

What policies and institutional actions could increase representation and participation of culturally diverse groups in decision-making processes?

Moderator Adil El Marouakhi, Mondinsieme Foundation Director (Italy)

Born in Casablanca, he studied Economics and Law at the University of Aix en Provence (France), Modena and Bologna University. Expert of cultural processes of integration, he was a member of the Provincial Board of Immigration and Immigrants for the trade union CGIL. He has taught intercultural education in schools of all levels, as well as in workshops and master's degrees. He collaborated on the Multilingual handbook of Reggio Emilia Police. Since 2011 he is Director of the Fondazione Mondinsieme.

Rapporteur Alessio Surian, Intercultural Cities Expert - Council of Europe, associate professor in the Department of Philosophy, Sociology, Education and Applied Psychology, University of Padua (Italy)

Alessio Surian is associate professor at the University of Padua where he teaches group dynamics and transformative learning, and intercultural theories and practice. He is part of the Stede Master Mundus Faculty, and he is a member of the FISPPA (Philosophy, Sociology, Pedagogy, Applied Psychology) Department and of the CIRSIM, Centre for Intercultural Studies. He is co-coordinator of the EARLI's SIG 21 on learning and teaching in culturally diverse settings.

Abstract

Direct Line with Second Generations



Gloria Carroccio, General Directorate of Immigration and Integration Policies of Ministry of Labour and Social Policy (Italy)

Gloria Carroccio is official at the General Directorate of Immigration and Integration Policies of the Ministry of Labour and Social Policy. Currently responsible for coordinating and preparing the information published on the Migrants Integration Portal and she manages coordination activities for the development of the website, online since 2012. She is responsible for the monthly newsletter of the Directorate General. Lawyer, she has a law degree with a thesis on the legal status of foreigners in Italy. She participated on behalf of the Ministry in various national and international projects on migrants' integration and in other groups and institutional tables work.

In 2014, the Ministry of Labour and Social Policies – General Directorate for Immigration and Social Policies – launched a public call on the Migrants Integration Portal giving start to the project Direct Line with Second Generations. The initiative was aimed at second generations' associations that in their missions explicitly provide for the organization of activities directly or indirectly addressed to second generations. More than 30 second generation youth associations participated in the initiative throughout the whole national territory (<http://www.integrazionemigranti.gov.it/associazioni-g2/Pagine/Associazioni.aspx>).

The project - the first of its kind in Italy - gave life to an institutional table based on listening and shared planning that enabled to collect second generation youth's needs, difficulties and requests directly from the second generations' associations. Moreover, the initiative gave life to a co-creation work carried out both through personal attendance (during various meetings organized in Rome by the General Directorate for Immigration) and remote participation through an on-line Community dedicated to the associations on the platform Innovatori PA (PA Innovators), through which the associations had the possibility to work together in a common area created for debates, collaboration and shared initiatives.

This experience enabled to share analyses on the situation of the second generations in the country, to identify the main needs, to share the experiences realized and to elaborate the first Second Generations' Manifesto, realized in October 2014 and presented to the Ministry of Labour and Social Policies in the public meeting held on 20 November 2014.

How Does the Project Work?

The project was launched through a public call published on the Migrants Integration Portal involving associations that, in their missions, explicitly provide for the organization of activities directly or indirectly addressed to second generations.

After the submission of adhesions (about 30 associations active on the national territory), a meeting was held with the associations at the premises of the Ministry of Labour and Social Policies on 17 February 2014. Throughout the year, 3 meetings were held which enabled to organize activities realized through remote collaboration. The first meeting was dedicated to listening to the participating associations through their persons of reference, whom were asked to express themselves on the themes which they deemed fundamental as regards integration actions to be carried out, the methodology to follow during the initiative and the expected results.

The shared foundation was to start by analysing the criticalities connected to the single themes or contexts, on the basis of which to then elaborate positive proposals capable of converging in a shared document as an output of the initiative "Direct Line with Second Generations." This listening process enabled to identify the main themes of interest to be analysed in depth, which were work, school, cultural identity and active participation in the society. On this basis, the Second Generations' Manifesto was elaborated analysing the specificities of the Italian situation and providing intervention and policy proposals on each specific theme.

The General Directorate for Immigration supported the work process and bore the expenses for the participation of a representative from each association in the meetings held in Rome.

(At the address: <http://www.integrazionemigranti.gov.it/associazioni-g2/Pagine/FILODIRETTO.aspx> it is possible to view all the documents related to the project and to various activities)

Problems, Challenges and Aims

The initiative - addressed to second generation youth associations or to associations committed in promoting second generations' rights - pursued the following main aims:

- To get to know the associations and encourage collaboration and relationships among them;
- To collect the second generations' main requests directly from those involved;
- To launch listening and co-creation initiatives among associations;
- To enhance associations and their activities creating a common area dedicated to knowledge, sharing and collaboration through personal attendance and remote participation through the Migrants Integration Portal.

Drawing inspiration from the principles of the European Agenda for Integration, the project focused on key aspects for encouraging the empowerment of people with a migratory background, that is: active participation in the elaboration of intervention policies; creation of networks among associations committed in promoting second generations' rights and requests; communication of themes related to second generations through the Migrants Integration Portal; raising of awareness and creation of institutional networks; collaboration with an institutional group headed by the General Directorate for Immigration of the Ministry of Labour.

Results

The co-creation work realized owing to the Direct Line initiative produced the following results.

On is the writing of the Second Generations' Manifesto: the Manifesto is divided into four sections, dedicated to work, school, culture and sport, active participation and citizenship. It contains practical proposals and solutions, adaptable to the various territorial realities and the addressees' specific needs.

With the Manifesto, the second generations' associations offer a view of their situation in the Italian context, proposing possible initiatives to be realized in order to overcome the difficulties and problems identified. It is possible to consult the Manifesto on the Migrants Integration Portal, in Italian and in English in the unabridged version, and in 10 languages as regards the main points. (<http://www.integrazionemigranti.gov.it/associazioni-g2/Pagine/MANIFESTO.aspx>)

The second is the launching of a co-creation work between the associations and the General Directorate for Immigration and Integration Policies: the Direct Line network enables collaboration and dialogue owing to the Community created on the platform Innovatori PA and through meetings aimed at debates and sharing in order to identify new themes and work modalities for developing initiatives aimed at spreading and implementing what provided for by the Manifesto.

The raising of awareness in the network of institutions and stakeholders of the Migrants Integration Portal: the Manifesto was presented during a public meeting on 20 November 2014 to the Minister of Labour and Social Policies, Giuliano Poletti; to the President of the Senate, Hon. Pietro Grasso, during a meeting at the Senate of the Republic held on 2 March 2015. Moreover, it was sent to a broad network formed by the main public institutions (Ministries and national authorities) cognizant as regards the integration of migrant citizens or with migratory background, as well as to associations and private social bodies committed in projects aimed at encouraging integration, and to the press.

Evaluations

The Direct Line initiative was very much appreciated by the network of associations which acknowledged the positive value of being able to meet, share the various experiences launched on the national territory, reason together on the main problems and difficulties faced by second generation youth and formulate policy and planning proposals in the various life sectors in Italy. The possibility to have a positive and practical meeting with the Ministry of Labour is considered an important step in order to contribute, also in the future, towards policy choices

Abstract

Diversity in Practice: The Diversity Charter Luxembourg



Catia Fernandes, Diversity Charter project coordinator, Inspiring More Sustainability (Luxembourg)

Holds a Master degree in European Studies. After university she worked as a Policy Officer on the national multiannual program for the new European Asylum and Migration Fund in the Luxembourg Welcome and Integration Agency (OLAI) with a special focus on integration. After a short break for voluntary work, she became a consultant and process facilitator with Brainiact, a company committed to value the richness that rises from diversity, where she continued working on integration by accompanying a local public authority in the setting up of a local integration plan and by assisting the desk research for the national report "Migrants and their descendants: social inclusion and participation in society" for the European Union Agency for Fundamental Rights. Recently, she became the coordinator of the Diversity charter in Luxembourg, an initiative by private and public stakeholders, within IMS Luxembourg (Inspiring More Sustainability), widening her scope of action.

Thanks to a private and public initiative, the Luxembourg Diversity Charter is built on a win-win model which allows to develop cross-cutting and innovative partnerships in all areas of business. The Diversity Charter is a text of 6 commitments which can be signed by any organization in Luxembourg. As the national charter, the Diversity Charter Lëtzebuerg, provides a common vision around diversity and supports its signatories in their commitment to implement diversity beyond the mere legal obligations.

In order to follow the Diversity project, a Committee for the Diversity Charter Lëtzebuerg has been created. It is composed of privileged private and public partners: Deutsche Bank, the Luxembourg Welcome and Integration Agency (OLAI), PwC, RBC Investor&Treasury Services, Sodexo and IMS Luxembourg – which leads and coordinates the Charter on a daily basis. Furthermore, Ms Corinne Cahen, Minister for Family and Integration is the Patron of the Charter. The implementation of the actions is carried out by a working group, composed of the representatives of over ten different organizations (public institutions and companies).

By signing the Charter, companies commit to fighting all forms of discrimination and to setting up a policy in favour of equal opportunities and diversity, focused on the acknowledgement and valuing of individual skills. Signing the Diversity Charter is the first step in a long term effort. By committing to promote diversity, the company will have to clearly determine its concerns in favour of diversity, select the priority issues and establish a diversity management policy.

In order to avoid that this commitment remains merely a declaration of intent, the company must apply this policy in action plans and initiatives which lead to concrete results: Signatories commit to publishing information on the activities that they have carried out in the form of public factsheets and to anonymously fill an evaluation questionnaire every 2 years. A company that does not respect its commitments would be automatically excluded from the signatory list. The signatories get access to a series of free services:

- A practical guide and training on diversity management;
- A dialogue platform on the initiatives, tools and thematic files related to diversity;
- Diversity conferences and workshops;

- The listing of stakeholders involved in diversity issues;
- An official signing session per year with a keynote speaker;
- Diversity Network: exchange events dedicated to signatories.

Today the Diversity Charter counts 157 signatories from an active network of companies commitment to diversity management, representing 15% of Luxembourg's workforce. In 3 years, the Charter represents 20 events, 1150 participants from 140 companies.

This year, after 3 years of awareness raising and training missions, the Diversity Charter takes a more practical stand by implementing for the first time a project with different stakeholders: In cooperation with the Agency for Employment, the Ministry of Labour and the Ministry of Family and Integration it will be launching a project aiming at employing more disabled people in the regular labour market.

It is through the lens of diversity in practice that the Luxembourg Diversity Charter can become a proactive actor in order to increase representation and participation of culturally diverse groups in decision-making processes.

Abstract

Shibazono Bridge Project



Hiroki Okazaki, Researcher fellow of the Matsushita Institute of Government and Management (Japan)

After graduating from Waseda University in Japan, Hiroki Okazaki worked in accounting department in Mitsui CO & LTD which is one of the most famous trading companies in Japan. In Mitsui, he worked in England, Netherlands and Norway as a trainee about 1 year five years ago. After working in Mitsui for 7 years, he have joined in Matsushita Institute of Government and Economics. He is a researcher fellow of this institute and research how to make relationship between Japanese and foreigners in residential area. During 2014, he lived in a real estate named "Shibazono" for his research so that he can support a residential association as one of the representatives. In 2015, I have joined in Swazoom welfare foundation in Netherlands as trainee in order to learn and experience intercultural management, supported by Mr. Phil Wood and Mr. Marcel La Rose.

This presentation shows one example of diversity situation in residential area in Japan. The population of foreigners in Japan is about 2 million and 2% of total population in 2014. It is estimated that the number of it will increase about 5 million and be about 6% of total population by 2060. The foreigners have already gathered in some areas. For example, the half of population of about 5,000 in Shibazono apartment, which is perhaps the most famous apartment in relation to diversity situation in Japan, is Chinese. By 2017, the population of Chinese will exceed that of Japanese in this apartment. In addition, Chinese will increase more and more from now on in Japan. Therefore, Shibazono apartment might show Japan's microcosm in the future.

As the Chinese increase gradually from 1997, it resulted in some problems such as noisy, garbage separation, smell of foods and so on in this apartment. Even though a residential association was effort to make relationship with them, it didn't succeed. It seems that the cause of this has resulted from generation difference between them. Elderly Japanese and young Chinese have lived in this apartment and this generation difference has resulted in differences of life style. In addition, this apartment is 10 or 15 stories and this situation has resulted in difficulties of making relationship between them.

To change it to better situation, university students on a volunteer basis have started a project named "Shibazono bridge project". The purpose of this project is to connect the people: residents and some organizations such as shops, management Company of this apartment, city office, universities as if they build bridge among them. They did an art project in order to change a desk which someone wrote words of discrimination on to a symbol of friendship between Japanese and Chinese. They held an event to paint the desk blue and put colourful hand-prints of the residents on the desk. The voluntary students might be good coordinators among them in Japan's diversity situation.

Abstract

Cultural Diversity in Decision-Making Bodies



Catherine Wurth, Citizens For Europe project manager (Germany) Catherine is a project manager at Citizens For Europe, an NGO based in Berlin, that works towards more political participation in Europe. Catherine is sparked about finding innovative policy solutions by bringing diverse actors from civil society, the private and public sector together. That's what Catherine tries to develop with Vielfalt entscheidet, a project replication from the best practice DiverseCity onBoard (Maytree Foundation, Toronto) for more diversity in leadership positions in public and private institutions. Diversity in decision-making structures improves both service delivery and creates inclusive societies. Born in Luxembourg, Catherine has studied and worked abroad for the last ten years. She holds masters degrees in Public Policy from the Hertie School of Governance, Berlin and in Migration, Mobility and Development from the School of Oriental and African Studies, London.

Why is lack of cultural diversity in decision-making bodies a problem? Based on evidence from Germany, Catherine shows to what extent homogeneous decision-making bodies bring huge costs to companies and the city administrations. On the one hand, the lack of skilled workers in the labour market sparks for more integration of foreign labour force in skilled positions.

On the other hand, homogeneous decision-making bodies do not represent the diverse population they offer their services to and thus create a Failure Demand. Catherine briefly presents two prototypes that Citizens For Europe has developed in order to increase representation and participation of culturally diverse groups:

- 1) A fellowship for migrants to get into trainings offered by various organisations;
- 2) A programme to integrate diversity in the selection process of talents by human resource departments.

Abstract

The Young Mayor Project in Lewisham



Jacob Sakil, Ex Young Mayor, Municipality of Lewisham (UK) Jacob was elected as Young Mayor of Lewisham in 2009/10 through a local borough wide election prior to that he was a young advisor. Jacob is 20 years old, lives in New Cross where he attended Lewisham College achieving a two year diploma in business studies. As Young Mayor he initiated an enterprise programme for young people in Lewisham to help them get started in business as well as being involved in intergenerational projects. Having represented young people at conferences and events in the UK as well as across Europe, Jacob has appeared on News night, Panorama and BBC News. He has also been a keynote speaker at conferences in Sweden, Norway, Denmark and Italy. Jacob talks about social issues of interest and concern to young people and the importance of young people's democratic engagement, which often highlights the need for participation in decision making locally and national. As a motivational speaker and mentor he supports younger people to develop the skills and experience to speak in public and represent their views to various organisations and decision makers. Recently Jacob has started his own business called American Bites that has been developed and tested through local markets which he aim is to establish his own chain of youth friendly restaurants. With this new venture he is also interested in developing partnerships and trading opportunities locally, nationally and internationally. He is keen to develop networks of budding and established entrepreneurs as well as major organisations, to help other young people get into business, training and employment.

"By giving young people a real say and genuine decision-making power within the borough, we believe we can make Lewisham a better place to live in, not just for young people, but for everyone" (Sir Steve Bullock, Mayor of Lewisham 2006). The Young Mayor's project is at the heart of Lewisham's Children and Young People's citizenship and participation strategy. As a key priority for the Mayor and Council, the project has provided a range of opportunities for children and young people to become engaged and it has ensured that young people have been consulted on the development and delivery of public services.

The project enables young people, politicians, council officers and partners to work together to develop ideas, while also addressing issues of concern and interest. In doing so, young people's active and effective participation in democratic processes and local governance is genuinely enhanced. The Young Mayor's project plays an active role in helping to develop community cohesion in the borough and it is also a critical element of the continued work underway in Lewisham to widen and extend opportunities for young people in our local areas. This presentation will explore how the project works collectively in an informal way with young people while having a recognised democratically accountable structure.

The range of activities and work that the young people are involved in across the borough, nationally and Internationally and the challenges that can be involved in this. Discussion will cover how the project has successfully engaged with young people, schools, politicians and the local communities, and the impact that this has had on the culture and working processes of the local authority. Also the impact on young people most directly involved, through being elected or through the young advisors group, and for young people across the borough, and how it can and has strengthened and developed an expectation and understanding of young people's role and influence in the borough, both for young people and others.

'The Young Mayor programme has engaged thousands of young people in democratic processes and changed the way the Town Hall works. The regular presence of young people who are there by right has changed the way the rest of us work and think.'

Seminar B Cultural diversity in Health and Social Care

How can the inclusion of cultural diversity in the workforce of social health structures improve a need assessment and service provision? How volunteering can improve needs analysis?

Moderator Lucia Piacentini, DarVoce Director (Italy)

Lucia Piacentini, married with three children, works with the Association DarVoce, the local Centre for Voluntary Service, since 2002. To date, she coordinates the DarVoce's activities overseeing all areas of the Center and is Head of Human Resources. She has extensive experience in designing, directing and supervising projects and complex networks, as well as in the coordination and organization of working groups. In addition to that, in the past at the Italian Center of Solidarity of Reggio Emilia (that deals with drug addiction), she accumulated competences in conducting and supervising groups of self-help and in planning and managing of websites for online counselling. She participated in the International Program for the development of economic and managerial capabilities of Prof. De Bono and obtained the Master of Social design "Care Expert" at the company USL of Reggio Emilia and the University of Bologna.

Rapporteur Bruno Ciancio, Intercultural Cities Expert - Council of Europe, Brussels; Head of Master Intercultural in the health, welfare, employment and integration, University of Modena and Reggio Emilia (Italy)

Since the late 70's he has been involved in activities and studies directly connected with the development of multicultural societies. Since the 80s he has continued with activities, studies and teaching in a number of countries involving the policy of cultural competence development in the public sector; the maintenance, management of intercultural relationship building and the diversity advantage has been continually teaching in these fields. He has a number of publications on cultural competence development and a recent book on the theme. He is an Intercultural Cities Expert for the Council of Europe-Intercultural cities program and coordinator for the ICC project Unione dei Comuni Interculturali – Terre di Castelli in the northern part of the province of Modena. He is also heading the Intercultural Masters program in the health, welfare, labor and integration fields at the University of Modena and Reggio Emilia.

Abstract

Achieving the Inclusion of 'Diversity Advantage' Through the Development of Cultural Competence



Bruno Ciancio, Intercultural Cities Expert - Council of Europe, Brussels; Head of Master Intercultural in the health, welfare, employment and integration. University of Modena and Reggio Emilia (Italy)

For Bruno Ciancio's short biography, see above.

The Italian society is one: we must not think of it as us (Italians) and they (newcomers). Each meeting or question should be noted and addressed through an intercultural lens and with an aware cultural competence(CC), keeping in mind that institutions, organizations, professions and individuals (the four pillars of the system) live and work within a single country system.

This systemic logic also applies to companies, municipalities, social institutions, schools. The desire to see the world and judge the actions through this window of aware cultural competence means to ask every time: 'but when I reflect, I decide and I act, do I consider the present diversity, the advantage that it can bring, the world view of the other?

The system should not focus on any particular ethnic group, this or those cultural differences but look at society as a whole, a system (that should be) inclusive and equitable. Following the logic of the CC systemic, the entire population is in a position to access and use the resources of the system itself. The actions undertaken, both locally and not, are to be implemented through a visual guided by this logic to make sure that no one is disadvantaged and not included.

Recognizing the advantage of diversity is not at all a mirage even if it is not a short process. The logic of the systemic approach addresses the issue of diversity and inclusion of newcomers (immigrants) from multiple points of view, in the full knowledge that there are different view of the world. We should promote a proper education, cultivate a public dialogue, let space and time to immigrants to take full responsibility and to participate in the life of the country. Immigrants need to participate in the political life as all other citizens and to show, as we all do, that they want to be part of the society and share the future, without having to renounce to their diversity and/or to abandon their culture.

Simply it is imperative to adopt a systemic approach through the logic of being culturally competent as the best way to make yield potential of each migrating person, reminding him/her that he/she has the right and the duty to share their cultural, professional and personal baggage and make it available to the country system. The final equation must give rise to a win-win situation to include the potential of diversity advantage and ensure the harmonious development of the multi-ethnic society.

Abstract

The Diversity Advantage in the Social-Health Services: the Case of Reggio Emilia Local Health Authority



Ilaria Dall'Asta, AUSL of Reggio Emilia (Italy)

Ilaria Dall'Asta works in the Research and Innovation Staff of the Local Health Authority of Reggio Emilia and she is involved in national and international projects concerning equity access to health care system. She graduated in sciences of culture (at the University of Modena and Reggio Emilia) and in sociology, culture and communication address (at the University of Milan Bicocca) and she is interested in qualitative and social research. In free time she enjoys reading, travelling and listening to good music. She is currently the company contact for the linguistic and cultural mediation service and she is involved in the European project MEM-TP, and the International Task Force on Migrant Friendly and cultural competent Health care.

Since the early 1990s, the province of Reggio Emilia has seen a marked and steady increase in migration, which, over the years, has led to the presence in the region of a number of small migrant groups (from approximately 140 countries of origin speaking almost 200 different languages). These are often poorly organised and contain smaller groups with varying legal status. Today, not only are there many different groups to be taken into account, but the differences within these groups may be greater than the differences between one group and the next.

We have noted that this new migration has brought with it an increase in the level of diversity and complexity, not just in terms of the ethnic groups and countries of origin involved, but also with respect to a significant number of variables that influence the processes of exclusion and inclusion, as in the case of undocumented migrants and their families, asylum seekers, refugees and so forth. This difference in legal status and the rights associated with it, added to the complexity of current regulations, creates significant difficulties both for the health professionals faced with a large and variable quantity of requests, and for the migrants, who are not always able to demonstrate their legal status and therefore are at risk of exclusion from care.

In order to create an inclusive atmosphere that meets needs, the healthcare system must consider a series of key barriers, both in terms of access and care quality. These barriers may be linked to the migrants' characteristics: legal status that determines the options and the ways to use healthcare services; language and communication barriers; level of knowledge and information about the healthcare system. They may also be linked to professional characteristics: intercultural and interpersonal skills; knowledge of the phenomenon of migration and its dynamics. Thirdly, they may also result from internal characteristics of the healthcare organizations: predisposition to change and adaptation of services; involvement of users and the community in the organisation, and the improvement of services.

By developing best practices through participation in numerous national and international projects, the Reggio Emilia Local Health Authority seeks to meet the needs of migrants by implementing a strategy that consists of six key actions:

- Ensuring the right to healthcare services, particularly for categories of migrants such as undocumented migrants, asylum seekers and refugees, who are more likely to be excluded;
- Improving accessibility to healthcare services by attempting to overcome the language and organisational barriers that impede equitable access;
- Improving the use of services through clear and comprehensible information about the presence and running of these services and through the improvement of the level of Health Literacy of its users;
- Ensuring care quality in relation to the needs of migrants through the ongoing training to health professionals to address the awareness of diversity (cultural and otherwise), knowledge of the phenomenon of migration and the health status of migrants in the region, improvement of interpersonal skills and application of this knowledge in the everyday working environment;
- Promoting organisational change and improvement within the health authority;
- Promoting the involvement and participation of users and communities through the creation of partnerships, networks with other local organisations, and formal cooperation protocols.

In conclusion, it is important to highlight that the service response to the needs of the immigrant population should be based on the recognition of linguistic and cultural diversity, but also and above all on other aspects of diversity, such as legal status, socio-economic condition, migration history, religion, gender and age, because groups of immigrants can vary greatly in their make up. A new way of thinking, talking about and responding to diversity must be developed.



Abstract

Foundation Guido Franzini NPO: an Example of Integration Between the Public and Private Health Care for Deprived People in Reggio Emilia

Alessandra Franzini, Franzini Foundation, Reggio Emilia (Italy)

Alessandra Franzini is organization manager for Fondazione Guido Franzini Onlus, where she deals with all the internal coordination and fundraising activities. She graduated in Political Science and achieved a Master degree in information systems and marketing from the University of Bologna. After several experiences in the information technology sector that led her first to England, then to Forlì, she was for five years Accenture consultant in Madrid. Back in Italy in 2012, in addition to her work at Fondazione Guido Franzini Onlus, she is on the Board of Directors of the Reggio Emilia's Nursing Home Villa Verde with responsibility for marketing and information systems.

The dream of Fondazione Guido Franzini Onlus is to become a reference in Reggio Emilia in caring people who have difficulty in accessing public health services or who have no documents. It was born in 2008 to remember the prof. Guido Franzini, a prominent personality in town and a founder of the Reggio Emilia nursing home called Villa Verde, who more than any other inspired and promoted it.

It has developed over the years by entering into important partnerships with Caritas Reggiana Center and AUSL of Reggio Emilia's Foreign Families Center that have greatly expanded the number of clients. From 2014 it is a registered non-profit organization.

Fondazione Guido Franzini is an important example, in Reggio Emilia, of collaboration between public and private bodies in order to better manage the health care problem of people in situation of social disadvantage. Often our patients are illegal immigrants, refugees and immigrants without documents: the risk is that these people do not seek treatment because of the fear of being identified and returned to their country of origin. The Fondazione allows them to quickly access the necessary care, whether it be of diagnostic services, specialist visits, surgery, thanks to the help of volunteer doctors and nurses of Villa Verde.

The opportunity to be cared is a right for all. Often we do not realize that a disease, which can be marginal, it could become a problem for the whole community. Our goal is to integrate the sanitary path of access to health care, in order to give the opportunity to get the care and specialized survey needed for healing even to the most underprivileged, in the interest of all.



Abstract

The Experience of Dimora d'Abramo Cooperative

Laura Prandi, Dimora d'Abramo Cooperative, Reggio Emilia (Italy)

Laura Prandi was born in 1971 in Reggio Emilia. She graduated in Modern Literature and she is a professional educator. She started working in the social field within the social cooperative Dimora D'Abramo in 1995 as operator of the information office for foreign citizens in the territory of Reggio Emilia and as educator within the residential structures designed to suit adult migrants. Since 2003 she acts as coordinator in different services of the same cooperative; since 2007 she is the coordinator of the service of cultural and intercultural linguistic mediation and since 2014 she becomes head of the design and production sectors. She is currently a member of the board of directors.

Twenty years of experience working with migrants in social and educational services of reception, guidance and linguistic-cultural and social mediation, has "forced" Dimora d'Abramo cooperative to reflect about the meaning of an intercultural approach to social and educational work: both in terms of content and meaning, but also in terms of product offerings modality (what does intercultural approach mean? Why is it important to approach this way to social work and what are the organizational conditions that make it more visible and effective?).

Having an intercultural approach to work means at first – in our opinion - to accept to interact with people, groups, organizations, different from us. These cultural differences, that are not only the cultures of origin, but also the theoretical systems of values, habits, thoughts of reference that each one of us brings and acts in everyday life, they are explored and brought in because the emerging interaction can really be productive. Accepting therefore to interact, but also working in order to build the organizational conditions that make it possible to interact with those who work bringing differences of looks, thoughts and interpretations - we believe – these are the basis of working in the social educational area according to an intercultural approach.

The main problem that arises in an interactive context is that differences make it laborious and demanding, and work is more complex and at times slower. Also, agreeing to interact means accepting not to be the ones who have complete control and power over our work, but this is always built through the contribution that the work brings you thanks to the user, the employee and the customer. This approach to work, that we could define as complex, is likely to be perceived as slow, slightly effective and carrier of interactions that produce little in the short term.

In fact, from our experience, working movements and working design which seem to have been more successful, and of longer duration in the work, they were constructed taking into interaction with all the possible actors (beneficiaries of services, territorial associations and institutions, buyers) accepting that the complexity of the interaction is part of their work as a cornerstone, the foundation on which to build the design, and not something to be expelled from the same. This approach is based on the idea that there is no definitive solution, which is given once and for all, working with social services. But that is contrary to the fundamental need to proceed in intermediate stages of construction and sharing, which help to sustain the sense of design and make visible the direction of their work. In the work of our organization we are therefore trying to develop these services starting from this point, placing the interaction as the cornerstone of their design development. (Short examples of services and projects: FEI, extraordinary welcome migrants, cultural and linguistic mediation service...)

Seminar C Cultural Diversity in Business

What benefits could companies receive from the recruitment of intercultural human resources?

Moderator Francesca Mattioli, Province of Reggio Emilia (Italy)

Francesca Mattioli is head of the area of studies and analysis of the labour market and equal opportunities for the job and training service of the province of Reggio Emilia. EURES adviser for the employment services of Reggio Emilia. She has been working as a researcher for the research center Giuno at the University of Modena and Reggio Emilia, on different themes: diversity management, equal opportunities, reconciliation of working times and life times.

Rapporteur Mara Marangoni, Inventa (Italy)

Mara Marangoni has been working for 20 years with passion in the field of management training for the corporate world. From 2000 to 2003 she served as Head of the training conference for International Business, and also managing the management training program in Italy on behalf of The Economist Conferences ("The Economist" division of London). From late 2003 to 2011 she was the first Marketing Director and then General Manager of Corporate Shenker, Company leader in language training. Four years ago I decided to become an entrepreneur and I founded Inventa Language Training Brokers, company that provides training for companies, specializing in the design of linguistic and cultural paths.

Abstract

From the Diversity to the Global Management Approach: Questions and Case History



Maura di Mauro, SIETAR Italia – Society for the education, the training and the intercultural research, Milan (Italy)

She is SIETAR Italia's Vice-President and serves as counselor on the European board of SIETAR. She is an independent intercultural trainer, coach and consultant. She is specialized on the analysis of people and organizational teams' training needs, and on designing and conducting training programs with particular focus on intercultural communication and management; diversity and inclusion tools and practices; assessing and developing intercultural competence; social responsibility and sustainability tools and practices. She works as a contractor professor of Cross-Cultural Management at the Catholic University of Piacenza and of Multicultural Management at ALTIS (High School of Society and Enterprises). She is author of the book "Organizzazioni e differenze. Pratiche, strumenti e percorsi formativi" edited in 2010 by Franco Angeli, and of several articles on the topics of diversity management, intercultural communication, intercultural competence, and methodologies for intercultural training.

More and more companies and entrepreneurship realities chose to hire human resources or to select collaborators that are characterized for their cultural diversity, so that, diversity in the entrepreneurship industry is not an exception anymore. The DICE project is a testimony of this phenomenon at local level, but both, at national and international level, companies are realizing more and more projects and practices of diversity and inclusion.

First of all, what do we mean by cultural diversity? Why does have sense to talk about it, and for what reasons more and more entrepreneurship realities are trying to use cultural diversity or different cultural identities with awareness and effectiveness? What does facilitate, or vice-versa, what does obstacle diversity inclusion?

What are the companies or the entrepreneurship realities that perceive diversity or cultural multiplicity neither as a threats neither as an normative ought, but as an advantage or an opportunity? And what are the advantages, in fact, that companies can obtain by employing or using multicultural resources?

We will try to answer to these questions going back, first, at the born and evolution of the diversity management approach, passing through the multicultural and arriving at a global management approach definition. Further, we will share some of the business cases that have been deployed from some companies and that explicit the different steps of the diversity management approach, so as so the goals and the advantages achieved by the implementation of different practices. .

Abstract

Diversity, from a Problem to a Value



Marco Conti, Terzo Millennio Foundation, Lugano (Switzerland) *DICE project good practice

Marco Conti lives and works in the Canton of Ticino where he manages the Fondazione Terzo Millennio, private authority dealing with lifelong vocational training and support career transitions. Born in 1962, with a long career in the industry business and a Master in Business Administration, since 2009 he has coordinated and participated actively in projects that support employment and skills development, with a special focus on young adults' (19-25) professional integration issues. Thanks to his entrepreneurial experience with unemployed people from different backgrounds in a territory with a significant foreign presence, he has developed a bifocal perspective on multiculturalism's value. He is currently working on a project dealing with professional integration of people with little education. The goal is to promote the acquisition of new skills relevant to reintegration in the electronics industry through the activities of a dedicated social enterprise.

More and more companies and entrepreneurship realities chose to hire human resources or to select collaborators that are characterized for their cultural diversity, so that, diversity in the entrepreneurship industry is not an exception anymore. The DICE project is a testimony of this phenomenon at local level, but both, at national and international level, companies are realizing more and more projects and practices of diversity and inclusion.

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At this point in the game companies for their vocation they are devoted to profit and assess in particular the competitive advantages derived from the assumption of collaborators. If international companies or multinational companies already know and "partially" benefit from multiculturalism it is not so often for small and medium-sized enterprises still more strongly linked to the territory. Our work in support of vocational integration then passes through the awareness of these companies. Explain and identify possible competitive advantage turns out to be the best way to encourage this process. Only when companies are aware of the benefits dictated by a multicultural staff, they pursue diversity programs.



Abstract

The value of Multiculturalism for Companies

Stefania Celsi, B OnBoard, Milan (Italy)

Stefania Celsi was Partner at Accenture till February 2010, where she worked for 28 years as a change management consultant. At the helm of the entirety of Accenture's National and International projects in the field (such as Newscorp, Lottomatica, RAI etc) she led large teams including more than 100 members. Her career specialization in performance related human resources led her to work on various aspects of management processes, recruitment, development, performance management including creation of projects on leadership. She has also held management positions within Accenture, as member of the Italian Executive Committee and other related EU and Non-EU nations such as, Turkey, Russia, Poland, Slovakia, Greece and the Middle-East. She was in charge of Corporate Citizenship and Lead for Human Capital & Diversity. She was a member of the Expert Committee of the Italian Accenture Foundation till the end of 2011. She collaborates as an Advisor for an International private University with a view to develop programmes that focus on Leadership and diversity. In 2009, she was picked as one of the 70 female managers in Italy who are "Ready for Board", in other words, ready to take up a position on Boards as an Independent Director. She is married and has a 22 year old son.

Study Case n.1: Interconnection Between innovation and Cultural Diversity

"Fostering innovation through a diverse workforce" study conducted by Forbes Insights on more than 320 executives of companies with revenues between US \$ 500 million and US \$ 5 billion available in Americas, Asia-Pacific-Europe / Middle-east / Africa. The focus of the study is the value of diversity, especially cultural, regarding the topic of innovation:

- More 'than 56% of large companies consider diversity as a driver for innovation: typical cases L'Oreal, Mattel that the design and presentation of a new series of dolls for the American market (and African-American) thanks to sensitivity to a multicultural marketing created a very successful product (eg. right names for dolls is a classic case of cultural knowledge);
- More 'than 65% of large businesses believe that applying on a scale multicultural and Global search terms of resources, they are able to attract the best talent (see statements made by Deutsche Bank in this regard);

- Having a multicultural workforce and "different" in the wide sense is a "must" and a fact if you want to be competitive on an international scale;

Study Case n.2: Interconnection Between Company Performance and Intercultural Skills

Another study that examines the issue of the "value of intercultural skills in the world of work" was conducted and published by the British Council, Ipsos Public Affairs, Booz-Allen-Hamilton ("Culture at work", www.britishcouncil.org). The research was conducted with a survey of more than 350 large enterprises and organizations present in 9 countries including Brazil, China, India, Indonesia, UAE, UK, US. In summary:

- More and more 'leaders and top managers believe is a business value having a team of resources with intercultural skills;
- The intercultural skills are considered essential to facilitate international transactions but also to develop long-term relationships with customers and suppliers;
- Furthermore, always according to the research, it is generally improved the work environment because it introduces a greater ability to team working, they bring new ideas and innovation is generated, it improves communication skills.

All this leads to greater efficiency, better reputation and brand identification, eventually an ameliorative impact on the bottom line.

The Value of Multiculturalism for Internationalization

In recent years there has been an acceleration of economic dynamics such as:

- The internationalization of production and sales, with an ever greater importance of trade with foreign countries even by SMEs (Ca. 54% of the total);
- Globalization of consumption, lifestyles, media, culture that combined with the economic crisis leading industrialized countries has made it necessary for all the Italian companies, including SMEs, to internationalize and compete in the world market;
- Exports (ICE the three-year plan from 2013 to 2015 included a growth with an ambitious Overcoming share of EUR 600 mrd, now difficult to reach), despite crisis, grew in the first six months of 2014 compared to 2013, and is expected to grow in the next years;
- These days is the news of the closure of important agreements between Italy and China (more than 8 billion) and that emphasize open increasing opportunities for cooperation between the Italian and Chinese companies with large cultural exchanges between the two countries.

For many companies, it is a difficult and risky challenge, but vital for survival: global competition requires resources with skills, experience and specific skills such as adaptability, learning ability and listening, cultural sensitivity, knowledge of culture, language, the dynamics of the market.

The Value of Multiculturalism for the New Home Market

A new domestic market, but proposed as a multicultural business opportunities for our companies. It 'consists of the important basis of ethnic population and ethnic entrepreneurship with spending power attractive. Who are the new consumers?

- Up more than 4.5 million with an increase of 1.5 million over the last five years;
- They have an average age of ca. 32.5 years compared with 44.7 years of Italian;
- In terms of contribution to the economy and employment, added value resulting from the occupation of foreign immigrants has been in recent years of around 160 billion € / year, equivalent to 12% of GDP;
- In terms of countries of origin prevail Romania, Morocco, Albania, China, the Ukraine, the 'Sub-Saharan Africa, etc.;
- In terms of education, currently more than 3.5% of university students are foreigners;
- In terms of foreign companies registered with the Chamber of Commerce, in early 2012 there

were more than 440,000 (about 9% of the total in Italy), and with an average growth in recent years at around 8%.

Often they are characterized by the presence of communities that constitute a fundamental meeting point not only a religious but also social, economic, cultural one.

Case B On Board

B On Board srl was created to give the best and targeted answers to the needs of businesses that are required to deal with a global competitive context and with a local market increased by increasingly relevant multicultural realities. The predominant focus of B On Board is the human capital in various forms (skills, culture, talent, innovation) aimed at the growing multiculturalism in the economic environment and business. The main levers for increasing Multicultural factor acted on B On Board are:

- Inserting multicultural expertise through targeted recruiting, attracting and selecting the best talent international / multi-cultural in our country (eg. The second generation) and / or in the countries of interest for our companies;
- Upgrading of skills required to manage different cultures through training on cross cultures content management and / or cultures of specific countries, with special focus on topics of negotiation, sales, customer care, ... but not only;
- Increase the know-how and relationships in a context / multiethnic market through specific advice (eg. Survey and assessment, interactions with the different ethnic communities, geo-demographic studies ...) to help companies "devise", "design", "communicate" in a plural society.

The old domestic market is not enough. The new home market is the world. Traditional consumers are added "new consumers".

Seminar D Cultural Diversity in Education

What are the educational needs of young people of foreign origin, the satisfaction of which may allow them to position themselves on the labor market in a more competitive?

Moderator Rita Bertozzi, Education and Human Sciences Department, University of Modena and Reggio Emilia (Italy)

Assistant professor of Sociology of Cultural Processes at the University of Modena and Reggio Emilia, Rita worked on several research projects focussing on the policies for separated children, migrant children in Italy, adolescents and their identity in multicultural contexts, on the educational needs of migrant families and on child-centred research approaches. She is councillor of the Intercultural Foundation Mondinsieme of Reggio Emilia. She is a member of the ISA-Education steering committee and of the Scientific Board of the digital review "Italian Journal of Sociology of Education".

Rapporteur Chiara Strozzi, assistant Professor of Economy, University of Modena (Italy)

Chiara Strozzi is Assistant Professor of Economics at the University of Modena and Reggio Emilia. She is a Research Fellow of IZA and a member of RECent. She received her Ph.D. in Economics from the European University Institute and her Master in Economics from Bocconi University. She has held visiting research positions at the University College of London, Cornell University and the European Central Bank. She has written contributions on the economics of migration, the evolution of citizenship laws and the impact of institutions on labour market performance. Her current research interests include the role of diaspora knowledge networks on innovation in origin countries, educational achievement gaps between immigrant and natives and measures of migrant integration in the educational field.

Abstract

"Becoming a mentor". Case Study of the Ambassadors of Change Mentoring Program



Teresa Buczkowska, Immigration Council of Ireland, Dublin (Ireland)

Teresa is originally from Poland and she has been living in Ireland for the last 10 years. She holds a MA in Ethnology and Anthropology of Culture obtained from Jagiellonian University, Krakow, Poland. Currently she is a PhD student in Equality Studies in School of Social Justice at University College Dublin, Ireland. Her research is focused on illegal immigrants in Irish and in EU context. Teresa has been involved with migrant led organisations since she arrived to Ireland. Teresa joined the ICI in 2013 and she has been working there since in a variety of capacities. Currently she coordinates the work of the Integration Team where she manages a range of projects promoting greater cultural, social, economic and political integration of migrants and Irish society. A key area of work for the Integration Team is anti-racism, political participation, and mentoring of young migrants.

This presentation will describe a case study of a mentoring program for migrant youth that was run by the Immigrant Council of Ireland. The Ambassadors for Change project was designed to promote educational integration, diversity and interculturalism, and to provide role models of educational success to young migrant pupils. The aim of the programme was to train and produce role models of migrant backgrounds who can engage and facilitate dialogue on diversity, equality, racism, and discrimination.

Studies on migrant youth have shown that young migrants are exposed to various stressors including social exclusion, which can be exacerbated by anti-immigrant sentiments. Limited financial resources often force migrants to live in areas of intense poverty where access to high-performing schools, high-paying jobs, social services and other resources is limited. In turn, exposure to greater levels of violence, overcrowded schools, and drugs may result in increased levels of anxiety, depression and juvenile delinquency. Furthermore, migrant youths may not have examples of any successful migrants in their country of residence due to the dislocation and possible social marginalisation associated with immigration.

Hence, involvement in mentoring programmes may be one option to improve young people's lives by giving them practical knowledge and skills to navigate a new society, drawn from the experiences of past migrants. The Demos report 'Evaluation of the Mosaic Mentoring Programmes' (2012) illustrates the positive impacts such mentoring programmes can have on the development and success of young people in boosting their confidence, self-efficacy and long-term employability. This report demonstrated the potential success within mentoring programmes, as it suggested that mentored students show an increased likelihood in aspirations to attend university; an increased sense of well-being, happiness and confidence; and more positive attitudes towards school. This talk will describe the objectives of the Ambassadors for Change program, its local context, the challenges that were identified during its course, and the results that were achieved at the end. It will also reflect on the ethical motives of becoming a mentor.

Abstract

At School of Integration: Case Studies from Switzerland



Sergio Bello, School of Integration, Lugano (Switzerland)

Sergio Bello lives and works in the Italian Switzerland, where he is director of an Educational Institute, based in Lugano. A cantonal structure which, as an educational institution, is responsible for coordinating the intervention activities for young people who find it more difficult to enter the world of work or who are unable to keep it, or who have problems of placement. The Institute groups the education offer in before-apprenticeship (orientation and integration), the six-month motivation, case management and support activities within the two-year Federal training leading to obtain a certificate of practical training. Born in 1962 Bello has always been active in education, first as a teacher of primary school then as orientation leader and later as head of "Pretirocinio d'integrazione" and guidance to become, in 2014, director of the Institute of the transition and the newborn professional support.

In the last twenty years, both nationally and at the cantonal level more and more youths struggle to enter the world of work, interrupt the training or do not pass the final examinations. There are several reasons for the difficulties encountered by these young disadvantaged in this passage: personal fragilities, academic difficulties, social risks, cultural adaptations, complicated family relationships, difficult integration into the labor market. In order to meet the needs of these young people, it has been necessary to establish specific measures which fall within the transition from compulsory education to basic education (post-compulsory schooling) and support during the training. The Institute for the transition and support integrates measures of transition assistance aimed at helping disadvantaged youths to keep and terminate the basic training they began.

The Integration Pre-internship: A Transition Offering for Young People Who Do Not Speak Italian.

In 1993, by decision of the cantonal authorities, born the Integration Pre-internship for the accommodation of young refugees from former Yugoslavia, aged between 15 and 20 years. The school, which lasts one year, is intended to teach the Italian language and to promote the social and professional integration of young people from around the world who move permanently to the Ticino region. Over the years we have been made continuous adaptations to the educational provided to respond effectively to different cultures. Today the Integration Pre-internship offers 3 training courses: one for partially literate youths, one for young people attending school (15-20 years) and one for young people aged 21 to 25 years.

Integration Pre-internship for Young People in School

Theoretical lessons: Italian and general knowledge (language instruction takes place with learning materials designed specifically affecting three main topics):

- Self-knowledge and relational development;
- Knowledge of the local society with an intercultural approach;
- Knowledge of the world of work and career guidance;
- Mathematics, knowledge of the Region and New Technologies (PC use and software application), German, Physical education.

Practical illustrative workshop: Technical drawing - Electricity Wood Nutrition education / food Arts and Crafts, Home Economics, annual institution projects and / or in collaboration with other bodies

Careers advice: classroom lessons, individual interviews, support in organizing internships in companies or at schools for students who demonstrate commitment, punctuality and regularity in attendance.

Individual support: the school offers a support service to young people in difficulty or who show particular difficulties related to learning.

Pre "Integration Pre-internship" for students partially literate

Theoretical lessons: Italian and general knowledge (language lessons take place with learning materials designed specifically to cover two main topics):

- Self-knowledge and development of relational;
- Knowledge of the local society with an intercultural approach.



Abstract

Developing Intercultural Sensitivity and the Pedagogy of Diversity: From the Perspective Applied to a 'Teacher of Patras'

Eugenia Arvanitis, University of Patras (Greece)

Eugenia Arvanitis, University of Patras, Developing intercultural sensitivity and the Pedagogy of diversity: from the perspective applied to a 'teacher of Patras' Eugenia Arvanitis is Assistant Professor in the Department of Educational Science and Early Childhood Education at the University of Patras (Greece) on issues of Interculturality & Otherness in Education. Dr. Arvanitis has lived and worked for a decade in Australia gaining valuable experience in intercultural education and ethnic/migrant language maintenance policies and practices. She is a Research Partner of Common Ground & Learning by Design project team and administrator of the Greek web site, 'Nea Mathisi'. This is a school-based, inclusive and collaborative teachers' professional learning framework, which trials the Learning by Design approach. Lately she became an anti-rumour trainer/agent for C4i campaign involving 250 university students in the design of learning activities to combat prejudice within schools and organizations in the city of Patras.

Diversity pedagogy is a set of principles that point out the natural and inseparable connection between culture, cognition and social development of children (Sheets, 2005). Teachers who consistently recognize, interpret, and respond to student cultural displays, (diverse characteristics, cultural traits and competencies) have more opportunities to respond to students' academic, social, ethnic, and cultural needs. Such an awareness supports social growth, it enhances ethnic identity development, maintains heritage language, and promotes meaningful connections between students' prior cultural patterns of knowledge and the intended acquisition of new knowledge.

In addition, diversity pedagogy encourages teachers to acknowledge that their thinking habits and classroom behaviours are highly influenced by their personal cultural backgrounds/biases. It also reinforces teacher to assume responsibility for developing his/her (inter)cultural competence (awareness, attitude/sensitivity, knowledge and skills). We can define (inter)cultural competence as one ability to understand, interact and communicate effectively and with sensitivity, with people from different cultural backgrounds. A culturally competent person is able to empathize with how people from other cultures might perceive, think, interact, behave, and make judgments about their world (Martin & Vaughn, 2007, Cross et al, 1989).

Overall, (inter)cultural competence is a transformative / interactive multi staged journey (Chin, 2000) from cultural sensitivity to cultural responsiveness (appropriate action). In this context the intercultural work of our prospective teachers at the University of Patras in recent years is compatible with the idea of promoting intercultural cities through creating a vibrant and culturally oriented community of practice. Also, students are given the opportunity to meet with local authorities, NGOs and schools in Patras to discuss in depth intercultural issues and implement collaborative intercultural learning programs. Thus, regional and interregional networks are built to promote diversity, inclusive pedagogy and social cohesion. Finally, our students are involved in a culturally responsive and collaborative professional/ peer learning activities as they:

1. Create intercultural learning communities using web 2.0 social media technology (cgscholar.com);
2. Measure their intercultural sensitivity and prior cultural awareness using the Intercultural Sensitivity Scale (Chen & Starosta, 2000);
3. Identify appropriate ways to enter into new cultural/learning events using action research methodology (learning by doing) (Carr and Kemmis 1986, Mills, 2009, Noffke & Somekh, 2009);
4. Select the most appropriate pedagogical tools: Design culturally responsive scenarios – LbD; Make sociolinguistic profiles; Recreate migrant life histories;
5. Apply in real class contexts (school-based learning);
6. Reflect on their practice and redesign their approaches to deal with real-world issues.

Abstract

Preventing Scholastic Drop-Out with Diversity Advantage



Marwa Mahmoud, Mondinsieme Foundation, Reggio Emilia (Italy)

Born in Alexandria of Egypt in 1984, she arrives in Italy as a child with his parents. She graduated in Arab Languages and Cultures at the University of Bologna, with a thesis on the Egyptian writer and Nobel Prize for Literature Naguib Mahfouz. She began working with the center in 2004 as a teacher in schools and editor of news projects. In 2008 she worked in the editorial staff of La Gazzetta di Reggio. Join Mondinsieme in 2009 as head of educational and cultural relations with the schools, with attention for young Muslim women.

Children and young people born in Italy to foreign parents are more than 500,000 in total and about 900,000 thousand children without Italian citizenship who live in Italy. It is the unintentional generation mentioned by Tahar Ben Jelloun "those who are found to be migrants without having decided to, sometimes without even having migrated". However pupils born in Italy and newcomers pupils are, in some ways, the two faces of the same coin. The school experience of a student who has been educated exclusively in Italian schools is undoubtedly different from that of a newcomer student or from a student who attends Italian school since a few years. Various researches conducted in Italy show that the socio-economic and cultural development of their families is one of the main factors influencing the educational choices of students towards professional schools and less demanding in terms of economic investment and time.

Precisely for this reason, their educational attainment, their inclusion in the labour market, the chances they find to express their identity and their participation in civic life become very sensitive indicators about the real opportunities for social and economic integration, such as the possibility of success that our society offers to those born in Italy to foreign nationals or those arrived at a very early age. In which terms school, territory and institutions can enhance cultural diversity they bring? What role do they play their linguistic and cultural knowledges in their training and professional paths? Are these knowledges an added advantage for them and for others?

It will be presented the pilot project "Tutor in mother tongue" (a project from Fondazione Mondinsieme and Fondazione L'Albero della Vita) that intends to fight early school leaving in some Reggio Emilia's professional high schools by putting at the service of foreign students, some college students with a similar socio-cultural background in order to favour their academic success. The experience offers many opportunities to enhance the skills of these young people, the strategic role they can play to support the school, teachers, students and their families.

Abstract

The Project Tutor in Mother Tongue



Francesco Salvatore, Albero della Vita Foundation, Milan (Italy)

He works in Fondazione L'Albero della Vita as Coordinator of the Project "Emergenza Minori", a program that aims to defeat the social disadvantage of children and promote their rights in the suburbs of main cities. He is also in charge of the Children Participation process for the same organisation, and works with different European Networks on children rights. He has dealt with children and migrants rights, with a special focus on Children Participation, for almost 10 years, with some of the most important Italian organizations. During this period he has been also involved in psychosocial support activities in emergency contexts.

Let us enrich ourselves with our mutual differences

- Paul Valéry

The Article 3 of the Universal Declaration of UNESCO on Cultural Diversity states that: "Cultural diversity widens the range of choices offered to everyone; it is one of the sources of development, understood not only in terms of economic growth, but also in terms of access to an intellectual, emotional, moral life and spiritual satisfaction." The same Declaration also claims that it is the task of education to arouse the awareness of the positive value of cultural diversity. Starting from the need for an awareness of the positive value represented by cultural diversity, it is necessary to explore the extent to which the wealth included in stories, points of view, experiences and skills of the children of immigrant origin has been understood by the education system and more generally by the society. How much have youths the opportunity to express themselves? Is their point of view taken into account? How many and what participation processes are active in our educational system, inside and outside schools?

In order to try to answer these questions, the intervention focuses on the right to participation and the social role of children of foreign origin. The first part of the intervention deepens 5 keywords: rights, tools, space, opportunities and support. Words that make up the so-called approach RMSOS (Rights, Means, Space, Opportunity, Support), and are the main factors influencing participation and involvement of the kids. Finally, inspired by the experience of the Project "Mother Tongue Tutor" (Fondazione Mondinsieme and Fondazione L'Albero della Vita), the concept of diversity as a model and as a resource-generating "social profit" for the community has also been investigated.

Abstract

Solidarietà 90: Intercultural Education Activities

Elena Bertolini, Solidarietà 90 Cooperative, Reggio Emilia (Italy)

President and Legal Representative of the Cooperative "Solidarietà90". In 2005 Elena was a member of the Provincial Directorate of a trade association, called "Legacoop" and subsequently, given her professionalism and her administrative and management skills regarding education services, She was appointed as coordinator of the Equal Opportunities Commission. Elena started in 1986 as educator for summer camps organized by the Municipality of Reggio Emilia, then she worked as a professional in the education services for children 0 through 6 years of ages, as an animator for theatre festivals, educator and coordinator of afternoon education services. In the course of her career she gave lectures and offered consultancy services to public and private institutions.

The original core of ideas, people and projects of Solidarity 90 dates back to 1991. Since its creation, this Cooperative has been able to interpret and give answers to needs and issues emerging from the local social context, providing adapted human care services. The principles that drive the process design of our projects are: territoriality and attention to context, the centrality of the human being, qualified employees providing our services.

Solidarity 90 offers social and educational services, in partnership with public and private customers, always trying to combine service quality and competitive cost management.

Among its services, there are also activities related to the issue intercultural integration at school. The intercultural projects aim to develop language skills and are based on different actions, including Language courses for foreign students to support their learning of the Italian language and afternoon workshops in schools.

The afternoon workshops are addressed to mixed groups (Italian and foreign students) and aim to improve integration and language fluency by peer learning through alternative and creative means of expression, such as music, handling, bodily activities, theater, etc. ...

Solidarity 90 currently addresses this service also to children, boys and girls newly arrived in Italy and living in local municipalities.



APPENDIX 2

The Diversity Advantage Manifesto

Article 1 - RAISING AWARENESS

- 1.1. Decision-makers should understand, through their direct involvement in trainings and activities, the value of cultural diversity as a source of enrichment, innovation, progress and social cohesion for their communities.
- 1.2. Decision-makers should learn from the most successful policies and best practices in achieving workforce diversity, implemented in other States, and try to replicate them adapting them according to their contextual factors, process factors and resources.
- 1.3. Decision-makers should involve the academic community more actively in awareness-raising and public debate about diversity.
- 1.4. Decision-makers should develop TRIANGLE dialogues with research and higher education institutes and the business sector.

Article 2 - LEGISLATIVE FRAMEWORK

- 2.1. Decision-makers should facilitate the process of revalidation of a professional title obtained abroad, through the Adoption of a system of easily readable and comparable degrees.
- 2.2. Decision-makers should explicitly mention the Intercultural Competence in the European Qualifications Framework (EQF) and in the respective National Qualifications Frameworks (NQF).
- 2.3. Decision-makers should include the teaching/learning of the Intercultural Competence and extra-UE languages in the planning of National Curricula for state schools.
- 2.4. Decision-makers should change the “jus sanguinis” law, in those UE countries where it is in force, in favour of the “jus soli” law, in order to guarantee all individuals born in UE state members from foreign born parents equal opportunities compared to their counterparts.
- 2.5. Decision-makers should define policies that encourage both the public and private sectors to recruit candidates with intercultural competence skills (i.e. setting up a system of incentives and rewards).

Article 3 - PRACTICES AND ACTION PLANS

- 3.1. Decision-makers should put in place public programs to directly support the match between the labor demand and supply in their respective domestic job markets, and participate in joint international initiatives in regards to the international markets.

Article 4 - MONITORING AND ASSESSMENT

- 4.1. Decision-makers should put in place a measurement/assessment system to prove the diversity advantage in collaboration with research and higher education institutes.

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Intercultural Centre Mondinsieme
Municipality of Reggio Emilia
Via Marzabotto 3 - 42122
Reggio Emilia (Italy)
Mail - info@mondinsieme.org
Tel. - +39 0522 456525



Centro Interculturale
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