

THE



UNRAVELLING THREAD

disaffection among minority ethnic young people



A "work in progress" report



Cooperazione per lo Sviluppo
dei Paesi Emergenti ,Florence



Wuppertaler Initiative für Demokratie und Toleranz,
Wuppertal



Dynamix ltd, Swansea



Associazione Interculturale Polo Interetnico, Bologna

THE UNRAVELLING THREAD

Disaffection among minority ethnic young people in Europe

A “work in progress” report

Copyright

2003, COSPE (Florence) on behalf of
The Unravelling Thread-partnership

Editors

Ilaria Forti & Evert-Jan Hoogerwerf

Project team

Sabrina Ardizzoni, Caterina Bertelli, Sophie Cooper,
Ruth Ghebreleul Iyasu, Sebastian Goecke, Evert-
Jan Hoogerwerf (project leader) Marco Marigo,
Maria Omodeo, Roberto Pasquali, Yacob Tecleab

Special thanks to

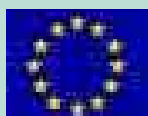
Momena Ali, Giovanni Amodio, Elisabetta Bonfatti,
Demetrio Collina, Stefanie Damps, Elisa Delvecchio,
Ioannis N. Dimitrakopoulos, Dani Geier, Kathrine
Infantino, Yvonne Jardine, Daniela Kappler, Tso
Chung Kuen, Roberto Maffeo, Demir Mustafa and
Rom youngsters, Angela Perna, Silvia Rodolosi,
Marcello Rossi, Carsten Stefan, Selvaggia Tibiletti,
Tobias Wenderoth, Moritz Zinkernagel, Sandro
Zipoli, Elisabetta Zucchini

Translation

Beatrice Romano

Layout

Daklea Nishani & Giacomo Braccialarghe



Published with the financial support of the European
Commission, DG Employment & Social Affairs.
The report reflects the views of the authors.
The Commission is not liable for any use that may be made of
the information contained in this report.

FOREWORD

This report is to be read as a preliminary report of a project under construction. The Unravelling Thread project, an exploration into the world of minority ethnic young people in various European countries experiencing disaffection, has just begun. Funding has been obtained from the European Commission, for a first, preliminary phase, while there are opportunities for further funding within the same EC Social Inclusion Programme. This report is the deliverable of the first phase.

The content consists of semi structured, rather rough material; building stones for further investigation, action research and transnational exchange.

The reader is encouraged to read the introduction first. It offers a conceptual framework, necessary to smoothly digest the rest of the pages.

The authors express their wish that not only the project partners, but all key people and organisation of good will, might benefit from this early work.



INTRODUCTION 3

FLORENCE

SWANSEA

WUPPERTAL

BOLOGNA

GOOD PRACTIC AND RESEARCH

QUESTIONNARS

- Florence (youngsters)
- Florence (mothers)
- Swansea
- Wuppertal

**CONCLUSIONS AND FUTURE
PERSPECTIVES QUESTIONNAIRES**



DISAFFECTION AMONG MINORITY ETHNIC YOUNG PEOPLE

The Unravelling Thread project is concerned with the issue of adolescents' disaffection among minority ethnic young people in Europe and its most common manifestations. In the overall perspective of this project adolescents' disaffection is perceived as a factor of risk; the risk that the thread that ties these youngsters to mainstream society might break, if not supported adequately.

Much valuable research has been done in several European countries and interesting strategies have been developed addressing general issues as adolescents' disaffection, bullying, early school leaving, violence and aggression among youngsters. Many researchers, observers and professionals in education indicate youngsters from immigrant communities as being more at risk than others, pointing at cultural differences as the main cause for tension and important obstacles for social integration. In many cases negative stereotyping against certain groups of immigrants considered "problematic" might favour the phenomenon of bullying against the children of those particular groups. For the same reason autochthonous observers will tend to focus on those episodes that involve immigrant youngsters as aggressors and not on episodes that involve them as victims. This leads of course to a restricted picture of reality.

Nevertheless, not much is known on the role that specific factors as the cultural conflict and direct or indirect discrimination by institutions and peers, have on the processes of identity development and growth and how these factors favour the escalation of situations of tension, conflict, bullying and in the end social exclusion.

Looking at numbers, and thus generalising, there is evidence that migrant youngsters from some communities, are less successful at school than their autochthonous class mates. Negative stereotyping, linguistic problems and traditional schooling systems definitely bear the biggest responsibility in this, but also schools promoting inclusiveness and openness towards the special needs of all pupils, experience difficulties in effectively supporting their migrant pupils.

Anyway, schools are not the only institutions involved in the education of youngsters. Families and the larger community represented by the local authorities, have a responsibility as well. In most places the local authorities and youth and social services will support recreational and leisure activities to channel adolescents' energy towards constructiveness, but not many of these initiatives have managed to involve groups of migrant youngsters

for longer periods. On the contrary, in many European towns and villages the problem of “baby” and youth gangs meeting in and outside the school, violence among youngsters, deviant social behaviour in the streets and parks, drug and alcohol addiction is a fact and kids from certain minority ethnic groups according to recent data are more at risk than others to get involved, either as victims or as aggressors/transgressors. In the family sphere the cultural conflict might emerge in its clearest forms and the natural tendency of the child to seek security and protection might be frustrated by consistent difficulties of the parents to come to terms with life in the country of residence and to claim their rights.

The correct perspective is to consider these kids as victims, first of all, and to recognise the failure of the “adult world” and the institutions to adapt to changing social contexts and to offer credible perspectives and opportunities for these youngsters. Any attempt to intervene should thus start not by repressing but by taking these youngsters and their problems seriously and by highlighting their potentials and resources. Starting early with coordinated and holistic intervention, at primary school level, aiming at prevention and based on positive action, seems to be a promising approach. Probably only co-ordinated action between schools, local services, youth initiatives and families will be able to sort out effect on the long term. Pilot projects and local action plans should be developed to provide policy makers with good practice and recommendations to hook their youth and education policies on.

It might be good to recall that this project is not interested in youngsters from minority ethnic groups as such. Hundreds and thousands of them are highly integrated in mainstream European society and are as successful as all other groups. The focus of the project is on those with problems that they cannot solve alone, on the causes of their disaffection whether related to their ethnic, cultural or linguistic background and on the effects their disaffection has on their process of growth and on the development of sufficient self confidence to face life as an integrated and respected member of society.

The lack of social and psychological wellbeing and integration in the larger community, has a negative effect on the future perspectives of these youngsters. Early school leaving means no qualifications and thus



difficulties in getting a qualified job, or even a job at all. This might lead, in the long term, to dependency, poverty or deviant and even criminal behaviour.

It leads anyway to social exclusion, as it is mainly through their work that people make a living and gain status and self-respect.

In the case of migrant youngsters, interrupted school careers might have a negative effect on the development of language skills, thus making the search for a job an even harder task.

Aims

The Unravelling Thread project intends to contribute to the development of innovative youth policies that aim at preventing minority ethnic young people, and in particular those with a recent immigration history, to be socially excluded. Through the active involvement of local governments, schools, NGOs and families in different European countries and through an efficient model of transnational information exchange and cooperation, the issues at stake are under investigation and new strategies to face the rising problems will be defined and tested starting from the results so far obtained. Strategies to fight social exclusion locally are expected to be enforced through the project and their evaluation will contribute to complement the national action plans. Much attention is dedicated to correctly informing policy makers and politicians in the field of education and youth policies. Concrete recommendations will be made, thus providing the audience with corner stones to hook their policies on. The project has an open method of coordination involving local stakeholders. During phase I local activities involving all stakeholders have been undertaken. These networks have contributed to the development of shared objectives for phase II and further activities to be implemented that express the viewpoints of as many stakeholders as possible. The principal audience of The Unravelling Thread project are policy makers in education and youth intervention. In the "State of the Art" phase I report they will find interesting resources and information. Models of intervention and prevention will be developed and tested during phase II. Following this phase concrete recommendations and proposals for positive action and intervention will be published, in order for policy makers to hook their policies on.



A two-phase approach-activities

The principal aim of phase I has been to implement a process of capacity building involving the core partners and their local networks. In the overall logic of the project and in line with the EC recommendations, phase I has been a preparatory phase for further action under phase II, focussing basically on two overall aims:

- Laying the basis for high quality and innovative action in phase II
- Investing in networking and human resources to implement phase II

More in detail the following objectives have been pursued.

- To collect and to analyse existing research, knowledge and good practice dealing with the issues at stake.

All partners are currently involved in youth work and educational activities involving groups of immigrant youngsters. Some have specific institutional responsibilities as the City of Wuppertal, others, as COSPE, are NGOs promoting equal opportunities and issues concerning the multicultural society, while the other partners, APII, Dynamix and COSPE itself, provide educational services addressing youngsters from minority ethnic groups and other youngsters. The project has made the exchange of experience and expertise in this field possible as a basis to discuss knowledge gaps within the partnership. Key questions have found a preliminary answer and a research plan into existing literature and good practice has been carried out. In many cases partners have decided to make original research by interviewing minority ethnic young people directly.

- To gear the attention of existing local networks towards the issues at stake and to prepare their involvement in phase II.

As mentioned earlier the problems at stake can only be tackled by co-ordinated action between all stakeholders. To prepare their involvement and to benefit from existing expertise, each core partner involved in the project has activated its local network of institutions including local authorities, universities, schools and/or youth centres, associations of migrants, youth organisations, citizens committees, etc. Mixed special interest groups have been formed in each town and have discussed the research outcomes and contributed to the phase II definition. For the phase II application these networks have been formalised. Each stakeholder has brought in its specific viewpoint, thus contributing to a common process of growth.

- To define, by involving all partners and stakeholders, the objectives of phase II and to develop the work plan.

The steering group members have met immediately after the two day

international seminar to evaluate the first phase activities and to define the objectives and the work plan for phase II. During a three day permanence in Florence and Bologna the key decisions concerning phase II application have been taken.

- To disseminate phase I outcomes through the publishing of a web report.

This web report contains the first phase results and should guarantee the dissemination of the outcomes even if the phase II proposal will not be selected for further EC funding.

From a methodological point of view the following steps have been undertaken:

Formation of an international steering group/International partnership meetings

During a kick off meeting, phase I objectives and implementation have been discussed with the steering group members, one for each core partner organisation. The steering group members are key people in the project. It is their task to co-ordinate the local interest groups and the research activities and to report the outcomes to the other partners.

Literature research and analysis

A researcher for each partner organisation has been involved in literature and good practice research and analysis. A grid for the description and analysis of experiences considered important for the project has been provided for by the project co-ordinator. Most of the outcomes are presented in this report.

The setting up of local groups of interest

Locally small, multi disciplinary groups of interest or capacity building groups have been set up involving various professionals, among which educationalists, teachers, youth workers, psychologists and experts in intercultural education and conflict management. People have participated representing organisations and institution interested in the issues raised by the project.

International seminar

During an international seminar in Florence (May 23/24, 2003) the outcomes of the literature and good practice research and local experiences of good practice have been discuss with the partners and representatives of their local networks. New organisations have joined the partnership.

Partners

The following organisations are involved in the project:

COSPE (Florence, Italy) – Consortium leader

City of Wuppertal (Wuppertal, Germany)

Dynamics Ltd. (Swansea, UK/Wales)

AIPI (Bologna, Italy)

During phase I the following organisations have joined the consortium:

Antigone (Athens, Greece)

Diversity Foundation (Sofia, Bulgaria)

Local networks involve the following members

Florence:

- Youth Medical Centre. ASL S.Donnino
- Health Education Department, ASL Florence
- Municipality of Florence, Education Directorate
- Schools
- University of Florence, Department of Statistics
- University for Foreign Students, Siena.

Wuppertal:

- Der Oberbürgermeister der Stadt Wuppertal, Dr.Hans Kremendahl
- Medienprojekt Wuppertal, Andreas von Hoeren
- Stadt Wuppertal, Ressort Zuwanderung und Integration
- Stadtteilbüro Nachbarschaftsheim Wuppertal e. V
- University of Duisburg and Essen

Athens:

- Greek Federation of Teachers in Private Education, Chairman Mihalios Kouroutos
- Athens local authority
- Schools

Swansea:

- Local Education authority
- Minority Ethnic Women's Network
- Swansea Bay Asylum Seeker Support Group
- Swansea City Youth Access Minority Support Team

Sofia:

- University of Sofia

Bologna:

- Municipality of Bologna, District of San Donato
- Municipality of Bologna, District of Savena
- High School: ITC Manfredini
- Istituto Comprensivo 10, Bologna
- Municipality of Bologna, Educational Bodies

The transnational dimension for an action research as The Ravelling Thread project is important for at least three reasons:

1. Being a rather widespread phenomenon with important social implications, studying and preventing adolescents' disaffection among minority ethnic young people is a priority for many European countries. Although national and local contexts are different, many problems seem to be similar across Europe. As there is not yet much specific knowledge available, international exchange will definitely improve the capacity of single member states and local stakeholders to provide new answers to new challenges related to implementing inclusive youth policies. In Italy the field of interest and intervention is entirely unexplored, despite the countries' outstanding tradition in education. In England and Germany more research is carried out although often the approaches have been different. The City of Wuppertal, one of the project's partners, has a leading role in intercultural education, in the broadest sense, for youngsters in Germany, recently recognised by the central government in Berlin. These organisations and others that will join the partnership will definitely learn a lot from each other.

2. The project intends to contribute to the development of European policies on social exclusion. As a matter of fact the project, during phase II, will develop and test models of early intervention and prevention that aim at inclusion and whose evaluation will contribute to the development of inclusive youth policies in Europe.

3. The fact that the project has to deal with different national and local contexts will add to the value of the action research. Certain phenomena could have context-related explanations that are more difficult to define if the context is not a variable. Investigating to what extent factors leading to adolescents' disaffection are culturally related or local-context-related, is an important feature of the project.

Preparing for phase II

Phase I of The Unravelling Thread project has to be seen as a process of collective growth and decision making. The entire set up of the work plan has aimed at getting multiple perspective information on the issues at stake and at defining objectives and a work plan for phase II.

The various exchange moments between the steering group members have guaranteed the development of a common approach to the issues at stake. The writing of the application for phase II has been a shared responsibility between the partners



During the first phase of the Unravelling Thread Project Cospe has carried out the following activities:

Meetings with restricted groups of teenagers with minority ethnic backgrounds

Distribution of a bilingual questionnaire (Italian-Chinese) to over 30 youngsters

Contacts with "listening" centres

Meetings and contacts in order to create a network between various stakeholders

Creation of a questionnaire to be submitted to parents

Meetings with restricted groups of teenagers with minority ethnic groups were organised in order to have their direct participation in the writing of the bilingual questionnaire. We submitted them a first draft of the questionnaire with questions regarding their arrival in Italy; the enrolling into Italian schools; their perception of the Italian school system; the relationships with their classmates and their teachers; their relationships outside the schools; their school life and whether they are still attending school; in case of dropping out the reasons why; their use of other spaces beside the schools, such as sport centres, cultural centres, "listening" centres; their expectations today and, if and how, their expectations changed since their arrival in Italy. To these questions they added other inputs such as:

- **The physical** spaces inside the schools and how they perceived them
 - **The language** gap
 - **Cultural** differences inside the classroom
 - **Religious** images inside the classrooms and their perception of them
 - **Their** need to be encouraged
 - **Fun** ways to learn L2 languages
 - **Ways** to find friends and to mix with Italian youths
 - **The feeling** of being between two worlds and having mixed feelings on both worlds
 - **The fear** of completely losing the cultural and general knowledge of their country of origin
 - **The lack** of their direct participation in all the issues concerned
- The above meetings were then reported inside Cospe's group, working on the first phase of the Unravelling Thread Project.

From our reflections on the meetings it was particularly stressed out:
The importance of direct participation of teenagers from minority ethnic groups in all the planned activities.

Finding the ways to make it easier for youngsters to express themselves, their expectations, their uneasiness, their viewpoints.

Highlighting positive aspects of their presence in Italian schools, avoiding to depict youngsters from minority ethnic groups, only as persons with "problems".

The bilingual questionnaire has been submitted to over 30 teenagers from minority ethnic groups. From the reading of the questionnaire it came out that most of those youngsters felt:

- Lack of** representation
- Lack of** opportunities
- **Lack of** future perspectives
- Most of** them have witnessed violence toward other youngsters of minority ethnic groups, inside and outside schools.

During the first phase of the Unravelling Thread Project psychologists working in listening centres have been interviewed. Two different types of listening centres, inside and outside the school (in a territorial health centre), have been targeted.

In both places the psychologists hardly reported any youngster from minority ethnic groups among their clients. For what concerns the listening centre inside the school, the psychologist told us that in one year of service not one minority ethnic kid had used the centre, even though the school population is rather mixed. In the second listening centre they told us that over the last three years of service only three minority ethnic youngsters had used the centre services. The following considerations could explain the under-representation of minority ethnic users among the served population.

- Cultural reasons** – different values, expectations.
- Negative social** opinions towards the families that influence the teenagers and lead to a diffident attitude.
- The impossibility** to meet with a psychologist from the same ethnic group, as most professionals working in territorial services are civil servants that are due to be Italian nationals.
- Absence of** a linguistic-cultural mediation
- Absence of** direct participation of teenagers (native and non-native) in the creation of "listening" centres.

Various institutional stakeholders have been contacted among which:
Junior high schools and high schools;

- Maria Francesca Gola** from the National Health Centre "Fior di Prugna"
- Roberto Vigevani**, a sociologist from the department of Health Education of the Azienda Sanitaria Locale 1 (Local Health Unit)
- The City of Florence**

A special interest group has been created involving different stakeholders and the first results have been discussed with the group.

14 A questionnaire has been developed to be submitted to parents in order to collect their point of view on all the various issues that concern their children. So far there are no results to report.



INTRODUCTION

As the Welsh partner for the Unravelling Thread Project Phase I, we at Dynamix Training Co-operative undertook the research with two approaches. We undertook web-based research at a national level for five of our studies. These were very interesting with regards to innovative practices in the field of disaffection and alienation among young people from minority ethnic backgrounds, and strategies being employed to deal with this problem.

The other approach was to look at local initiatives, also with regards to innovative practices in the field of identifying disaffection and alienation among young people from minority ethnic backgrounds, and strategies being employed to deal with this problem. It is often the most cause for concern when a young person 'disappears' between services, which means problems are not identified and are therefore not dealt with. By the time the problems do surface, they have can have grown, and it can be too late to deal with them. Therefore what emerged as particularly interesting was how local initiatives interacted with each other, and to what extent they managed a multi-agency approach, in order to prevent young people slipping through the net and 'disappearing'.

Swansea overview

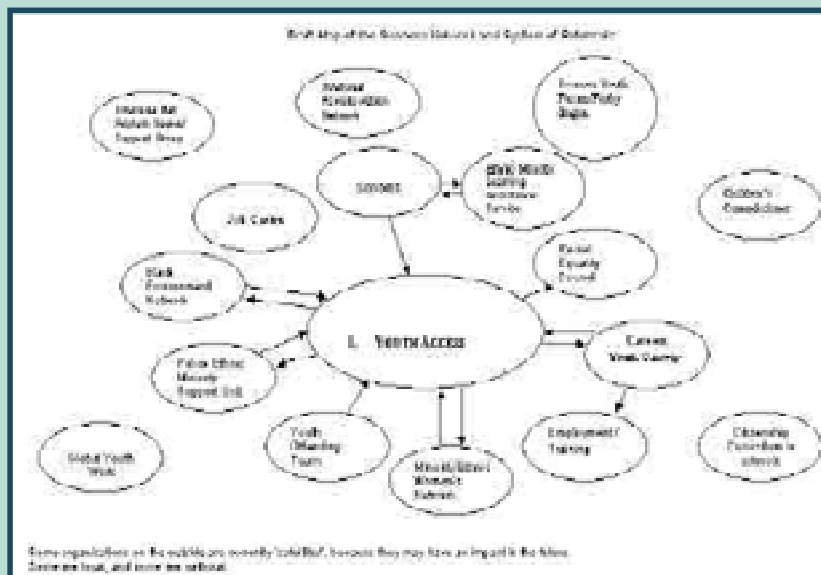
Wales have non-white ethnic (minority) backgrounds. Most Welsh authorities have low proportion of their population from an ethnic minority background compared with England. Swansea has the 3rd highest number in Wales, and proportion in its population of 5,000 or 2.2%. The ethnic minority population is diverse, but the group that predominates is of Asian background, followed closely by those of Chinese background.

Summary

Locally we interviewed four organisations, and from these organisations we built up a picture of local initiatives, both statutory and voluntary, and how they work together. We also carried out a consultation with a group of young people who are asylum seekers to find out from them their personal experiences what initiatives they have found particularly helpful, or not, in settling into life in Swansea and feeling included into society.

During the Unravelling Thread Phase I Project the Youth Access Ethnic Minority Support Team (YAMES Team) emerged as an initiative central to the area of interest. This Team provides education, training and employment support to ethnic minority young people (14-19 yrs) and their families in Swansea. A lot of the Team's work focuses on precisely the area of interest of this Project 'disaffection and alienation among young people from ethnic minority backgrounds'. This Team is innovative and dynamic, and as the only support team of its kind within Britain (as far as we are aware), there is a lot of potential to learn from their experiences. Many other local initiatives work with the group concerned, and carry out vital work, but they also serve a wider client group. The Youth Access Team works very closely with these other initiatives and organisations in a system of referrals (see draft map), in order for the client group's needs to be met.

SWANSEA NETWORK THAT HAS BEEN BUILT UP FOR PHASE II



Outcomes, Lessons Learnt and Innovative Practice

Firstly the right of young people to be consulted in all matters that affect them as indicated in Article 12 of the United Nations Convention on the Rights of the Child. Involving young people in the definition of 'disaffection', its causes, its indicators, and its consequences not only is a requirement, but also makes sense; being the experts and will therefore have the most experience and solutions most likely to succeed.

Secondly the peer-support initiative, as presented by Yvonne from MEWN in 'women supporting women', this could also apply to young people supporting young people.

Thirdly the way the informal network of organisations work in partnership in Swansea. The YAMES Team would like this network to be formalised, and recently called for an emergency multi-agency meeting in response to a sudden rise in drug-taking and crime amongst BME youth. This meeting was attended by the Education Service, Social Services, the Police, Youth Access, and the Racial Equality Council. The Youth Access Minority Support Team welcomed the opportunity to liaise with other services to enable a multi-agency approach, but needs for a working group to be set up and to meet on a regular basis to monitor and address issues.

Fourthly initiatives that are preventative, trying to catch the young people before they drop out of school, turn to crime, and miss out on opportunities. Notably this is in contrast to the majority provision for disaffection of mainstream youth, which on the whole deals with issues once they have become more serious, and young people have already given up on school and turned to crime. Therefore the mainstream Youth Access could learn from the approach of the YAMES Team.

These preventions included a summer03 programme of events and trips funded by the Youth Offending Team, and the Black Environment Network. There has already been an indication that during this time there was a significant drop in offences committed by BME youth over the summer period. Also an after school club that has been set up. The membership stands at 78 and runs every evening of the week from 4 – 6 pm. The young people who currently use the facility are of Bangladeshi, Pakistani and Arabic backgrounds. They can take part in activities, relax in an unthreatening environment, do their homework, and receive counselling and advice.

Recommendations for the future

At present the YAMES Team are doing a great job of coordinating services to fulfil the needs of one of the largest minority ethnic communities in Swansea, the Bengali, Arabic and Pakistani communities. However there are other young people who need their help; namely Asylum Seekers and refugees, and other smaller BME communities. Not only would the Team need more time and resources, they would also need workers from these communities that understand the culture and speak the language (identified as necessary to access these young people, to understand issues being faced by them, and to gain their trust). Already the YAMES Team needs more workers and more time to deal with client increase. The very specific and growing need of asylum seeker/refugee communities in Wales is also a group that at the moment doesn't have a service dedicated to the needs of its young people.

Some organisations on the outside are currently 'satellites', because they may have an impact in the future. Some are local, and some are national.



INTRODUCTION

Within the framework of the EU project "The unravelling thread", the "Wuppertaler Initiative für Demokratie und Toleranz" published in Germany the first results of a study analysing puberty development differences between young male Germans and immigrants. The aim of the study was to find out if there are any development differences between young male natives and immigrants and, if so, to explain their nature. The results will be used to develop strategies that can properly address the identified difficulties and developmental disorders and standardize them at European level. In Wuppertal, the "Wuppertaler Initiative für Demokratie und Toleranz" prepared a questionnaire with the support of the Immigration and Integration Department and of the Public Health Office.

Through qualitative interviews, 21 young men aged between 16 and 24 were asked to say what they thought of their puberty, what kind of problems they had and what helped them in that developmental phase.

First of all, it came as a surprise how openly and frankly young men answered even very private questions. Therefore, results offered a wide cross-section of young men's different views while coming to partly unexpected conclusions. Here are just some examples: no sex education, existing relational problems, lacking support by parents, teachers and adults, education disadvantages, lack of orientation – e.g. of vocational guidance – and no models. In addition to that, especially black young men complained about constant overt and veiled discrimination.

In many respects the results strongly contradict young immigrants' predominant image. On the other hand, they are a good opportunity to reflect upon the common idea of such a group. They may also help to essentially reconsider opportunities for young immigrants and to keep developing them. Results will surely be useful to education experts working with the target group and also to parents: the latter might be able to better understand existing communication difficulties and to remove them. By reading the results, young people, too, may realize that they are not alone with their problems. Results should therefore come together in further training for education experts, involvement of parents and project work with young people. The study has already been presented in a European symposium in Florence at the end of May. It has been very well received, because it provides a comprehensive analysis of the group chosen as the object of research and offers ideas for work strategies. In Florence, it has been decided to extend the study – integrated with a quantitative analysis – to all other participating countries. Besides, not only girls but also parents are going to be interviewed in the next study phase. It will give a complete picture of the subject. Participating young men were involved in the analysis and evaluation of the results as well as in the development of strategies and will continue to be part of the whole project.

Main results:

First of all, referring to possible factors of growing insecurity and puberty developmental disorders among young males, it should be observed that they are mainly due to lack of support by both adults and society, increased commitments (together with negative prospects for the future), no guidance, unclear roles, norms and values.

The study clearly shows that the common image of parents giving proper support and care – particularly to young immigrants – is wrong and no longer the rule. Young males are refusing the world of adults: they find their peers more trustworthy as reference persons, models and helpers.

It allows us to identify young people's needs. They are not met by adults – at least not to the extent that the youths think they should be.

In addition to many other aspects, study interviews show that the world of adults as well as general social conditions (isolation, school pressure, everyday discrimination, no social guidance) are regarded as extremely negative by young men. Therefore it becomes clear that they especially miss the following values: They are as simple as they sound: support, frankness, trust, understanding, respect, models, security and love.

In many respects the emotional world of young men can be described as disturbed: neither refusing the world of adults nor giving more weight to the circle of (peer) friends can compensate for what they feel they are lacking. Showing off and superficiality (continue to) predominate even among young people and seem to leave just a bit of room to honesty, security, trust and frankness. Only a minority of the young men interviewed for this project can be classed as self-confident, stable and optimistic.

Those are the ones saying they received love, affection and trust and they will be able to hand down such values to others – no matter what kind of problems they had or are going to have (e.g. separation of their parents, interrupted careers, drug experiences). They admit that just the above-mentioned factors helped them to overcome such crises. Other factors are spreading insecurity among young men: the male role is no longer clear-cut and women's expectations of men have changed. Men who are the only breadwinners are out as well as machos. The same applies to always strong, sex-obsessed Supermen showing no emotions, appearing to be above everything else and behaving like the best and only protectors of their families against all the obstacles in the world.

According to the study, adult males – particularly fathers and teachers – seem to constitute negative models – or no models at all. They are often accused by young men of being insensitive, selfish and incapable of dealing with them respectfully and on an equal footing. Referring to their behaviour as householders, to employment and education, they are usually not regarded as models – especially not by young immigrants.

Even material values or bragging (having a driving licence, owning a car, designer clothes, a house, money) seem not to be very important anymore. Self-fulfilment, joy of living and being appreciated come to the foreground: practising an interesting profession, carrying out creative plans, enjoying oneself and having no ties seem to be more significant.

At first sight, that may sound like sheer selfishness. However, the answers explain that it is just a way to get those crucial contributions to self-esteem

strengthening that young men need. Through personal gratification, they can not only feel more appreciated, but also more satisfied, more reliable and better disposed towards others. In this respect, one notices a similar evolution in the attitude of young male Germans and immigrants born in Germany or living here for a long time. Besides, the gap between prospects for the future and goals in the area of the search for self-fulfilment is progressively narrowing – also through increased access to qualified education. All in all, problems and processes characterising the puberty phase of both young male Germans and immigrants seem very similar. At least referring to young immigrants living in Germany for a long time, it may be partly due to the fact that socialization happens similarly – or even almost identically – for both groups. Young males are also exposed to the same media and influenced by the everyday environment they share, by the same education and employment world. There are differences in cultural and religious backgrounds as well as in problems with certain social contexts (e.g. discrimination, fear to be ousted and the constant feeling and awareness of being different from Germans or of being regarded as such). Young male Germans don't have those problems. In both groups social status – which determines the degree of care and support –, everyday social environment and parents' standard of education are crucial to a normal development without any relevant oddities or disorders. Also psychic stability as well as cognitive and social abilities of the individual young men seem to be very important for a normal development. They are not shaped by external factors only, but also by some prerequisites, which change depending on individuals. For instance: conflict management and degree of aggressiveness, and tendency to introversion. Of course, psychic stability of individuals is influenced by everyday life events and experiences, and also by the opportunities to work through them. According to the study, the stablest among the interviewees are the young men who manage not to tackle problems by themselves and decide instead to open up by asking and calling for help.

All in all, the study shows that it is necessary to reconsider the image of young males (especially that of young male immigrants) in order to adapt it to changed contexts. The same applies to work strategies, methods and contents to be used with such group. In addition to the actual work with young people, such information should shape work with parents and adults, further training for educators, outreach work in the district, vocational guidance, work in schools and kindergartens.

The study should also influence social processes and guidelines – e.g. support to integration, participation, the Immigration Act and social legislation. However negative and problematic the results may seem, they should not lead people to pity young males, but rather to help, support and accept them, to take them seriously, to pay attention to them, to respect them and their feelings.

Hopefully adults – especially men – will be able to think about their own role, be more self-confident and act as reference persons and positive models.

Full report in German is available.

Please order at sebastian.goecke@stadt.wuppertal.de



The Bologna local interest group includes:

- 2 project leaders,
- 1 young research member,
- 2 education scientists in charge of educational activities in local districts,
- one middle school vice-headmaster, operating in a school belonging to one of the above mentioned local districts
- one high school teacher, operating in a school belonging to the other of the above mentioned local districts,
- the director of the Bologna Municipality Educational Institutes. The latter is in charge of four city youth centres for young people 11 to 14 years of age, of a residential structure for abused minors, and has monitored school-to-work transition program grants for youngsters at risk.

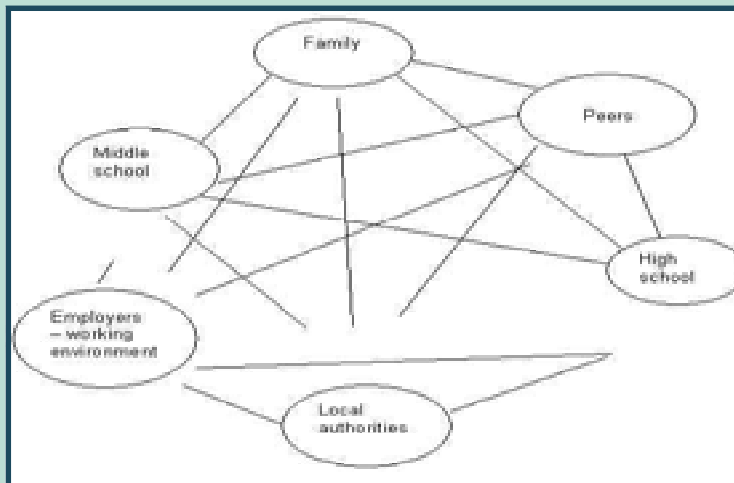
Though some of the above-mentioned group members had worked together before in various projects, this was the first time that they had worked together as a coordinated unit.

We began by analyzing in depth the topic of disaffection, starting from local and international case histories, as well as the relevant Italian and foreign literature which has been engaging debates on the subject in the past few years. Our initial assumption was that, while the recent past had engendered many preventive or curative measures on youth disaffection, along with quite a few empirical studies, very, very few, if any, systematic research had been done addressing ethnic minority factors as relevant to the matter at hand; this assumption turned out to be correct.

The language factor, the cultural gap between families and the surrounding environment, the diverging demands placed on students by school and family, together with the lack of recognition accorded to their diversity, and the lack of counselling in the most critical phases of emotional growth and transition — all these may be held to be stress factors conducive to visible disaffection. A definition of these is of paramount importance in order to describe and reinforce the effect of possible corresponding protective factors.

In the light of the various projects taken into consideration, and as a result of the exchange of information between group members, it seems important to approach the problem systemically, in all its complexity.





The complexities and relationships built into this frame are considerable. During adolescence, the contents of all the labelled elements shown here are subject to dramatic changes. There is also a high risk that one of the links may break and interrupt the continuity between the elements themselves. A youth whose ethnic minority background entails a different relational system runs an even higher risk. Thus, the elaboration of supportive factors to prevent the frame from collapsing becomes even more crucial.

It is important that each one of the subjects named in the labelled elements be aware of playing only a partial role within the frame; at the same time he/she must be made aware of his/her responsibilities and given adequate tools with which to fulfil the role.

One of the educational strategies which our group feels essential to its goals is the creation of a mediating agent whom all the characters in the frame may relate to, and who is capable of acting as counsellor and reinforcer for the various phases of adolescent transition and growth.

It is therefore important, on the one hand, to address the issue institutionally, upholding all those structures which endorse continuity — the fact that in contemporary Italy, where both the school system and the political system are going through a phase of volatile instability, in no way attentive to this kind of approach, makes things even more difficult. On the other hand, there is also a personal level, wherein the subjects and their interactions within the context are involved: this is why it is of primary importance that educators — both adults and peers — be physically close to the youths they interact with, in terms of positive role models and providers of opportunities for self-evaluation and self-awareness.

Each character within the frame has the potential to act as protective factor and risk factor as well. An efficient project must be able to establish where the weak link lies, and immediately reinforce it. For instance, the extracurricular educational agency (EEA) may help forge a better link between school and family — a traditionally weak link at that — or between

the family and local services, or between the school and the adolescents' peers. Even school may play a major part in building a social framework for the recent newcomer, provided that its role, far from being confined to the acquisition of scholarly and cognitive skills, be educational in terms of a holistic approach to the student's personality. Whereas today this may be considered standard for elementary school and, partially, middle school, a fairly dramatic cleft may be seen in the transition to high school, with its obsession with qualified and measurable performance, its selective attitude and its tendency to exclusiveness. Here, then, is a focus worth working towards: the establishment of a continuity between middle school and high school, whether vocational or preparatory. Local services should be able to create extracurricular environments in which the student may be led to an enhanced awareness of his/her identity-course (What am I leaving behind me? What new items am I acquiring?), while at the same time reflecting on interpersonal relationships (peer-to-peer, student-teacher, offspring-parent) beyond the limits of stereotype and prejudice ("North Africans and Albanians may not be violent today, but they'll certainly become so in time"; "For sure, Romas will not go to school"; "the Chinese will surely have problems learning Italian, but they will be less troublesome, besides, they've been working since they were very young", a.s.o....).

These special environments may be set both within and without school grounds, during and after school hours.

Characters and educators working within the framework must acquire the tools which allow them to operate easily in terms of:

- observing and interpreting signs of disaffection;
- reading their context
- acting (individually or collectively).

The conclusions of the Bologna Workgroup call for:

- Identifying and analyzing the various subjects which come into play in the formation of a context.
- Applying a systemic methodology aimed at integrating all the elements of the framework.
- Identifying the risk- and protection-factors for ethnic minorities youths, by coming to an understanding of the interpersonal dynamics among the relevant subjects.
- Offering adequate professional qualification for educators, if possible through exchanges among schoolteachers, educators, after-school teachers, families, as well as local services and vocational training operators. This would allow the acquisition of specific tools.
- Offering an environment where youths might come to a better awareness of their identity-course, beyond stereotypes and prejudice, allowing them to work out their own choices (equal opportunity).

These environments would function in terms of links and accompaniment to the communication between the various characters of the frame.

INDICE

Type of source and traceability

Meeting with Javier Edo Ausch

President of the Association and president of the Platform for Voluntary activities in Valencia, Spain.

Short general description

The association works mainly with non-EU minors, who are not accompanied by adults and have been abandoned, through a networking intervention (RED DE RECURSOS A MENORES EXTRACOMUNITARI).

This includes the coordination of different schemes of intervention such as reception, social and educational initiatives, housing, employment and legal aspects.

Children are generally received in specific hosting centres that are networked and connected to the association. In the Valencian community we find that of Burjassot (Valencia) and of Godella (Alicante).

Description of experiences and projects:

- Area of social intervention

Aim: to avoid, through the support given, the situation of abandonment in which they find themselves turning into deviance and violence

Therefore, an intervention at various levels was formulated:

At the training level: classes of Castellano and contextualization and in many cases of literacy through active participation and the respect for cultural identity, with the aim of ensuring the youths keep their culture

At the leisure level: sports, cultural activities and socialization

At the personal level: psycho – social intervention and support of the minors

- Area of intervention in employment

Assumption: a job is a determining factor for inclusion and autonomy

This activity consists of promoting access to information, supplying legal assistance and the tools for vocational training.

During the activity in 2001 many young people positively achieved their process of autonomy, once they obtained the necessary documents, keeping their job.

- Project "Cooperative multicultural teaching"

This type of project is carried out in schools with the aim of following up the inclusion of the minors in the education system. It mainly involves accompanied minors.

This project focuses on the coordination and networking of three aspects:

Teacher training

Support to families

Peer tutoring: the native students become tutors of their foreign classmates. This latter aspect is the most important in that its effective implementation stresses the core importance of the peer group in the process of socialization, inclusion and school success.

Why is the experience of interest for the project?

The two points listed here below fall within the section of the project called "adequate action supporting young immigrants".

The networking, constantly fostered by the association, is implemented for the projects in favour of both accompanied minors and those who are not. It generally permits the establishing of some contacts with other stakeholders (education centres / training centres, school mates, teachers...) that directly or indirectly influence the integration of foreign youths and, at the same time, give security and support to the minors.

The situation of the unaccompanied minors is different from that of the accompanied ones in that, in the absence of the original family, the action is based mainly on external relationships, – (social intervention)

Moreover, we have to keep in mind the specific features of their migration plan that is more closely linked with employment.

The principal type of support will be the help given to plan their future with the support of a specific network composed of the professional figures that protect their positive growth according to the process previously described.- (intervention on employment)

In the cooperative multicultural project (the second most important project) it is highlighted that a positive inclusion can be achieved through the creation of a helping relationship between peer groups led by the support network. The peer to peer contact, in the first place, does not assume any age difference; it is obtained among young people of the same age, among which the exchange of experience represents an actual strength.

During the interview, the president stressed that the importance of and the need for projects like this one lie in their aim and stem from the need to combat and win over xenophobic and racist trends.

Moreover, he also specified the importance of the terminology due to the fact that the project is called multicultural (no integration, or assimilation of another culture) and cooperative because the stakeholders are multiple – the school, the family, the classmates – and that the challenge lies in the capacity for creating cooperation inside and outside the school.

The training of teachers or personnel inside the school who are more in contact with them, is an essential part and is achieved through planning, meetings and complementary training.

What can be considered the key information element for The Unravelling Thread project?

The work carried out by the Avar team, made up of social workers, educators, psychologists, pedagogists, lawyers, teachers, linguistic mediators and volunteers, highlights the need to give young immigrants a network of support that can respond to their state of distress.

The Black Environment Network

Good Practice

Type of source and traceability

The Black Environment Network is a national charity, and a member organisation with over 600 members.

Dating and placing

Projects run throughout the year and are ongoing.

Key source of information: Siobhan Hayward – Development Worker
BEN Cardiff office, CDS, 2nd Floor, The Maltings, East Tyndall Street
Cardiff CF24 5EA, Tel: 02920 470202, Email: siobhan@ben-network.org.uk, www.ben-network.org.uk

Short general description

BEN works in the field of ethnic participation, working to improve ethnic communities' quality of life in the built and natural environment. The Black Environment Network works to establish ethnic environmental participation, focusing on:

The Natural Environment

The Built Environment

Heritage and the Environment

Health and the Environment

Housing and the Environment

Why is the experience of interest for the Unravelling Thread Project?

They see their approach as unique, working to support ethnic communities while at the same time recognising that mainstream organisations must also be supported to gain the awareness and skills to provide information, resources and services which are socially and culturally relevant to the needs defined by ethnic communities.

BEN has several innovative projects specifically targeted at the group of interest:

- Sustainable access project – women and children's programme, enjoying the countryside using sustainable public transport.
- Sustainable access project – youth group programme, young people exploring the countryside.
- The Gateway Project, promoting social inclusion through access to Wales' historic gardens.
- Mosaic 2000 – the women's workshop, exploring sustainable development through the arts.
- Rediscovery Wales, improving young people's health through outdoor adventure activities.
- Video art youth project, environmental understanding through countryside adventure.
- SKLP Samaj Community Centre – courtyard project, greening the built environment.

Bullies and Bullies, an interactive exhibition

Good Practice

Type of source and traceability

Direct Observation, documentation distributed during the exhibition

Aipi, Via Cà Selvatica 11, Bologna, tel.

Dating and placing

3 March – 6 April 2003 San Giorgio di Piano (Bo)

The exhibition was designed and put in place by the Cooperative ABCittà and taken to Bologna by the Minguzzi Institute and the Provincial Authority of Bologna. It is addressed to children from 9 to 13 years old.

Key source of information: Alessandro Zanini, Istituto Minguzzi, Via Sant'Isaia 90, Bologna, Tel. 051 524117. Cooperativa ABCittà, Via Pinamonte da Vimercate 4, tel. 02 29011249.

Short general description

The exhibition is targeted at school classes and includes an interactive pathway guided by a number of educators lasting one and a half to two hours. It is divided into two parts of the same length, both structured with a range of environments and games that lead the children to think over and take a stand on the subject of the specific module. The first part of the pathway, through ten modules dedicated to animals, leads the children to perform a self-evaluation on the skills they have to reduce the issue of bullying. In the second part of the pathway, children are invited to measure themselves against the different contexts representing daily situations and thus to understand the social-affective skills that they adopt in the various situations.

The exhibition pathway is accompanied by a number of seminars-meetings that address the teachers and are organised in order to supply them with further tools to get to know, prevent and address episodes of bullying.

The exhibition is structured in such a way that it challenges the social and relational skills of children according to the cognitive-behavioural model: communication skills, cognitive aspects inherent to communication, acknowledgement and expression of emotions, assertiveness.

The exhibition was targeted at pre-adolescents (from 9 to 13) in the province of Bologna and was visited by 3000 children out of a potential number of 3200.

Why is the experience of interest for the project?

Despite the fact that from literature related to bullying it has been observed that there is no correspondence between the tendency to bullying in children and the socio-economic or cultural level and even less the ethnic origin of their parents, the experience gained can be interesting for various reasons.

The pathway created for the exhibition aims at achieving the educational goal through original and innovative methodologies: the space of the

exhibition was created putting at the centre pre-adolescents starting from their sensory sphere and putting into play their cognitive skills; it aims at stimulating emotions in children and thinking them over. Children thus become the players of their relationships, aiming at developing their related skills and raising their awareness.

The exhibition intends to be a training course for children as well as for teachers, that is, two of the three subjects of a possible action of prevention, the third one being the parents. The teachers are called on to take on their responsibilities as models and references for adolescents, also in terms of their relational and communication skills.

In order to remedy a problem or prevent it, it is essential to work not so much on the symptom, in this case both the victim and the bully, but rather on the context, which determines the development of certain behaviours, which can be identified in the school setting among the students, teachers and parents.

What can be considered the key information element for The Unravelling Thread project?

Bullying is an issue linked to the development of behavioural models in children and in the context surrounding them.

'Diogol? Safe?'

Good Practice

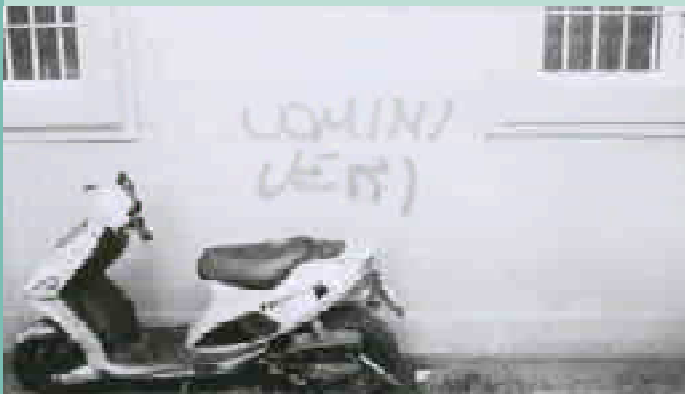
Type of source and traceability

Diogol?/Safe? is a participatory drama based project that aims to create a positive climate for refugees and asylum seekers by encouraging host communities to empathise with the reality of their situation.

The project was created by Small World Theatre or SWT (smallworld@enterprise.net) in partnership with the Welsh Refugee Council and Global Connections (janie@globalconnections.org.uk)

Dating and placing

The Diogol project is running in Welsh schools and communities from April 2002 to April 2004.



Key source of information: Small World Theatre Evaluation Report of Year 1 of Diogol? Safe?.

The key contact with Small World Theatre is Bill or Anne. The key contact with Global Connections is Janie Pridham.

Short general description

The Diogol? / Safe? Project uses performance, participatory drama workshops and classroom based Rights sessions to enable young people and their parents to relate their personal experiences to those of people in other parts of the world who have been forced to leave their homes. The project is seen as innovative in the field of refugee integration in Wales in the way it uses drama to focus on creating a positive climate for refugees and asylum seekers by encouraging host communities to empathise with the reality of their situation. Small World Theatre liases with housing contractors and the Local Education Authority to target schools in areas where asylum seeker or refugee families are being housed. The Project uses a refugee mentor living locally who attends almost all of the sessions, answers questions as an 'expert'.

Why is the experience of interest for the project?

The Project undertook a participatory planning day with 25 stakeholders (from City and County of Swansea, educational advisors, funders, project partners, community groups, schools, Swansea Poverty Action Network (SPAN), racial equality and refugee support organisations). This participatory day informed the design of the project.

Learning from the 1st year, this project is working closer with the Education Department in its 2nd year, in particular the Education Personal and social Education advisor. Alongside the sessions with pupils, this year teachers will have parallel in-set training sessions on Rights / drama approaches and dealing with asylum seeker / refugee issues in schools.

A positive climate for refugees and asylum seekers was seen to develop within the schools and amongst parents and other adults who attended performances by the children, and discussions with the refugee mentor. Comments from parents showed a desire to help by being inclusive towards refugee families in their locality. The performance by their own children, and meeting and talking with the refugee mentors about their personal experiences further brought the reality of the refugee experience home to them.

"Drama has an uncompromising connection to emotion and the power to transform human behaviour by developing the emotional intelligence of participants" (Phillip Taylor, 2000)

Fior di Prugna- Medical Centre for traditional Chinese Medicine S.Donnino Campi Bisenzio

Good Practice

Type of source and traceability

"Fior di Prugna" Medical Centre for Traditional Chinese Medicine
Via Pistoiese n.185
Tel: 055 8961894
Fax: 055 8996508
E-mail: fiordiprugna@asf.toscana.it
Dating and placing
On-going, from 2003 it is open to male adults as well.
Key source of information: Director. Sonia Baccetti

Short general description

"Fior di Prugna" is a centre for traditional Chinese medicine that offers medical and physical Chinese therapies such as acupuncture, the tui na Chinese massages, energetic gymnastics, Chinese medical remedies, Chinese diet, etc.

The centre was set up, as part of the local public health unit of Florence, in 1995 targeting both the Italian and non-Italian population with special regard for Chinese immigrants.

"Fior di Prugna's" main goal is to integrate Chinese medical techniques with western medicine and to provide traditional Chinese medicine for a large population that has migrated from China to the area of S.Donnino, Campi Bisenzio and Prato.

The Centre is open five days per week, 36 hours per week.

Fior di prugna's staff is made up of: 1 general doctor, 2 doctors in acupuncture, 1 rehabilitation therapist, 1 professional nurse, 1 cultural mediator, 1 Chinese/Italian interpreter, 1 administrative worker, a large number of voluntary workers.

Fior di Prugna is located inside a public medical centre (ASL) together with gynecology, pediatrics and general medicine surgeries. To access the Centre clients have to pay a medical fee that covers 4 sessions.

Why is the experience of interest for the Unravelling Thread Project?

Fior di Prugna is the only public health centre in Europe that integrates traditional Chinese medicine with western medicine.

It is of high interest for the project as it offers traditional Chinese medicine to a large population that has migrated from China to this area on the outskirts of Florence.

Many of Fior di Prugna's clients are youngsters of Chinese background who often show symptoms of uneasiness and/or depression. The Centre's management seemed very interested in collaborating with The Unravelling Thread Project as one of their many goals is to work on prevention. Gearing the resources of schools, community centres and territorial services towards common goals in that field seems to be an essential strategy.

The Gandhi Literacy Centre

Good Practice

Type of source and traceability

Description of a long-term educational project based on Service reports and interviews with staff members.

The Gandhi Literacy Centre

Via dell'Osteria 1, Florence, Italy

Phone number +(39) 055 3024708.

Dating and placing

The Centre has been operating since 2001 in a suburb of Florence characterised by a high rate of (recent) immigration, mainly from mainland China.

Key source of information:

Maria Omodeo (service coordinator)

Caterina Bertelli (second language teacher)

Short general description

The Gandhi Literacy Centre is run on behalf of the City of Florence by Cospe, in collaboration with the social cooperative "Il Pozzo". The Centre targets immigrant children in the school-going age and their families recently arrived in Italy. Its aim is to support their successful integration in the local schools and school communities, and to improve their opportunities of school success. The staff intends to reach these aims by fully respecting the cultural and linguistic identity of the students.

The first difficulty encountered by foreign children is the possibility itself of gaining access to education, because of the tendency of some schools to accept only a certain quota of foreign students, and at times, because of the objective problems of lack of vacancies. This occurs despite the fact that there are clear laws stating that all children within compulsory schooling age, including any illegal immigrants, have a right to go to school. The screening carried out by the Gandhi Centre shows that in Florence District 5, where the Centre is located and works, out of a total of 1200 children 200 were not able to gain access to a school. Italian schools, moreover, have the tendency to enter the children in classes which are behind their age, thinking that a longer exposure to the Italian language helps their schooling. As a matter of fact, when children find themselves with younger classmates, they have increasing difficulties in socialising and have an increased feeling of being inadequate to the Italian school system. This is proved, for instance, by the many well-performing students who leave just before the final test of the third year of the middle school, on account of their embarrassment and frustration in having to compare with much younger classmates.

The majority of immigrant citizens living in the area where the Gandhi Centre is located comes from China. This means that over 70% of the

children attending the Centre have a cultural and linguistic background that is very distant from the Italian one. These children need longer and more complex literacy courses than their Moroccan, Albanian and Roma peers, who represent other important groups within the total school population of the area.

The Gandhi Centre offers: primary and secondary level courses of Italian; Summer courses; computer courses; homework support; courses of Chinese thanks to a twinship programme with Chinese schools; a multi-lingual library, refresher courses for teachers. Schools are invited to actively value linguistic and cultural expressions from the countries of origin of their migrant students.

The Gandhi Literacy Centre assists parents in their contacts with the school through translation and cultural and linguistic mediation services, and through courses of Italian. To help school teachers to teach Italian as a second language to Chinese students, courses of Chinese are organised for them.

Why is the experience of interest for the project?

The experience of the Centre shows that a good knowledge of the local language is an important instrument for a real integration in the host country. Good results at school increase a child's self-esteem and induce to continue studying. In the long term this results in better job opportunities. Good results at school can therefore facilitate the process of integration of foreigners in the host society and avoid the risks of marginalisation that too often young immigrants have to face.

The Centre demonstrates that the integration in the host society has to be achieved by respecting the cultural background of the child.

Moreover, the respect for and enhancement of the culture of origin of the children are essential in order to have an impact on the racist social fabric that too often still distinguishes the Italian society. The questionnaires distributed by the centre every year show that, as soon as they arrive in Italy, children tend to blame one another for the lack of inclusion in the circle of Italian friends, stating that the cause is to be found in the poor knowledge of the language. But the longer the time spent in Italy extends the more the objective duration of this difficulty is identified with the attitude of rejection that Italian children have towards them. These questionnaires and the screening that the Gandhi Centre carries out are part of a monitoring scheme that has been going on for two years. All the data and results are then handed out to the municipal administration, which can take direct action on the schools and on the Regional Education Directorate, so as to lobby the people responsible for finding a solution to these issues. Finally the Centre's experience highlights the importance of language teaching to parents. The fact of not being able to speak Italian might undermine their parental role especially when it comes to supporting their children adequately. As a Chinese mother stated, I have started to study Italian "to speak with my children".



Gypsy Campsites Office, District of San Donato

Good Practice

Type of source and traceability

Interview

District of San Donato, Via San Donato 68, tel.051 6337511

Dating and placing

The District of San Donato established the office in charge of the Roma Campsites in 1991 under the delegation of the Municipality of Bologna over the Roma campsites in the community. In 2002, after the refugee camps were closed it was converted into the Immigration and Community office.

The campsites in question had been installed by the Municipality of Bologna to tackle the wave of Romas coming from former Yugoslavia.

Key source of information: Elisabetta Zucchini, pedagogue at the District of San Donato, already in charge of the Gypsy Campsites Office.

Short general description

This office was set up to handle the situation of dire degradation in the Roma camps: health problems, overcrowding, dropping out of compulsory education, exploitation of child labour, crime. It also had to cope with the hostility of the natives towards the "gypsies".

This office acts along two main lines: frequency of attendance at school, starting with inclusion in the nursery schools through school-to-work transition, and access to council houses.

The scheme designed for school attendance started in 1994 and has gone on until 2002. The services on offer are diverse: school guidance, family counselling, balanced distribution of minors in schools, mediation in the relationships between the school and the family, formulation of individual schemes inside and outside the school.

The action of professionals is based on the principle of making the involved parties responsible: families and teachers. Making families understand the meaning of going to school, showing the teachers how to handle the relationships with Roma families without having to resort to the mediation of the services.

Work is carried out thoroughly by professionals who initially accompany the families in every meeting organised by the school.

The access to council houses is based on a strong political commitment by the District in coming to terms with the discontent of the natives.

The tangible results of the interventions were: the closing of the Roma camps, the increased school attendance rate and the teachers taking charge of the relationships with the Roma families.

Why is the experience of interest for the project?

It is a policy which was successful in healing a situation that caused a serious case of marginalisation of an immigrant community, laying the bases for a possible integration. The intervention developed over a period of eight years, accepting a difficult challenge, which went against the stream compared to the municipal and national policies involving the gypsy population.

All this was possible thanks to the combination of three elements: the power given by the Municipality, a strong political choice made by the District, and the presence of motivated professionals.

The factors of success in the process have been: the contemporary action in the immigrant community and in the host context. The decision to make the concerned parties responsible, with a view to making the intervention less and less necessary. The legislation protecting minors and that on compulsory education that the office could use as leverage in order to justify interventions.

This experience, therefore, has shown that policies of integration that aspire to tackle problems like those involved in the integration of problematic communities, such as the Romas, must be far reaching and long-term. This can be achieved if there is a combination of judicial tools, political will and motivation of professionals.

What can be considered the key information element for The Unravelling Thread project?

The policies for integration must have an impact on both the immigrant community and the hosting context.



I.J. Music school within IPM

Type of source and traceability

Good Practice

Interviewing the professional in charge.

Popular Music School, Ivan Ilich, Via Erbosca 22, Bologna, tel. 051 356042

Dating and placing

The intervention was carried out over the years 1999-2002 inside the Juvenile Prison (IPM) of Pratello in Bologna, in 2 meetings lasting 2 hours per week.

The juvenile prison is one of the places where there is a high number of immigrant adolescents; Italian offenders are a striking minority; those from Bologna and the north of Italy are very rare (only a few occasional cases over the years under scrutiny).

The mechanisms of protection of our welfare state, the cultural proximity and the racial prejudice of professionals working in the prison affect the origin of the offenders to the extent that a certain hierarchy, basically a racist one, sets in among them: in the first rank we find those who come from the south of Italy, then the Slavs (then white foreigners), the Romas, and finally those from Maghreb (that is, coloured people).

Key source of information

Popular Music School, Ivan Ilich, Via Erbosca 22, Bologna, tel. 051 356042

Short general description

Aims of the intervention: creating a mixed music group inside the prison. Leading the adolescents to relate to each other in a creative way and respectful of the characteristics of each one. Making some of the boys attend music courses outside the prison.

Professionals (two men and one woman) have to cope with big difficulties in involving the youths due to the clash with the hierarchy dominating the relationships between the offenders. They decide to leave them the freedom to participate in the workshop, and base their work on improvisation and the musical skills of each participant. Their skills as musicians allow them to gain recognition and respect from the youths. The work on music inverts the prison hierarchy: those from Maghreb "train" the workshop, but each participant has equal dignity.

During the first year of intervention a fully-fledged multiethnic music group was born (formed by an Albanian, a Macedonian, an Italian, a Tunisian and a Moroccan) and two boys entered music courses outside the school.

In the following years, some positions within the management of the prison changed, bringing along increasing difficulties, a lesser sharing of the aims of the intervention, which finally was not proposed anymore.

36

Why is the experience of interest for the project?

The type of professionals, music teachers, but first of all musicians, and

not educators or music therapists, fostered an equal relationship with and respect for the youths: this shows how important it is to provide them with clear objectives and roles that can be recognized by adolescents. The introduction to a context ridden with different evaluation elements, such as those based on musical skills, has enabled them, within the workshop, to win over the hierarchical structures that dominate the prison. The work on music is the result of a collective work that has enabled them to develop new ways of relating to others, on the basis of respect and collaboration.

It is important to develop an awareness of those socio-cultural structures that, in the most varied contexts, can lead to involuntary hierarchies, even deeply racist ones. The introduction of different logics and skills, as is music in this case, can help us unveil and uproot these hierarchies. The situations in which more emphasis is placed on the result of a group work lead to the development of positive relationships, notwithstanding the competences of the individual elements of the group.

What can be considered the key information element for The Unravelling Thread project?

There are some tools for encouraging and developing group work even in dire situations.

Intercultural psycho-educational supervision

Good Practice

Type of source and traceability

Direct observation

Aipi, Via Ca' Selvatica 22, Bologna.

Dating and placing

Meetings have been held from March to May 2003 as part of the after-school activities of AIPI.

The after-school activity is a project promoted by the Municipality of Bologna – Service for Parents and Children, with the participation of AIPI and a few high schools in the city. It involves 60 boys and girls of various nationalities (Italian and foreign), from 13 to 18 years old. Children are guided in their study and homework by volunteers and trainees.

For the foreign newcomers 2 classes of Italian have been organised. The activities are divided into 2 phases: studying (from 3 pm to 5 pm) and playing/expressive activities (from 5 pm to 7 pm), two days per week.

Key source of information: The professionals working at AIPI doposcuola Ms. Caccialupi working at the Health Centre for Foreign Women and their Children, Via Zanolini 2, tel. 051 4211511

Short general description

Within AIPI after-school activities, professionals (volunteers, professional



educators, trainees, teachers) have asked to study some aspects of the family culture of the participating adolescents in depth. The project manager has requested the intervention of Ms. Caccialupi, a psychologist who is responsible for the Health Centre for Immigrant Women and Children belonging to the National Health Service (ASL). Ms. Caccialupi has helped organise 5 meetings with the professionals in her working timetable. During the first meeting a training pact was established whereby Ms. Caccialupi suggested a working pattern which included a case analysis. The question that the group asked at the beginning was: how can we identify disaffection and how can we act, in particular when we take into consideration the factor of "ethnic minority"? The case analysis enabled the participants to define the "cultural situation" starting from each individual, by applying an efficient observation methodology, keeping into account the socio-cultural elements of the children and their families.

This method, an inductive one, enabled the participants to develop complementary skills (observation, analysis, understanding of their emotions, and a lay person's vision of the tools and strategies of the various actors) as well as specific knowledge in other cultures that can affect the real life of boys and girls from foreign minorities in Italy.

Why is the experience of interest for the project?

Adolescents in emigration find themselves mediating and negotiating very deep aspects of themselves, in order to build their own identity finding a balance between the family culture and that of the host society. The professionals, the adults who work with ethnic minority youths, often have to cope with topics that affect them directly. Through the action of educational guidance they act out a deep personal change, and therefore they feel a strong need to be guided.

The inductive method is particularly efficient for coping with controversial and particularly sensitive questions avoiding moralist or ideological judgement; the observation methodology allows the drawing from the competences which belong to interculture without falling into folklore stereotypes but with specific and clear educational objectives.

Experience highlights the fundamental importance of the fact that professionals be trained: on the identification of disaffection, on cultural diversity, on educational approaches.

What can be considered the key information element for The Unravelling Thread project?

Professionals are in a position to affect the quality of the choices of adolescents they work with in a very positive way. Therefore, the initial training must be supported by guidance along the way.

The Kivotos Initiative

Good Practice

Type of source and traceability

A case study presented by the Greek association Antigone within RAXEN National Focal Point mapping exercise.

Dating and placing

The multi-ethnic Youth Centre Kivotos was established in 1997 in Kolonos, a poor and marginal area adjacent to the city centre of Athens.

Key source of information: Ioannis N. Dimitrakopoulos and Daphne Mavrommati, Antigone Information and Documentation Centre on Racism, Ecology, Peace and Non Violence.

Short general description

The Youth Centre Kivotos is a spontaneous reaction to local problems by an individual, the priest of the local parish, and a small group of people who volunteered to help him. The Centre caters today successfully for the needs of 350 children and young people providing them with regular meals, health care, psychological support, educational and vocational assistance and guidance, cultural and athletic activities, job placement. Despite the fact that the Centre has been created by the initiative of a Greek Orthodox priest it is multi-ethnic and multi-cultural. So, beyond catering for the children's physical and educational needs, the Youth Centre has a wider impact in the society by preventing actively and systematically the marginalisation of the vulnerable multi-ethnic social group that composed the reality of Kolonos.

Why is the experience of interest for the project?

One of the main concern of the Youth Centre Kivotos is education, because of the high rate of children and young people that had dropped out of school in the area of Kolonos. Without a vocational or educational qualification young people cannot find employment and are forced to resort to any illegal activities in order to earn a living. This leads to further marginalisation and social exclusion.

All the activities of the Centre, from the provision of regular meals to the assistance with homework and psychological support, are conceived to grant children's and young people's safety and emotional stability. In this context they can improve their educational performance, increase their self-esteem, improve their social behaviour and break the vicious circle of marginalisation. The context of these activities is multi-ethnic and multi-cultural. The latent concern of the Centre is in fact the social integration of children belonging to disadvantaged social groups, particularly from the migrant, Roma and Muslim communities resident

in the area. In this way, social integration and opposition to racism and intolerance do not constitute a separate activity of the Centre. They are embedded within all social interaction and in this sense they are “naturalised” as children learn to live in a social environment where their cultural, ethnic, religious or linguistic “difference” is both taken for granted and accepted as “natural”.

What can be considered the key information element for The Unravelling Thread project?

Social exclusion and marginalisation can be avoided if the potentialities of each child are duly improved and valorised. This has to be done in a context that does not teach directly but infuses indirectly tolerance and respect for the other in every single activity.

The Medical Foundation – Caring For Victims of Torture

Type of source and traceability

Good Practice

The Medical Foundation (caring for victims of torture)

Website describing the work of the MF

<http://www.torturecare.org.uk/contact0.htm>

Dating and placing

Ongoing

Key source of information: Child and Adolescent Team, The Medical Foundation, 96-98 Grafton Road, Kentish Town, London NW5 3EJ

Short general description

The MF is a human rights organisation that offers medical and social care, practical assistance, and psychological and physical therapy to survivors of torture and their families. This is provided free of charge to the client. They also raise awareness and campaign on the subject of torture. The Foundation has 95 interpreters who facilitate communication between staff and clients in 60 different languages.

Children and young people who have been tortured or have witnessed torture are seen by psychotherapists from the child and adolescent team. To help these young people through the process of healing they work via a number of therapies including music, art and writing.

Central themes for adolescent refugees are social, cultural and physical identity. The MF is seeing an increase in the number of unaccompanied children. Children are seen several times before their needs are fully understood.

The foundation also offers different types of counselling for young people including a girls only group. They also do preventative work in schools and youth groups. They point out that they are seeing children

who might not have needed treatment had they received sufficient support on arrival in the UK. The website also offers case studies and examples of work by young people attending the clinic.

Why is the experience of interest for the Unravelling Thread Project?

The work of the Medical Foundation enables young survivors of torture seeking asylum to find strength and stability despite their experiences. It tries to give them a voice to speak out, and a chance to move forward using non-threatening methods that cross cultural barriers; with support from people who speak a language they understand, in order to give them a higher chance of positive mental health and well-being.

Medienprojekt der Stadt Wuppertal

Type of source and traceability

Media Education Centre
<http://www.wuppertal.de/borderline>
Dating and placing
On-going

Key source of information: Co-ordinator: Andreas von Hören
Medienprojekt der Stadt Wuppertal, Hofaue 55, 42103 Wuppertal
Phone number: ++49 202 5632647, Fax: ++49 202 4468691

Good Practice

Short general description

borderline - crossing the border as the concept of active and product-oriented youth-video-work

The video-work with the young people in Wuppertal serves first of all the authentic and creative expression of the youths' aesthetics and their experience of life, which means, that the aim of the video-work is a practical one, not just a pedagogic method (even if it is considered to be an effective one and extremely up to date). For those who organize this work, their own interest in film (active and passive, producing and receiving) is combined with the curiosity in young people's creativity and dynamics.

"borderline" - that's the name of the Wuppertal Jugendvideomagazin. The name is the program (and for 90% of the young people, who do not know about the word's origin in psychiatry, it just sounds good). "borderline" is at the same time stage and speech for the young in a (media) world that is dominated by grown-ups. It offers young people the opportunity to present "their ideas, their music, their opinions, their fantasies, their tips and tales - funny or thrilling, ironical or angry, erotic or sad, cheeky or cool, political or crazy".

Besides, the youth-video-work has a more preventive character concerning violence, right-wing extremism, drugs, HIV and aids, and

41

other diseases of this world. This is what the pedagogues pursue, and this is how they raise financial support. Cooperating while producing the videos, the young people are forced to have a critical look at the current theme - and at the other members of the group. The identification with the common product will strengthen the personality of each of them and will help build a bridge with young people from across all social backgrounds. This process of communication is doubled later during the presentation of the videos to the spectators.

Why is the experience of interest for the Unravelling Thread Project?

This project is an example of very good practice to support participation of the youths. It creates a lobby for the youths in the public opinion and in that way reaches political decision makers. The products also have such high quality that they are an effective method to fight discrimination and to support integration. The products are used as education materials in schools and youth centres nationwide.

Minority Ethnic Women's Network

Good Practice

Type of source and traceability

Project in Swansea

Dating and placing

Projects run throughout the year and are on going.

The trips and social activities take place during school holidays or after school hours.

The office hours are from 9 am to 5pm but most of the youth have got staff mobile numbers and are able to get hold of them at any time, evenings or weekends.

Key source of information: Yvonne Jardine, Manager, 22 Cradock Street Swansea, SA1 3HE, Tel: 01792 455031, Email: mewn@mewnswansea.co.uk

Short general description

M.E.W.N Swansea runs different projects for young ethnic minority girls. The projects range from fun activities to specific talks on specific topics and individual cases.

The fun activities include:

- Trips for young girls (canoeing, rock climbing, shopping trips)
- Courses (Arts and craft)
- Homework club
- Social parties

Health talks (family planning, exercise for fitness)

Case-work:

- Forced marriages
- Family pressures
- Domestic violence
- In-law problems
- Parenting skills

There are officers employed with specific language skills, or cultural backgrounds. The officers are from different ethnic communities in Swansea and so the youth feel quite comfortable coming forward with different problems.

Why is the experience of interest for the unravelling thread project?

Our experiences working with the youth has been very exciting and has been very demanding.

There are several cultural barriers the youth are facing. They feel they are torn in between two cultures, their ethnic culture and the local welsh culture they are growing and are being educated in.

There is also a clear gender difference in the ethnic cultures where the girls are not allowed to do a lot of things simply because they are girls. This is not very easily accepted by girls being brought up here. More and more girls are not prepared to put up with this kind of cultural oppression and want to break free form it and M.E.W.N is there to provide support for them.

MEWN plays a key role in removing social isolation from young ethnic women's lives.



The Mirror Project

Good Practice

Type of source and traceability

The Mirror Project The Book & The Video. AIAS Bologna onlus, 2002
Free copies can be ordered at mirror@ausilioteca.org or www.mirror-project.com.

Dating and placing

The book and the video report about a media education project with disadvantaged youngsters. In the Spring of 2001 14 media education workshops have been held in various cities in Europe (Bologna, Florence, Utrecht, Wuppertal, Edinburgh, Schwerin, Vienna).

Key source of information : The Book and the Video. The project coordinator can be contacted through the above-mentioned e-mail.

Short general description

Funded by the European Commission under the Action Programme against Discrimination, the Mirror Project promoted by AIAS Bologna, a disability organisation, as the head of an international partnership of media education organisations, NGOs, local authorities and youth centres, aimed at exploring the potential of media education workshops as tools for the empowerment of disadvantaged youngsters. Young people discriminated against on various grounds (disability, ethnic group, lower social economic urban background) have worked in separate groups with three media -radio, video and Internet-, producing authentic contents. The youngsters were supported by media technicians and educational staff, but were free to choose the topic they liked best as long as it was, in some way or another, autobiographical. The book and video that report their experiences contain an introduction to the field of interest and methodological suggestions for the transferability of the experience.

Why is the experience of interest for the project?

The experience is of interest for The Unravelling Thread project first of all for the wealth of experience documented in working with



disadvantaged youngsters and, in particular, with some groups of minority ethnic youngsters. Secondly, because it is an example of how well programmed, respectful and participative youth intervention can lead to good results. Thirdly, due to the idea to work with tools and methods that value processes of reviewing autobiographical elements as strategies to empower adolescents.

High quality media education and guided media participation workshops are powerful educational tools to empower youngsters, to raise their self-esteem and to make them less vulnerable to discrimination. It is important that these are not isolated experiences but embedded in appropriate youth policies in order to avoid that youngsters feel unsupported over time.

What can be considered the key information element for The Unravelling Thread project?

Positive action to support young people growth should be based on mutual respect, neutral expectations and permanently open and stimulated communication opportunities.

National Service Framework Consultation with Young People in Special Circumstances

Good Practice

Type of source and traceability

This is a current consultation project.

Through National Assembly for Wales and Dynamix Ltd.

Dating and placing

This project started in May 2003, and due to complete by July 2003.

Key source of information :Children First Team, National Assembly for Wales, Cardiff Bay, Cardiff, S. Wales, CF 99 1NA, Dorcas Erskine

UK 029 20823307, Email:dorcas.erskine@wales.gsi.gov.uk

Jean Christensen UK 029 20 826903

Email: jean.christensen@wales.gsi.gov.uk

Dynamix, Salubrious Passage, 55 Wind Street, Swansea, S. Wales

Tel: UK 01792 466231

Short general description

This is a series of consultations being carried out for the Welsh Assembly Government's Children First branch, in order to advise the National Service Framework (NSF) on how it can improve the quality and equity of service delivery and national standards of health, education and social care for children and young people.

It was proposed that the consultations should be undertaken by Funky Dragon (the children and young people's assembly for Wales), and an organisation specialising in participation (in this case Dynamix). Importantly the consultations aim to collect and collate the views of a representative sample of the children and young people listed on the

NSF Special Circumstances module. They should explore the young peoples attitudes and experiences of the services in question, and ask how those services can best be delivered to meet their rights and improve the health and well being of these young people in Wales. Within the NSF module some of the reference groups to be included are:

- Unaccompanied asylum seeking children
- Children from asylum seeking families
- Ethnic minority children
- Children from travelling families
- Children living in isolation rurally

These groups and the others involved are usually less represented in having their voices heard and often have unique needs from the service providers. These views should be taken into account by the NSF leading to improvements in service provision for these and other young people.

Why is the experience of interest for the Unravelling Thread Project?

The combination of having their voices heard and hopefully positive results should improve feelings of safety, security, self-esteem and empowerment for the ethnic and cultural minority groups involved in the consultations, as well as reminding them that they have the same rights as other young people. Feedback will be given to the groups in the form of a newsletter, or they can read the final report when it is submitted to the Welsh Assembly Government.



Polo Interetnico; a long-term extracurricular project for the inclusion of youngsters with minority ethnic background

Good Practice

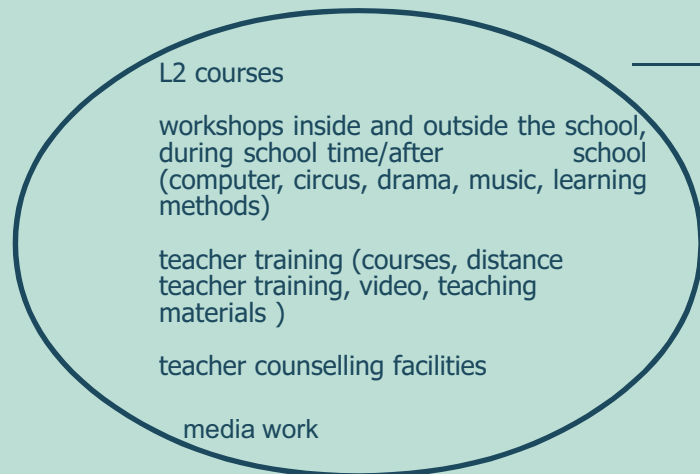
In 1995, the Immigration Service Institution (Istituzione dei Servizi per l'Immigrazione – I.S.I.) within the municipality of Bologna, together with the educators, Charity associations, teachers and researchers started a Project called "Polo Interetnico", gathering the energies of all the institutions and private organizations in Bologna towards the construction of a balanced multicultural society.

From the very beginning, the working group was involved in the construction of a local committee uniting the Municipality of Bologna, education and immigration experts of Quartiere San Donato, the Provincial School Board, the Sanitary and Social Service, private organizations, and charities.

The main purpose of the Project was to support schooling and socialization of youngsters with a different ethnic background through educational and recreational activities with Italian and foreign pupils and provided 4 kinds of services:

- Extracurricular activities for supporting migrant and native students in studying curricular subjects;
- Italian second language teaching for the newcomers;
- Assistance for families and schools regarding children's schooling procedures, through the involvement of native and non-native language operators;
- Creative and recreational workshops in regular classes and in extracurricular time, to empower the inter-communication among native and non native children;
- Orientation in scholastic and professional choices;
- Teacher training and training of professionals involved in migrant youth work.

After the year 2000, following the new policy of City administration, the professionals that had been working in the "Polo Interetnico Project" have been oriented toward a new form of organization, funding the Intercultural Association A.I.P.I., which is still offering the same model of extracurricular activities to a group of youngsters, of Italian and foreign ethnic background, to their families and to their schools, with the main aim of providing inclusive education. Some of the youngsters participating to the activities today are the same as 10 years ago, when the working group now in AIPI was working as a volunteer group in old schools, studying the Italian alphabet and playing soccer in the walkways with rubber balls. Now, after various actions of effective support of their growth, including negotiating with schools and families, Italian L2 lessons (not only in the first period of their arrival, but also later), L1 courses, remedial courses, scholarships, social support to the family and to the kids themselves,.. they are now happily studying their last



year in high school. Some of them are already in the university, some are still working in the place where they have been accompanied (sometimes physically,..!) by an educator and with the support of a school-to-work transition program.... Some of them are helping their younger peers, both within and without their family, but anyway they are an important part of the life in the after-school service.

They know that everybody there can express him/herself in many different ways, through a lot of different means: I think that this is the best thing they can teach to the newcomers, and they are the most perfect model to them. Some of them are not working, nor studying, they are still "thinking" about their future, and they want to do it there, in that environment which is felt to be, apparently, secure and friendly. The after-school service has grown with them: from a place with children of primary school (from 6 to 10 years old), on Saturday mornings, or some afternoons during the week, to a place for young boys and girls, inside a middle school, but in the afternoon. Some of them were already grown-up, some of them were getting married in those teenage years. In these years we have been speaking so many languages, writing in so many different ways, reading books in many languages, studying so many different things, not always interesting, but we knew that those things, the next day, would have got a positive response from the teacher... We organized all sorts of competitions: theatre, dance, singing; we took part in many outings, in Bologna and away, we enjoyed ourselves in a lot of parties, sometimes we argued, we threw chairs at our fellows' heads, fellows the day after we were walking hand in hand with....

The doposcuola was, and still is, the only place where the families allow their sons and daughters to go: they don't trust the streets of Bologna, but they do trust that place, which is not a school, which is not compulsory, but where even very lazy boys and girls get to study for a couple of hours. I think that the most important lesson we got from our own experience is that we have to look for a longlasting action, the more stable, the better. As someone said years ago, educational work can be stressing because you can't see results in the short term; but any result you may achieve will be visible in the long term.

Porta Palazzo “The Gate-living not leaving”

Good Practice

Type of source and traceability

<http://www.comune.torino.it/portapalazzo/newpp/index.htm>

Dating and placing

1998-2002, Turin.

A European Project financed in the framework of Innovative Action of the European Fund for Regional Development (12 billion), targeting Porta Palazzo, a district in Turin which has historically been a place for immigration and transition (from immigration of people from the south of Italy in the 60s and 70s to today’s immigration of third-country nationals) where the largest city market is located (15 thousand people work in the by-industry) and which is subject to a strong degradation (illegal markets, drugs dealing, prostitution).

Key source of information: Ilda Curti, in charge of the public relations of the Municipality of Turin, Manager of the Committee of Porta Palazzo

Short general description

The project is managed by a Committee established as a non-profit organisation through a joint venture. The work is carried out in a network and is made of 19 initiatives (18 of which have already been accomplished) and 5 areas of intervention: economic development and employment, social action, environment protection, housing, physical and social relationships within the district and with the rest of the world. Beyond the funds of the European projects, the Committee of Porta Palazzo conveys investments of about 100 billion in the district.

Next to the great infrastructural interventions, such as the Piazza della Repubblica underpass, the project includes a long range of interventions aiming at regenerating the economic activities (clothing market, business incubators), tackling disaffection (drug addiction, prostitution), valuing the cultures of the district.

Many initiatives are devoted to young people and immigrant communities that make up the largest part of the social fabric of the district: after-school activities; Integrated Services to facilitate the access of immigrant minors to the education system (guidance, cultural mediators, teachers’ training, sharing of experiences); training opportunities for foreign minors; Nafidat Project (Networking for Antidiscrimination Facilities, Implementing Dialogue All over (the) Territory), Arsenale di Pace, a large complex dedicated to initiatives of solidarity and youth realities, and the Italian-Arabic Cultural Centre Dar al Hikma.

Why is the experience of interest for the project?

The project responds to a situation of strong social degradation, where

on the one hand there is a widespread illegality and, on the other, a wide spread intolerance, and it does so trying to revitalise the social fabric and rebuilding a district culture rather than removing the causes. The choice of an integrated planning and a constant involvement of the district population and communities: the committee is based in the district and has always had an outlet open to the public, as well as promoted participation through seminars, meetings and participatory planning schemes.

The project has involved the citizens as well as many players, public and private, touching virtually every aspect of the district life.

Though it is a project involving many areas of intervention, the action relating to each area has been coordinated with that relating to the other areas.

The intervention has shown that the local players, groups, committees and others can be a great and lively resource, but can also be polemic and block the big processes.

By giving back a project perspective, it is possible to draw from human resources that are strongly in conflict.

What can be considered the key information element for The Unravelling Thread project?

A (urban) regeneration project can be achieved through networking and by adopting the techniques of participatory planning.

Positive About Diversity Awards

Good Practice

Type of source and traceability

Website and phone interview.

<http://www.switch-cymru.org.uk/html/BVSN/nom.forms.pdf>

Dating and placing

So far the awards have taken place in 2001 & 2002 and will take place next in Oct. 2003.

Key source of information: BVSN Wales (Black Voluntary Sector Network Wales)

Baltic House

Mount Stuart Square

Cardiff

CF10 SFH, Tel: 029 204 50068, Email: bsvnwales@aol.com

Short general description

The "Positive About diversity Awards" is a project organised by the Black Voluntary Sector Network Wales (BVSNW) in partnership with a number of other organisations representing race issues or the media. BVSNW is a charity, and in the past the awards ceremony has been funded by the government.

So far the awards have taken place twice, and will happen again in October 2003, this time in Swansea. The awards aim to celebrate and reward the multi-cultural heritage and diverse society of Wales, and acknowledge the positive contribution made by ethnic minority communities. They reward both individuals and organisations, and may be chosen for nomination or self-nominated (community-awards).

The community awards seek to identify visible minority achievers and recognise their achievements. It is divided into YOUTH & ADULT awards. The categories for youth awards are:

- Sports achievement
- Visual arts achievement
- Performing arts achievement
- Education and training achievement
- Individual achievement
- Group achievement

There is a BBC website that holds photos of young people at the awards ceremonies:

<http://www.bbc.co.uk/wales/southeast/fun/galleries/diversity.shtml>

Why is the experience of interest for the Unravelling Thread Project?

This project celebrates both the multicultural heritage of Wales and the diverse cultural communities within it today. For young people in Wales from Black and Ethnic Minority Communities it is important to have the recognition they deserve from the country they live in, promoting a sense of placement both in their communities and Wales as a whole.

The awards celebrate not only academic achievements but also sports, arts, and community successes as well. This acceptance of their diverse contribution can only encourage young people from minority backgrounds to enjoy success, acceptance and support in their lives

Refugee Week

Good Practice

Type of source and traceability

A website describing a programme of events during 2003

<http://www.refugeeweek.org>

Dating and placing

A current website describing a series of events to take place throughout Wales, England & Scotland from 16-22 June 2003. The site also shows dates and venues of events that will take place throughout the whole of 2003.

Key source of information

Email: refugeeweek-subscribe@smartgroups.com

Postal add: 3 Bondway, Vauxhall, London, SW8 1SJ

Info line: (GB) 020 78203055

Short general description

For the second year in a row, Refugee week will take place throughout the UK offering a programme of Arts, Cultural and Educational events with an emphasis on "celebrating cultural diversity and promoting understanding". Importantly, this year the theme of the week is "CHILDREN AND YOUNG PEOPLE".

The website also lists events and workshops organised by the Refugee Council and others to take place during the whole of 2003. Examples of the kinds of events taking place are:

- Football tournaments - including a mini world cup.
- Training workshops on a number of themes.
- School awards ceremonies- for achievements of refugee pupils.
- Talks, comedy, social evenings.
- Fundraising events.

As well as this, schools all over the UK are being encouraged to take part in the week by holding their own events. Free teachers' packs are available for both primary and secondary schools to encourage participation and understanding.

The aim of refugee week is to celebrate cultural diversity and to promote understanding with particular relevance to refugees and asylum seekers. By having celebratory and information events like this, it is hoped that some of the myths and negative stereotypes and media representation will be discarded and replaced by the knowledge that for years refugees have contributed culturally and economically to life in the UK. This year the emphasis is on children and young people, and many of the events have been organised to encourage participation by this age group.

Schools and communities are taking part and there will be fun events such as the mini world cup. For this groups of young refugees have been asked to provide teams representing their counties.

Why is the experience of interest for the Unravelling Thread Project?

This is just one example of how Refugee Week is using fun and innovative ways to fulfil their aims of raising awareness and understanding and breaking down barriers. Hopefully this positive practice will have the outcome of the young people involved feel supported and cared about in the places they have come to live, promoting their positive health and well being.

Also training workshops advertised on the Refugee Week website that could have particular relevance are:

- Refugee mental well-being and awareness.
- An introduction to working with unaccompanied children.

Include me – social inclusion for unaccompanied refugee children.

Ressort für Zuwanderung und Integration

Good Practice

Type of source and traceability

Description of youth integration policy at a local level.

Ressort für Zuwanderung und Integration,

Stadt Wuppertal Ressort 204.

Dating and placing

On-going service in Wuppertal (D)

Key source of information

Christine Roddewig-Oudnia

Am Clef 58-62, 42275 Wuppertal

christine.roddewig@stadt.wuppertal.de

Short general description

This service tries to accompany arriving immigrants from the very start of their stay in Wuppertal and to improve their integration chances through an appropriate support programme. Its aim is to bring teenagers of different nationalities in direct contact one with another, in order to enlarge their orientation on society and not towards their national community only. Another aim is to prevent young immigrants getting straightly involved in existing criminal networks of mainly Russian youths. The target group is formed by newly immigrated young people of approx. 16-20 years (no longer obligation to attend school/school tired/transition school – profession). Maximum group size: 20 teenagers. Most are from Eastern Europe but of German origin. Some are refugees and some are in Germany because of family reunion.

The project involves them shortly after their arrival in Wuppertal for approx. 3 months (4 days/week 4 hours/day).

These are the principle content elements:

Information about the life and opportunities in Wuppertal

- Active program: visit of youth centres, media work

Awareness raising on personal migration process: provenance, destination, expectations; (exchange/arrangement of everyday lives, norms, values, behaviour rules/-expectations, social systems education, work, social integration)

Professional orientation

- Visit of educational institutes and counselling services
- Knowledge arrangement
- Training

Introduction of the German language

- Language learning

Development of future perspectives

- Education/further education at school
- Professional education
- Work
- Language course for the preparation for the first-mentioned three points

Collaborating partners include: Jewish welfare association, Caritas, Roman Catholic education work, Office for youth affairs of the City of Wuppertal

53

The project has run successfully till now. However, an effective evaluation will be possible only over a longer period.

Why is the experience of interest for the Unravelling Thread project?

Very frequently immigrants lose a lot of precious time to find out about the opportunities and difficulties they will have to face in the new country. The project is an interesting example of how youth services can favour integration and anticipate the development of feelings of being abandoned. The programme focuses on education, training and integration in the labour market, offering a wide range of opportunities. This avoids stereotype approaches of institutions that channel young migrants into predetermined directions

Training courses intervention

Type of source and traceability

Interview

CD-Lei, Via Ca' Selvatica 20, Bologna, tel.051 6443346
Provincial Authority of Bologna, Dept. of Education, Training and Career Policies, Via Marsala 4, tel. 051 6598525

Dating and placing

The project started in May-June 2002 and was brought forward by CD-Lei within the Centres for Vocational Training (CFP).

The CFP have witnessed a remarkable increase in immigrant adolescents who refer to their services (they are currently over a quarter). A number of new challenges, following the presence of foreign adolescents, have pushed CFP to ask for the help of external competences.

Key source of information

Raffaella Palladini, project manager at CD-Lei

Good Practice

Short general description

This action is carried out by restructuring the procedure for access to training courses in order to make attendance of foreign youths possible and to have a better matching between their aspirations and the training offered. Secondly, it acts on teachers to provide them with the tools to tackle the typical challenges of mixed classes.

The reception interview has been restructured through the training of tutors and the filling in of a new access questionnaire. Particular attention is paid to detecting the interests and attitudes of each adolescent. A listening point established at CD-Lei, run by cultural mediators, is involved, should the boy or girl be unable to have the access interview in Italian, and to help combine the aspirations of the children with the reality and the needs of their families

Courses of Italian as Language 2 were organised for those youths who

don't have an adequate knowledge of Italian.

The action of didactics is carried out through training courses for CFP teachers, and ad hoc interventions on intercultural education for classes having special problems deriving from the high rate of immigrant students.

Why is the experience of interest for the project?

It is a project mainly focussed on reception that targets the causes that make inclusion and success of foreign adolescents in training courses problematic, identifying them in the difficulties and handicaps of immigrant youths as well as in the mechanisms and didactics of the Centres for Vocational Training.

The attention devoted to foreign students, for instance, through the mediation service, seems to be a useful support in the work of mediation that immigrant adolescents are called to carry out between the hosting context, their family and culture, and their needs and aspirations.

The intervention highlights the need for integration policies and intercultural didactics also within the vocational training courses, which in compliance with the law are clearly oriented to the labour market.

It is also interesting to note how the intervention started upon the initiative of CFP, but was made possible only after the Provincial Authority formalised a system of cooperation between training bodies, thus reducing the existing competition among them.

Therefore, professional profiles supporting immigrant youths in finding their own place between the hosting context and their family and culture can be essential to improve their success at school.

What can be considered the key information element for The Unravelling Thread project?

The formal mechanisms and the dominating culture of hosting contexts are crucial in facilitating the growth processes of immigrant adolescents.



Youth Access

Good Practice

Type of source and traceability

Source described has two parts:

Research project titled "Youth Access: Ethnic Minority Youth Research Project" July 2000

"Youth Access ethnic minority support team".

The whole project is managed by the Local Government's Education Department, City and County of Swansea.

Dating and placing

The project started with the research that was conducted over a one-year period and was completed in July 2000. The geographical area of focus was the city of Swansea in South Wales. The research aim was to identify the scale of 'disaffection' amongst ethnic minority young people in Swansea.

Key source of information

Momena Ali

Marcia Vale

(Youth Access: Team Leader)

(Youth Access: Manager)

Canoldre Centre

Jockey Street

Swansea

SA1 1NS

Tel – 01792 450830

E-mail – laura.wheeler@swansea.gov.uk

Momena Mobile – 07796275256

The research document "Youth Access: Ethnic Minority Research Project" July 2000

Short general description

1. The research document is available for background information on the project and understanding disaffection as culturally relative. The research also analyses indicators of disaffection and has detailed case studies of the issues contributing to ethnic minority young people's disaffection and alienation.

2. Youth Access Ethnic Minority Support Team consists of a Team Leader and two workers on traineeship. One of the main aims of Youth Access is to support young people into education, training and employment (14yrs -19yrs old). The project tackles issues of disaffection and provides individually catered support to its clients and helps them gain their full potential. The workers are bilingual and provide language support, which not only helps the client but also provides a link between institutions (e.g. schools) and parents/ guardians.

Gender issues that Youth Access has faced has again been linked in the way that the research defines disaffection, hence referrals for the support has resulted in more male clients than female. However, Youth Access has always, and continues to work with a multi-agency approach. One

of the main organisations that Youth Access works in partnership with to deal with gender issues and support is Minority Ethnic Women's Network (MEWN). MEWN caters for the needs of ethnic minority women and they have set up numerous activities to support young ethnic minority girls. Youth Access provides its support to MEWN when it is needed and refers female clients to them. In addition Youth Access works in partnership with Racial Equality Council (REC), Ethnic Minority Achievement Service (EMLAS), Youth Offending Team (YOT), Black Environment Network (BEN), South Wales Police Minority Support Unit, etc

Problems encountered:

- Funding for the project - workers are secure in terms of wages, however resources are poor.
- No allocation for office space – currently working from a cornered off area in a main hall, which has no computer points or landlines.
- Vacancies are needed to upgrade the workers from a traineeship to full workers status.
- Client's confidentiality is at risk as there is no privacy where the team is based.
- Increased Issues with Clients, e.g. drug misuse, gambling, crime and racism

The issues that are contributing to disaffection are increasing on a daily basis, and the team is struggling to cope with the support that is on demand.

Why is the experience of interest for the Unravelling Thread Project?

The project provides a model for working with Ethnic Minority young people and dealing with disaffection and alienation. The project is part of the education department. Support provided is catered around the needs of the clients. The work entails youth work, mentoring, counselling, education guidance/ advice, bilingual support, community and family link, multicultural awareness, multi-agency approaches, home-school linking etc.



Youth Centre Ex-Tirò

Good Practice

Type of source and traceability

Direct participation

Youth Centre Ex-Tirò, via dei mille 25, Casalecchio di Reno (BO), tel 051 6132356.

Dating and placing

Ex-Tirò, the Youth Centre in Casalecchio di Reno, over the years 2000-2003 strongly encouraged activities aiming at the integration of citizens and in particular of immigrant adolescents.

Casalecchio di Reno is a municipality with 35 thousand inhabitants, situated in the surroundings of Bologna. Ex-Tirò is the only youth centre in Casalecchio, and is managed in agreement with the municipality by a voluntary association. The centre is situated in a park and includes halls for concerts, conferences, theatre rehearsals, etc., a bar, a rehearsal room, multimedia laboratory, two rooms for miscellaneous activities and an office. It is open every day except on Sundays, from September to June, from 9 am to 12 pm.

Key source of information

Marco Manieri, contact person of the Youth Centre from the Dept. of Social Policies of the Municipality of Casalecchio.

Mario Nicoletti, manager of the Youth Centre, from Arciragazzi Bologna (051 6132356).

Demetrio Collina already in charge of intercultural projects (339 8416759).

Short general description

Thanks to a strong network of relationships in the community it has developed a number of interventions (opening of an aggregation centre, after-school activities, street educators, working grants) with an open social outlook and a number of cultural activities especially designed to include an intercultural perspective:

Courses and laboratories of dance and music (Afro, 'pizzica' [a traditional dance from the south of Italy], Brazilian, middle-eastern)

- Multimedia laboratory
- Events in collaboration with immigrant associations and festivals with youth bands.

The method that accompanies the work of professionals in each intervention is that of involvement, by offering space and opportunities in exchange for accepting the plurality of situations present in the Youth Centre, thus building a fabric which can encourage sharing among the various youth and artistic contexts involved.

The most complex element of this strategy and its climax as a time for interaction, is the organisation of parties with the immigrant communities. Each party is based on an initial negotiation with the

reference community and is planned in order to involve a good part of the life of the Youth Centre, bearing in mind the possible collaborations and the different meanings that the party can take on for each player. A determining role is that given to dance and art groups, dance and music teachers, who, although they do not deal with immigration, are interested in different cultures.

Why is the experience of interest for the project?

The original element of the Ex-Tirò's experience is that it proposes intercultural activities in a context offering quite a number of opportunities to adolescents and involves them in a different way according to the needs they express, both as groups and individuals. The case of Ex-Tirò highlights a number of strategies aimed at involving many different groups of youths, from the boys of the refugee camp to the gangs with dangerous right-wing ideas.

They show how work is possible on ease and disaffection at the same time, in a critical age such as adolescence. The proposed ground for meeting is that of artistic expression, a ground that carries with it a kind of dynamics, which is more linked to creativity than to ideological exchange.

Creating an open place for the expression of all diversities triggers off some mechanisms for self-development that help to reinforce one's own identity vis a vis the others.

To establish collaborative relationships with different groups based on the acceptance of mutual differences, moreover, allows working on racial prejudice among youths, proposing a model based on the contact and direct experience.

The value of the project is that of offering models of positive identification and contact with the original cultures for immigrant adolescents. For the Italian adolescents it lies in proposing a way of interaction with the different ones, which does not jeopardize, on the contrary, enrich their spaces in a very tangible way.

It is possible to bypass the perception of immigration as a social problem, bringing into contact the realities of immigration and the cultural expressions they carry along, with an interest in the other cultures that normally finds an outlet in mainly commercial fields, such as working in tourism, sports centres and show business.

What can be considered the key information element for The Unravelling Thread project?

Policies aiming at the involvement of the community's places at different levels can influence the perception of the phenomenon of immigration both in immigrant communities and in the host community.

“Análisis de la juventud gitana de alta promoción sociocultural”

Research

Type of source and traceability

Article by José Ángel Paniego García, Social Psychologist
Published in Gitanos, Pensamiento y Cultura Nº 9, April 2001

The article can be found in the Dossier “La Juventud Gitana”
Meeting promoted by Asociación Secretariado General Gitano
and by the Institute of Youth

Aim: to increase social participation of young people in order
to foster the process of social inclusion

Action achieved: **Red de Centro de Información Juvenil**
composed of two centres and five branches in different cities
of Spain: Avilés, Granada, Murcia, **Valencia**, Valladolid,
Vallecas and Zaragoza

Short general description

The article proposes a picture of the Spanish gypsy community from
the point of view of some gypsy youths. The study is based on a series
of interviews with gypsy boys and girls.

The challenge that young people face, analysed in this research, is the
definition of their own cultural identity so that it is compatible with the
values, rights and duties of being citizens of a society, in a social situation
of exclusion and rejection.

The youth under scrutiny are characterised by a strong awareness of
their own identity and, at the same time, by a strong desire to promote
being a gypsy. This wish is paralleled with the need for a range of
changes among which the main one is achieving a higher academic
training as a way of approaching a better situation.

The young people who want to make a change are a minority and are
looked at with mistrust by the conservative gypsy society. For the latter,
everything that is new is not identified as a gypsy custom and is
automatically defined as *payo*¹ and the person who wants to change
things is labelled a *apayadas*.

The young people who were interviewed specified that approaching a
change does not mean to take on *apayadas* ideas, and the change
proposed does not entail the loss of the gypsy identity, instead it
represents an attempt to lose just the negative aspects that are always
associated with gypsies.

As it is pointed out, young people are looking for a new way of being
gypsies, emerging from their marginalisation and seeking also a greater
interaction with the *paya* society, with the administrations, the
educational, health and employment services.

They see training as an element of personal promotion as well as social
promotion of the gypsies.

Why is the experience of interest for the project?

Associations and networking

I believe that at the level of strategies and processes of inclusion (or if we like we can use another term), the associative form, as shown by this report on the reality of young gypsies in Spain, is an example of great value.

This is basically achieved with young people of the same age: the peer group.

Associations work as centres for information showing and promoting material on the chances of training, employment, culture and leisure time. One of the functions of the association, is the support to job-seeking, on the basis of the idea that an association which is well organised under this aspect, has more chances of receiving information or facilitating contacts with other associations or bodies, compared to an individual. In this sense the association has the function of a bridge.

Moreover, associations organise training courses (Internet courses) in the cases where the aim is optimising training to become competitive in the labour market.

Though the working dimension is the most needed in the process of inclusion, from another point of view, associations are seen as a weapon in the fight for the socio-cultural promotion of the community, becoming a strategy for emerging from marginalisation, through the creation of laboratories or activities on different topics and which facilitate participation and active involvement of other young people within the association.

What can be considered the key information element for The Unravelling Thread project?

The associative movement is seen as an important means for young gypsies to mobilise a social action for the promotion of their own community and as a way to emerge from marginalisation. The principal elements which are highlighted are:

- the group of peers in which the interchange of experiences is a reinforcement of the construction of a new identity;
- socio-cultural promotion as a means for fighting against prejudice.



"Apulia, a border region: an anthropological and psychosocial analysis and preventive medicine in the issue of illegal immigration and refugees"

Research

Type of source and traceability

The study under scrutiny is research carried out by the Istituto di Ricovero e Cura a Carattere Scientifico "Eugenio Medea" (Institute for Scientific Hospitalisation and Treatment), Scientific Centre of Ostuni (Brindisi). The Dept. of Psychology of Development Processes and Socialisation of the University of Rome "La Sapienza" took part in the review of the psychosocial aspects.

Dating and placing

Research was carried out within the Hosting Centres of the Region of Apulia, and lasted two years, from 2000 to 2002.

Short general description

This research analysed the repercussions of illegal immigration in the psychological, relational, family and neuropsychological fields among a population of children, adolescents and family groups hosted at the Hosting Centres in Apulia.

As to the adolescents, the research subdivided the people examined, who belonged to different ethnic groups, into three different samples according to the length of time they had lived in Italy, so as to evaluate the influence of time and cultural-specific features on the viability of integration.

Many adolescents arrive in Italy without their family, in many cases after having had traumatic experiences. This condition, together with the loss of cultural reference persons and the impact of a different social reality, are the potential risk factors for their normal psychological development. Immigrant adolescents, moreover, are forced to live a phenomenon of "double transition", that is they have to cope with the transition from their original society to the hosting society and the transition from adolescence to adulthood, at the same time.

Therefore, the adolescents who have been studied have resulted in being subject to emotional instability and psychological distress, through the manifestation of anxiety, grumpiness, low self-esteem, tendency to be introverted, systematic problems that are not serious but can risk a drift into pathological degeneration. It is therefore necessary to pay special attention to these adolescents, by ensuring adequate psychological guidance.

Why is the experience of interest for the project?

The results of the research have confirmed the presence of psychological and social distress in adolescents who have had to cope with the experience of emigration. Anxiety, irritability, low self-esteem and the tendency to be introverted are problems that the adolescents

under scrutiny have to tackle and which could become pathological and jeopardise their normal life.

It is important to consider that the reference sample was made up of a rather low number of people, 75, and that the adolescents in question had experienced a difficult migration, if not a dramatic one, with often a tragic former life in the country of origin.

Despite these considerations, the result of the research is remarkable for the project and highlights, on the one hand, the existence of a problem of effective disaffection for young immigrants, and on the other, the central role of adolescent age in coping and coming to terms with this disaffection. Young immigrants might not be able to solve the problem on their own and an intervention by the institutions and the competent authorities, a psychological assistance, according to the research, might end up being decisive in healing disaffection and facilitating the inclusion of adolescents, and later adults, into society.

Research underlines the need to supply immigrant adolescents, specifically those who arrived in Italy illegally or as refugees, with a support network capable of addressing their specific conditions of distress. To this aim, research has identified as a core point the training of social and health workers and of teachers, who should commit themselves to building a really intercultural society, stopping to focus only on the emergency conditions of the migrant. Moreover, it is paramount to help the families of immigrant adolescents to address the "double transition" of their children and, in cases where the parents have stayed back in their country of origin, to value their role so that they can still keep their natural protection function.

By doing this, the young immigrant will have the conditions to grow up securely and set solid roots, both in terms of his personal identity and his cultural identity.

What can be considered the key information element for The Unravelling Thread project?

The construction of an intercultural society should be based on policies that are more sensitive to the specific needs of adolescence.

Chinese Adaptation to Foreign Cultures

Research

Type of source and traceability

"Chinese Adaptation to Foreign Cultures" by Kenneth and Karen Dion.
In: XXX, edited by Michael Harris Bond, 1996.

Short general description

This article is included in one of the first books regarding Chinese Psychology, as it is a science born and developed in western countries. It is not easy to assess which existing criteria are adequate or reliable to

63

measure the psychological traits of Chinese people. This doubt is legitimated and put in evidence throughout the entire book as well as in this article by Dion and Dion.

Yet, even though the two researches analyse Chinese adaptation to foreign countries, considering and criticizing previous studies done around the English speaking world, only in the beginning they do define differences between assimilation and acculturation, but later they use the two terms, together with adaptation, practically as synonyms. Whereas it would be very important to understand if and how people of Chinese origins adapt to different cultures and whether there are differences between the countries.

The historical and structural evolution of measurement criteria is being discussed in the first section, while the other five chapters concern:

- the psychological impact of sojourning abroad
- the correlates between immigrant status and acculturation
- the grade of cultural adaptation according to the immigrant's ability and self-confidence in the English language
- the comparison of different assimilation models of host societies towards Chinese
- the importance of the family in the adaptation of Chinese to foreign countries

The conclusion is that there's no definitive result nor an only factor that indisputably influences adaptation to foreign cultures, as there exists innumerable different situations.

In any case, most of the results offer input for further researches and developments.

The comparison between countries has been the most indicative, as it showed how important macro-environmental features are. The same Guangdong Chinese migrated 130 years ago did very differently in Peru then in New York. The history made evident that their welfare and integration depends on open and pluralistic immigration policies, such as was the case in Peru. Another good example is Singapore, where everyone can maintain it's own distinct ethnic identity in a "cultural-integration-political-climate".



There are several comparison surveys concerning the life of autochthonous and ethnic minority university students in the U.S. and Canada, pointing out that Asian-American, mainly Vietnamese-Americans, perceive more prejudice towards them and scored less acculturated than Hispanic-Americans. Chinese students feel a strong parental pressure to achieve excellence and to have an intra-racial marriage, also they perceive to be a target of racial discrimination and to be living in an assimilationist environment. The latter seem to cause the phenomena of anglicising their original names. Nevertheless, even under such pressure and adjustments problems Asian students are the most successful academically of all ethnic groups, give education precedence over their personal problems - as homesickness, isolation, language proficiency, financial pressures and cultural misunderstandings. An unclear result gave a comparison between gender, as it revealed that Chinese women generally report more distress symptoms than did autochthonous female or Chinese men, yet they don't show somatic symptoms of distress even on great impact of stressful life events. Do they have a different stress-symptom structure?

Chinese sojourners perceive that to cope with acculturative stress and anxiety, the social support from friends is one of the most useful (they did not specify the ethnicity of their friends).

The attitudes toward mental health service provided by counsellors is less influenced by gender than by acculturation, by the nature and perceived severity of their problems and by the perceived effectiveness of counsellors (their ethnicity, gender and culture sensitivity).

There are problems emerging between 1st and second-generation ethnic minorities, most of them are lived inside the families. Studies made in the U.S., Canada and Australia, demonstrate that since 1960, when foreign sojourners finally could be rejoined by their family members, Chinese families underwent structural changes because of the increased status of their children. This happened in those countries with job restrictions and in families with limited financial resources. The parents depended on the help of their children for the family business (after school) and for communication. The family was close-knit and cooperative, but now recent researches have shown that this structure is changing again with the length of stay of the family in the host country. Chinese immigrant teenagers perceive their parents to be, in some cases, more restrictive than non-Chinese, especially what concerns social relations with the opposite gender even when the family boundaries are loosening, while expecting achievement and encouraging early age autonomy to facilitate success within a larger society. The latter being evaluated as higher acculturation level. Parental authority and filial piety, family interests over individual interests, unclear gender roles, and English language skills over Chinese language skills cause conflicts in families as well as in the "community".

Even if it has been proved that proficiency in English does not directly

mean cultural assimilation, it can positively influence self-esteem, internal control and happiness/satisfaction. Equilibrated bilingualism and biculturalism may then depend on the additive or subtractive second language acquisition. Additive bilingualism occurs when the person feels being accepted in the second language community (I would say also by the Chinese community!) without losing one's cultural identity or ties. One research reports that, Chinese students who reside in the U.S. less than six years bear greater socio-emotional difficulties, are less happy, more anxious, lonely and isolated. Only after six years the level of distress diminishes and socio-emotional adjustment arrives. The scholars suggest that it demonstrates a relatively rapid acculturation process, whereas others find that acculturative distress symptoms have a measurable impact for a considerable time after immigration (even ten years). In another case, researchers in New Zealand concluded that if more than 50% of adolescents living two to four years in New Zealand maintain predominantly traditional Chinese cultural identification, the process is probably too slow, which shows how much reported results depend on interpretation. The point is that even before leaving the home country anxiety arises and lasts on highest levels up to three-four months after arrival, before it starts to decline slowly for several years to the pre-departure baseline, forming an inverted U-curve function. (Until the sojourners have to leave again.)

Why is the experience of interest for the Unravelling Project?

It is impossible to list the factors analysed and validated in each research reported in the article, we just name the principle ones grouped according to self identified categories. To assess possible causes of disaffection linked to acculturation processes, the following variables could be considered (not after having been defined better):

- demographic indicators: length of residence, citizenship status, occupation, education;
- immigration status: China- or Hong Kong-born Chinese versus native-born Chinese;
- generational status: first-generation versus second or third generation;
- language skills: proficiency and self-confidence in the first or second



language and preferences; additive or subtractive bilingualism, assistance to parents low skills in second language, non-verbal behaviour;

- ethnic self-identity categorization: also in larger ethnic groups, such as Asian-, Hispanic- or Western-identified, or smaller groups Chinese-, British- or Guangdong-identified, or bicultural;
- social-cultural variables: friendship choices, food preferences, reported (with major or minor) ethnic groups interactions, membership in (major and minor) ethnic organizations, (major and minor) ethnic newspaper readership, (major and minor) ethnic tastes and values, cultural norms, interpersonal behaviour, cultural misunderstandings, social desirability, culture sensitive, culture-blind, macro-environmental features, personal communication;
- migration history: place of origin, previous cross-cultural experiences;
- psychological indicators: perceived prejudice, distress, stress, self-esteem, integration, sense of personal control, adjustments problems, anglicising the original name, homesickness, stressful life events, somatic (or not) symptoms, seek of professional help, pre-departure anxiety, different concept of mental health, personal expectation, differences in psychiatric morbidity or hardiness, personality style, self-consciousness, directedness, extraversion, need, stigma, openness, confidence in oneself and in others, autonomy, individualism, conservatism, maintenance of family or social traditions, social support and respect;
- assess acculturation over time and across generations and gender;
- bi-dimensionality: not only how and how much the sojourner tries to adapt and get acculturated but also what the host country's policies offer, cultural climate, education and job opportunities;
- academic, career and financial pressure or satisfaction, stress associated with social (es.: student) role, guaranteed employment;
- family (members'): structure, re-unification, collaboration, interdependence, increase status of one member, absence of parents due to work, filial piety (Chinese), parents control, parents encouragement to independence, (interethnic) sex and marriage, family-interest over self-interest, parental authority and approval, security of family relationship, support, expectations, childless couples. The very last variable has been encountered increasingly in married couples of different ethnic background. The decision to live without children was not only a consequence of higher educational level or socio-economic status, but also of their concern about the marginality of the children.

“Gemiste kansen” (Missed opportunities) by Prof. Dr. Wilma Vollebergh

Research

Type of source and traceability

Prof. Dr. Wilma Vollebergh is a lecturer of Intercultural Pedagogy at the University of Nijmegen (NL) since 1.11.2002. The text of her inaugural speech, “Gemiste kansen. Culturele diversiteit en jeugdzorg”, is the basis of this analysis. Dutch version in COSPE’s virtual library.

Dating and placing

Prof. Vollebergh discusses research orientations and outcomes over the last twenty years concerning youth in the Netherlands and their (psychological) problems. In some occasions she refers to international research as well, but mainly to suggest possible interpretations. Her speech is a plea for further and more appropriate research into the “world” of Dutch minority ethnic youngsters for which she indicates priorities and orientations.

Key source of information : The inaugural speech and Mrs. Vollebergh herself.

Short general description

In her speech Prof. Vollebergh states that minority ethnic youngsters report a lower sense of well being than their autochthonous peers, leading in some cases to externalised problematic behaviour but also, and this is less visible but, according to Vollebergh, even more frequently occurring, to internalised problematic behaviour (depression, fear, propensity to suicide). She raises critical questions on the fact that not much is known on the specific causes and on the development of these problems and on how the youth care institutions deal with this issue. In youth research the focus has often been on ethnic Dutch families and youngsters. Specific research on allochthonous young people has too often focussed on criminal behaviour and bad school performance. This has led to stereotypes concerning these youngsters. In other cases interpretation schemes have been limited and oversimplified more complex realities, leading to people being labelled as “racists” or “victims”, while interethnic hostility was growing on both sides of the ethnic barrier. A final problem is that research into youth care issues is not particularly popular among scientists, leading workers in that sector to have a one-sided attention for the externalised problems (criminality, behavioural problems, etc.). Not much is known about methods and strategies to tackle disaffection among these groups and on how to offer appropriate support. This leads Mrs. Vollebergh to plea for (1) more insight into the development and escalation of problem behaviour among minority ethnic young people and for (2) more research towards effective models of youth care.

Ad 1) According to Vollebergh there is no reason why children from some cultures should be more vulnerable for factors creating stress than others. In other words, environmental factors play a key role and the relationship between factors of risk and vulnerability should be researched, with specific attention for the variable "ethnic group". These are the factors Vollebergh would suggest to include: social economic situation of the family, conflict between members of the family or personal problems in the family, relationship with peers, the school environment, the neighbourhood, differences in educational models chosen by the parents. These are still general factors that probably have the same occurrence and the same effect for all groups. Therefore Vollebergh suggests a multidimensional approach to cultural differences, focussing not only on parameters as individualism-collectivism, but also on parameters as masculine-feminine. Finally Vollebergh highlights the importance of the interethnic relationships. Discrimination leads to a higher identification with one's own group, external attribution and a higher level of inter-ethnic hostility. Many problems among minority ethnic young people can be explained by negative stereotyping and discrimination, leading to low self-esteem among the youngsters and a consequently higher level of fear and depression.

Ad 2) Youth care in the Netherlands doesn't seem adequate in supporting young people from minority ethnic groups. Professional carers and psychologists just speak different languages, and methods of treatment (individual and institutionalised) often don't fit very well in non autochthonous cultural schemes. The contact between professional, families and youngsters is hindered by reciprocal stereotypes. Research into the quality and efficiency of support for young people is necessary.

Why is the experience of interest for the project?

The "state of the art" speech presents an interesting overview of research outcomes of the past twenty years and indicates themes and priorities for further research into the problems of young people from minority ethnic groups.

Raims in Montala, Sweden

Type of source and traceability

Case Study, Raims project

Dating and placing

1995, when the western part of Motala developed a multi-agency network, in response to the new obligation introduced by the Swedish law in 1994, according to which particular stress is placed on the importance of the cooperation relationship and support between the school and the families. This network includes a nursery school, a primary school and a middle school, within which a total of 25% of students is not of Swedish mother tongue.

Good Practice

Key source of information: Raims Project documentation, section " " Mariebergsskolan Secondary School, Head teacher Christina Meijer.

Short general description

The multilevel approach aims at involving the staff (teachers and educators), parents and students, through representative councils and meetings targeted at outlining the process of each student. These meetings are attended by the representatives of all three parties involved: teachers and educators, parents and children.

In particular the Multi-agency Network has objectives that go beyond the simple education tasks and those that concern the local community in general, with special attention given to youths and their families and to youths and families belonging to ethnic minorities.

The three schools of the network organise their work in teams of professionals belonging to the three schools, so as to ensure continuity in the process of the various training levels that the students go through. A first working group is on linguistic skills and deals with monolingual and bilingual children, supporting them with the learning of their mother tongue and Swedish alike.

A second group works with the families of foreign children, supporting their educational role.

Why is the experience of interest for the project?

This educational project places children at the centre of the model: not as the targets of learning, but as individuals whose growth must be encouraged and supported.

Cooperation between schools of different levels, among school managers and teaching staff, the projection of the school work on the community through the involvement and the support of the family, allows the developing of a fabric of support to the education of the children which accompanies them along from nursery school to middle school, thus providing a reference point that can be recognised both by the children and their families.

It is an experience that tackles the complexity and difficulty in the long timing of working as a network, showing, however, the advantages in encouraging the achievement of the goals.

The network work imposes medium-long timing and the acquisition of specific competences and skills as well as the respect of the roles and competences of the various players involved, and in particular it leads to redefining the tasks and the very idea of educational agencies.

What can be considered the key information element for The Unravelling Thread project?

It is difficult to challenge the traditional point of view on the relationship between the school and the family: trying to give support to parents rather than expect something from them that they may not be able to give or perform.

Raims Project

Type of source and traceability

Proceedings and reports of the project seminars

Dating and placing

1999-2001 a project co-financed by the European Commission and 14 cities of DIECEC International Association.

Key source of information

Phil Green, Dieceec (Bradford UK).

Research

Short general description

The project has gathered 20 schools (nursery schools, primary and secondary schools) of seven countries (UK, Belgium, Denmark, Sweden, Finland, Spain and Italy) having in common the characteristic of effectively tackling the problems raised by the growing number of students belonging to ethnic minorities.

The aim was to collect and compare experiences, identify the common features and work out training programmes and modules, in order to pass on the experience gained to an increasing number of schools.

The various phases of the project have been collected in case studies for each school. Five subjects have been identified to work on (evaluation and self-evaluation, community dimension of the school, intercultural skills of the teachers, other adults and students, competences of the school managers, quality), and working groups have been formed. The representatives of each school have met on two occasions in the year 2000 at Udine and Rotterdam.

Why is the experience of interest for the project?

The research pins down a number of common features between the schools that work successfully on the attendance rate and performance of foreign or bilingual students.

In relation to the school staff: a good management group, sharing of objectives, high expectations of students, use of cultural mediators.

In relation to didactics: attention and a plurality of methodologies in learning both the mother tongue and Language 2. Updating of curricula and teaching methodologies reflecting the cultural differences and learning styles. An approach based on several dimensions (multiagency) in the education of students.

In relation to the role of the school: promotion of the school and its features, involvement of parents and local communities.

In relation to training: promoting an intercultural training for the whole school staff.

In relation to evaluation: a ban on using the students' background to justify poor results.

In these schools, the problems deriving from differences are often summed up as socio-economic problems. If this is a double problem for the schools with a high rate of foreign students or students belonging to ethnic minorities, it forces them to address the problems based on the cultural variables.

What can be considered the key information element for The Unravelling Thread project?

A school that works well for diversity works for all students.

“Reflexiones en torno a la segunda generacion de inmigrantes y la construccion de la identidad”

Type of source and traceability

Research

Cd-rom produced by research.

Available at the Centres for Families of Ravenna, Reggio Emilia and Lugo di Romagna.

Dating and placing

Reggio Emilia, Ravenna and Lugo di Romagna, 1998/99.

Research promoted by the Centres for Families of Ravenna, Reggio Emilia and Lugo di Romagna

Key source of information

Professor Graziella Giovannini, University of Bologna

Short general description

The research was promoted by the Centres for Families of Ravenna, Reggio Emilia and Lugo di Romagna, and financed by the Region of Emilia Romagna. It was carried out along three lines: trends of immigration, countries of origin, and an extensive and empirical one on immigrated families. The latter followed a year of interviews with families belonging to the most numerous immigrant groups in the areas of Reggio and Ravenna: Albania, Egypt, Ghana, Morocco, Senegal.

The research examines the relationships of parents-children-school-hosting contexts, in their articulation, from birth to adulthood, through representations, values and judgements that parents give in relation to their experience and what they wish their children to have.

The interviews were then de-structured and categorised according to the subject (travelling families, children being born, children growing up, school) and nationality. However, the intention of the research is not that of supplying a case study or a guide to approaching immigrant families, but to highlight how the migration phenomenon is made of people, real people with their experiences, expectations, set of values, relationships, representations.

Why is the experience of interest for the project?

Here we see a collection of viewpoints of a sample of immigrant parents on a number of crucial subjects, that can help us identify the possible sources of misunderstanding in relating both with adolescents and families, and understand the mediation work that adolescents are called in to perform.

The idea of education, the gender differences, the relationships with the culture of origin, the judgements and expectations from the school, the expectations vis a vis their children, adulthood, the idea of individual freedom, representation and the importance of family relationships, these are some of the topics coming out of the interviews. A complete

picture is drawn of the world of representations surrounding adolescents within family relationships. A picture which differs according to the nationality, country of origin, individual family, but also the viewpoints taken under scrutiny as we went along.

The research traces an approach for relating with immigrant adolescents and their families that keeps into account the cultural and social variables considered not as external variables, universally given, but as a vital background and heritage for each person and hence the community.

What can be considered the key information element for The Unravelling Thread project?

For foreign families children represent that moment when the encounter/ clash between the culture of origin and the hosting culture becomes inevitable.

Starting with children

Type of source and traceability

Research

WEBSITE describing a 3 year research project www.rightsbase.org.uk/refugees/ysr/ysr.htm

Dating and placing

This is a 3-year research project. Research began in October 2000 and was completed in Feb. 2001. Overall it is a 3-year project being launched July 2003.

Key source of information: National Co-ordinator- Elli Free. Email e.free@scfuk.org.uk

Postal add: Save the Children's London Development Team
Cambridge House, Cambridge Grove, London W6 0LE

Digests of recent publications-

Kate Stanley - young separated refugees in Hillingdon (a report of 1 area).

<http://maple.cc.kcl.ac.uk/icar/content/res/drp/drp039.htm>

Short general description

Existing research by Save the Children shows that there has been poor provision & support for young separated refugees and asylum seekers. The Y.S.R Project aims to discover the needs of these young people in England, and the research took place in six English regions. From the results of this pilot, projects are being set up. These initiatives should be sustainable and be written up in a national report to spread good practice in providing services to separated children. All of the regional research came up with a number of key findings from interviews with separated children. In one region these included:



73

- Some negative experiences on arrival at Heathrow airport.
- Social services providing wide variations in the quality of care.
- Lack of guidance through the asylum process leading to anxiety.
- All value education highly.
- Although physically healthy, many were in need of mental health services and have problems accessing these.

Recommendations were made from these consultations and pilot initiatives have been set up to meet some of the needs identified. Those approved to date include:

- Young persons adviser at Heathrow airport to support unaccompanied minors through reception process, and to promote good policies and procedures
- Young women's asylum seeker project- a support network for isolated young women aged 13-18 to address needs by a variety of methods
- Young refugee project- informing y.p. of their rights and dealing with/ promoting issues facing them
- Mental Health Resource project- including carrying out sensitive needs assessment of young separated refugees and improve professional understanding of loss and trauma
- Connexions project inc. maximising educational opportunities and removing barriers to learning

Why is the experience of interest for the Unravelling Thread Project?

By listening to the voices of young people affected by the process of seeking asylum/ refugee status, and identifying their needs once they are in the UK, gaps in service provision can be filled. This will make the experiences of these young people less traumatic, helping them to deal positively with the negative effects of past experiences and their present situation.

Young Separated Refugees Project

Research

Type of source and traceability

WEBSITE describing a 3 year research project www.rightsbase.org.uk/refugees/ysr/ysr.htm

Dating and placing

This is a 3-year research project. Research began in October 2000 and was completed in Feb. 2001. Overall it is a 3-year project being launched July 2003.

Key source of information

National Co-ordinator- Elli Free

Email e.free@scfuk.org.uk, Postal add:

Save the Children's London Development Team, Cambridge House
Cambridge Grove, London W6 0LE

Digests of recent publications-

Kate Stanley - young separated refugees in Hillingdon (a report of 1 area).

<http://maple.cc.kcl.ac.uk/icar/content/res/drp/drp039.htm>

Short general description

Existing research by Save the Children shows that there has been poor provision & support for young separated refugees and asylum seekers. The Y.S.R Project aims to discover the needs of these young people in England, and the research took place in six English regions. From the results of this pilot, projects are being set up. These initiatives should be sustainable and be written up in a national report to spread good practice in providing services to separated children. All of the regional research came up with a number of key findings from interviews with separated children. In one region these included:

- Some negative experiences on arrival at Heathrow airport.
- Social services providing wide variations in the quality of care.
- Lack of guidance through the asylum process leading to anxiety.
- All value education highly.
- Although physically healthy, many were in need of mental health services and have problems accessing these.

Recommendations were made from these consultations and pilot initiatives have been set up to meet some of the needs identified. Those approved to date include:

- Young persons adviser at Heathrow airport to support unaccompanied minors through reception process, and to promote good policies and procedures
- Young women's asylum seeker project- a support network for isolated young women aged 13-18 to address needs by a variety of methods
- Young refugee project- informing y.p. of their rights and dealing with/promoting issues facing them
- Mental Health Resource project- including carrying out sensitive needs assessment of young separated refugees and improve professional understanding of loss and trauma
- Connexions project inc. maximising educational opportunities and removing barriers to learning

Why is the experience of interest for the Unravelling Thread Project?

By listening to the voices of young people affected by the process of seeking asylum/ refugee status, and identifying their needs once they are in the UK, gaps in service provision can be filled. This will make the experiences of these young people less traumatic, helping them to deal positively with the negative effects of past experiences and their present situation.

The Unravelling Thread project addresses the issue of disaffection among ethnic minority youths in Europe. During the first phase of the project evidence has been collected that ethnic minority youths, objectively speaking, have more obstacles to overcome on their path to become active, successful and responsible members of society than their autochthonous peers. A complex system of difficulties, interrelated with one another has been reported by the project partners, based on direct interviewing and the analysis of existing knowledge and good practice.

Characteristics of adequate interventions to support ethnic minority youths and to tackle their disaffection

Workfloor level

- Ø Are based on the active participation of the youngsters themselves.
- Ø Create real opportunities for the youngsters with the possibility of failing and retrying.
- Ø Aim at socialising, and promote dialogue in its widest sense.
- Ø Propose activities that enhance their creativity and skills and the taking up of responsibilities.
- Ø Involve peers.
- Ø Recognise the specific role of families and aim at their active involvement.
- Ø Take into account cultural, religious and gender sensibilities without stereotyping.
- Ø Take into account the generation specific issues.
- Ø Are based on open communication channels.
- Ø Raise awareness and include education on their rights.
- Ø Offer appropriate psychological support to tackle frustration and feelings of guilt.

Policy level

- Ø Refer to a comprehensive model.
- Ø Don't simplify but recognise the complexity of the issues.
- Ø Aim not only at repairing but also at prevention (early intervention).
- Ø Involve more agencies (public and private), stakeholders and at more levels.
- Ø Are action oriented, aiming at change.
- Ø Raise awareness among (educate) policy makers and other key players with appropriate arguments and tools.
- Ø Have as their keywords: equal opportunities, anti-discrimination and participation.
- Ø Are based on good practice.
- Ø Aim at empowerment.

Incapacity in facing these difficulties alone, or inadequate support, discriminatory institutional practice and inappropriate service delivery enhance their predicaments, causing disaffection. Disaffected youngsters are at risk of having their school careers interrupted, leaving school early, alienation, violent and inappropriate behaviour, drug-use and criminality. These youngsters score highly on the indicators of social exclusion and (expected) poverty.

Anyway what is needed is to have their active involvement in describing their problems. More mapping and monitoring activities are necessary. There are examples of positive action and intervention. Support can be provided on various levels and by various players. Interagency intervention is successful if all stakeholders are working for a common goal.

During the second phase the project will contribute to policy development by developing, collecting and disseminating good practice and by recommending cornerstones for local politicians and decision makers (target audience) to hook their policies on. A principal feature of the project methodology will be the direct involvement of the beneficiaries (ethnic minority youths) in evaluating existing practice and policy and by mapping and describing the problem field. A conceptual map tracing the relationships between all stakeholders in the educational process of an adolescent will serve as a theoretical framework to describe and link the problems, the disturbed communication channels and the reciprocal expectations. By analysing the overall picture, at all levels, opportunities for positive (interagency) intervention and recommendations for policy development will emerge, which are not only based on intuition, but on research, case studies and multiple viewpoint analysis in the framework of a holistic view on issues.

For these recommendations to influence policy making, it is important that they:

- refer to mid- and long-term objectives;
- are concrete and underpinned by evidence and illustrated by examples of good practice;
- are applicable at various levels and by various stakeholders in decision making positions;
- offer a sound cost-benefit ratio, even though the long term benefit of eradicating poverty and limiting social exclusion is difficult to measure ;
- refer to European values such as anti discrimination, participation, social inclusion, gender equality, multiculturalism;
- enhance life-long and intercultural learning.

By looking at issues from various points of view, the project will continue to enhance mutual learning and exchange. Flexibility and respect for various stakeholders and, especially, the direct beneficiaries in the content-development and evaluation phase of the project will be important features of the project methodology.

Questo questionario fa parte di una ricerca sul mondo giovanile, rivolto a giovani non-italiani, all'interno di un progetto che l'associazione Cospe ha presentato alla Comunità europea.

Il questionario è anonimo quindi non è necessario scrivere il proprio nome o la scuola di provenienza.

Ti chiediamo di rispondere alle seguenti domande per capire meglio cosa poter attivare per una migliore vita scolastica degli studenti non italiani.

Età.....

Sesso:

Femminile 0 Maschile 0

Comune di residenza.....

Paese di provenienza:.....

In che anno sei arrivato/a in Italia?

Quali scuole hai frequentato nel tuo paese di origine?

Asilo	sì 0 no 0
Scuola elementare	sì 0 no 0
Scuola media inferiore	sì 0 no 0
Scuola media superiore	sì 0 no 0

Quanto tempo è passato dal tuo arrivo in Italia alla tua iscrizione e frequenza in una scuola italiana?

Quanti giorni.....

Quante settimane.....

Quanti mesi.....

Quanti anni.....

Se è passato molto tempo dal tuo arrivo in Italia alla tua iscrizione in una scuola italiana potresti indicarne i motiv 0

Lontananza della tua abitazione dalla scuola disponibile 0

Difficoltà dei genitori a contattare una scuola 0

Mancanza di posti disponibili nelle scuole della tua zona 0

Incertezza verso il sistema scolastico italiano 0

Difficoltà nei formulari di iscrizione 0

Altro

78

Quali scuole frequenti e/o hai frequentato in Italia?

Se tu fossi rimasto/a nel tuo paese di origine pensi che avresti scelto un altro tipo di studi?

Sì 0 No 0

Se sì quali?.....

Nella scuola italiana ti sei sentito/a incoraggiato/a?

	Sì	No
Dagli insegnanti	0	0
Dai compagni	0	0
Dai tuoi familiari	0	0
Da amici esterni alla scuola	0	0

Quali sono (o sono stati) i tuoi rapporti con gli insegnanti italiani?

	Appena arrivato/a	ora
Buoni	0	0
Collaborativi	0	0
Rispettosi	0	0
Non buoni	0	0
Di indifferenza	0	0
Di ostilità	0	0

Quali sono (o sono stati) i tuoi rapporti con i compagni italiani?

	Appena arrivato/a	ora
Buoni	0	0
Collaborativi	0	0
Rispettosi	0	0
Non buoni	0	0
Di indifferenza	0	0
Di ostilità	0	0

Quali sono stati i maggiori problemi che hai incontrato all'ingresso nella scuola italiana?

Comprensione della lingua	0
Comprensione delle materie scolastiche	0
Senso di isolamento	0
Difficoltà nei rapporti con gli insegnanti	0
Difficoltà nei rapporti con i compagni	0
Senso di discriminazione	0
Senso di ostilità nei tuoi confronti	0
Difficoltà a esprimersi liberamente	0
Altro.....	

Hai mai assistito a episodi di violenza rivolti contro ragazzi non italiani o contro ragazzi italiani?

	Sì	No
Ad insulti	0	
Ad episodi di violenza fisica	0	0
Ad episodi di esclusione	0	0
Ad episodi di razzismo	0	0
Isolamento forzato e continuo	0	0

Sei mai stato/a vittima di episodi di violenza da parte di ragazzi italiani o nonitaliani?

	Sì	No
Di insulti	0	0
Ad episodi di violenza fisica	0	0
Di episodi di esclusione	0	0
Di episodi di razzismo	0	0
Di isolamento forzato e continuo	0	0

Hai mai assistito a episodi di violenza rivolti contro ragazzi italiani?

	Sì	No
Ad insulti	0	0
Ad episodi di violenza fisica	0	0
Ad episodi di esclusione	0	0
Ad episodi di razzismo	0	0
Ad isolamento forzato e continuo	0	0

Sei mai stato/a vittima di episodi di violenza da parte di ragazzi non-italiani?

	Sì	No
Di insulti	0	0
Ad episodi di violenza fisica	0	0
Ad episodi di esclusione	0	0
Ad episodi di razzismo	0	0
Ad isolamento forzato e continuo	0	0
Sei credente?	Sì	No
	0	0
Se sì		
Di in quale religione credi?		
.....		
Ti sei mai sentito/a a disagio in una classe dove erano appesi immagini solo di religione cattolica?		
Sì	0	No 0 Non ci ho fatto caso 0
Quando sei arrivato/a in Italia quali erano le tue aspettative e i tuoi sogni?		
.....		
.....		
.....		
Quali sono le tue aspettative e i tuoi sogni ora?		
.....		
Hai continuato a studiare la tua lingua madre?		
Sì	0	No 0
Ti piacerebbe studiare la tua lingua madre a scuola?		
Sì	0	No ?
Vorresti che la scuola trovasse nuovi modi per coinvolgere maggiormente la tua famiglia nelle tue attività scolastiche?		
Sì	0	No 0



Ti piacerebbe che a scuola ci fossero momenti di studio collaborativo tra tutti gli studenti?

Sì 0 No 0

Cosa facevi nel tuo paese di origine quando non eri a scuola ?

.....
.....

Cosa fai ora quando non sei a scuola?

.....
.....

A scuola ti sembra che ti vengano dati compiti e/o esercizi :

Giusti per te	0
Troppo difficili	0
Troppo facili	0
Incomprensibili	0
Basati solo sulla cultura italiana	0
Altro.....	

Quando non riesci (o non riuscivi) a svolgere dei compiti e/o esercizi pensi che sia dovuto:

Alla difficoltà di comprendere bene la lingua italiana 0

A una scarsa spiegazione da parte degli insegnanti 0

Al fatto che sono esercizi pensati solo per gli studenti italiani 0

Al poco tempo a disposizione 0

Altro.....

Pensi che sarebbe utile per gli studenti non italiani avere un po' di tempo per inserirsi nella scuola e imparare la lingua prima di essere

sottoposti a compiti in classe, interrogazioni, esami?

Sì 0 No 0

Hai mai notato nei libri di scuola frasi e/o immagini sbagliate riguardanti il tuo paese ?

Sì 0 No 0

GRAZIE PER IL TUO AIUTO

Se vuoi sapere i risultati della nostra ricerca puoi contattarci a fine giugno presso il Cospe, tel.055488800. il martedì e chiedere di:
Caterina Bertelli

Questo questionario vuole sentire l'opinione delle mamme su possibili attività da inserire in un progetto per prevenire il disagio giovanile che l'associazione Cospe ha presentato alla Comunità europea.

Vi saremo grate se rispondete alle seguenti domande.

Il questionario è anonimo.

Quanti figli ha?

(Se ha più di un figlio Le chiediamo di compilare un questionario per ogni figlio)

Quanti anni ha suo/a figlio/a ?

Ritiene che suo/a figlio/a sia felice?

Si 0 No0

Quali sono i problemi principali che suo figlio/a deve affrontare quotidianamente?

Nostalgia	Si 0	No0
Inserimento scolastico	Si 0	No0
La mancanza di amici	Si 0	No0
L'alimentazione italiana	Si 0	No0
L'intesa con gli altri membri della famiglia	Si 0	No0
La lingua italiana	Si 0	No0
Trovare un lavoro che gli piace	Si 0	No0
Problemi di studio a scuola	Si 0	No0
Altri problemi, quali	0	

Suo/a figlio/a mostra a volte:

Apatia	Mai 0 a volte 0 spesso 0
Coraggio	Mai 0 a volte 0 spesso 0
Disinteresse	Mai 0 a volte 0 spesso 0
Felicità	Mai 0 a volte 0 spesso 0
Solitudine	Mai 0 a volte 0 spesso 0
Disorientamento	Mai 0 a volte 0 spesso 0
Iniziativa	Mai 0 a volte 0 spesso 0
Dipendenza da T.V e videogiochi	Mai 0 a volte 0 spesso 0
Vitalità	Mai 0 a volte 0 spesso 0
Depressione	Mai 0 a volte 0 spesso 0

Altro.....

Come accoglierebbe la proposta di incontri tra madri italiane e madri cinesi su temi riguardanti i figli con la presenza di uno psicologo e di un mediatore linguistico?

Sarei molto interessata 0

sarei poco interessata 0

Non sarei per niente interessata 0

Altro.....

Quali sarebbero le difficoltà maggiori?

Parlare con altre dei problemi che si hanno con i figli ?

Confrontarsi con le madri italiane 0

Timore di essere giudicata 0

Mancanza di tempo 0

Altro.....

Vorrebbe anche la presenza dei padri?

Sì 0 No ?

Quali sono a suo avviso le iniziative più utili?

Incontri con una psicologa per i figli

0

Incontri con una psicologa per i genitori

0

Gruppi di incontro per i figli

0

Gruppi di incontro per i genitori

0

Attività di formazione lavoro

0

Attività ludico sportive interne ed esterne alla scuola

0

Attività in strutture di quartiere (biblioteche, circoli ricreativi, centri ecc.....)

0