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# L.A.S. – Learn Apply Spread

Erasmus+ - KA3

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## EXECUTIVE SUMMARY

Melissa Mancini

L.A.S. - Learn Apply Spread is a project led by GUS and funded by Erasmus+ Programme KA3 – Support for policy reform, Action Type KA347 – Dialogue between young people and policy makers.

The project lasted one year, from September 2018 to September 2019.

L.A.S. - Learn, Apply, Spread: three steps to create the basis for a common European feelings and awareness, through knowledge and understanding.

40 young people, with different background, reflected together with decision-makers on the topics of racism, social inclusion, youth and respect for rights. Precisely, young people involved came from Italy and Spain, countries with a long tradition of both emigration and immigration, and Tunisia, whose youngsters see Europe from another shore of the Mediterranean and are able to bring a different vision of social inclusion in Europe and alternative ways to understand the root causes of migration and the management of African borders.

L.A.S. involved the following partners:

G.u.s. | Italy | Lead Applicant

It has been founded in 1993 as a voluntary association, now it is a non-religious and independent NGO based in Macerata with local offices in several Italian regions. Its main mission is to support refugees and asylum seekers, promoting human rights, intercultural dialogue and social inclusion. It offers a multidisciplinary approach that leads people to a proper genuine independence.

Amycos | Spain | Partner

It is a non-religious, independent and pluralistic NGO, located in Burgos, whose main action fields are: education and awareness, youth participation, solidarity raising awareness, advocacy, social actions, international volunteering.

Farhat Hached Institute for Research and Democracy (FHIRD)| Tunisia | Partner

It is an independent international Tunisian NGO based in Tunis. It is an academic body of research that works at the both national and international levels in fields such as research, training, consultancy in issues of media, democracy and politics as well as democratic changes.

L.A.S. was framed into three main activities:

LEARN: GUS presented in detail to all the partners the good practices of the AS.Y.LUM project (funded by Erasmus+ KA3) and its innovative participatory approaches.

APPLY: first transnational event in Burgos, Spain, where young people and decision makers questioned themselves about the issue of participation, migration and the role of youth Europeans in the process of inclusion and social cohesion. A survey has been structured to later on be disseminated in partner countries.

SPREAD: The survey's results and findings have been presented in Italy, thanks to the collaboration of the organization 'Osservatorio di Genere' di Macerata, whose sociologist Ms. Claudia Santoni supervised the survey and analyzed the results. A final transnational event where N. 40 young people will meet up with the political decision-makers to sum up their experience and try to lay the foundations for new projects of integration and participation.

## 1. ACTIVITIES

### 1.1 Workplan

Melissa Mancini

LEARN. This phase took place via Skype with the aim of introducing the project and the experience gained by Gus within the project ASYLUM. This preparatory action focused on transferring to the partners and facilitators the best practices experienced, defining the methodology to be used in the transnational meetings.

APPLY. First transnational meeting, hosted in Burgos (Spain) by Amycos from the 26th to the 30th of November 2018, where participants worked on topics related to youth and migration, in terms both of challenges and solutions from the perspective of young people. To facilitate debate among youngsters, non-formal methods such as world café, open space technology and plenary sessions have been used. Debate tables have been created around the following topics: youth, gender, social inclusion, structured dialogue, social media and identity. Each 'Debate Table' has been supported by a facilitator and attended by a policymaker.

In this way, participants had the opportunity to work together with local policymakers to create thought-provoking questions to make a survey designed to gather information about young people's opinion.

Ms. Claudia Santoni, a sociologist from the Macerata 'Gender Observatory Association', supported the creation of the survey questionnaire, that was released online in Italy, Spain and Tunisia and over 600 young people responded.

Priority was given to specific targets (High Schools and University). In the time between the two transnational meetings, youngsters continued the debate on the project themes, investigating the local contexts and preparing themselves for the last meeting where every national group had to present how was the management of the survey's dissemination, explaining the target identified,

the way they have involved young people and the challenges faced.

SPREAD. Gus hosted in Alezio (Italy) the last transnational meeting, since the 8th to the 10th of May 2019, where participants met up to define a set of recommendations with a European dimension to promote and advocate for in their national and local context.

The sociologist analyzed the survey data, providing the participants statistics and explanations about the results in order to give proper inputs for debating and making recommendations.

Participants, divided in groups, worked on formulating recommendations on the topics identified in the survey, and, in a final debate with policy makers, they presented them their final recommendations.

Participants explored how to carry out an advocacy strategy for these recommendation, defining time and resources needed to make them operational.

Because G.U.S. understands youth participation as active involvement of young people in democratic life, seeing critical thinking and decision-making as crucial, we involved in all the activities a psychologist, Ms. Gemma Cartechini. The main idea was to analyze the process of growth of the young people involved in the project not only in terms of knowledge but also in terms of awareness on the importance of their involvement in decision-making process in all areas that impact on them and their communities, making participation credible to them.

### 1.2 Participants

Gemma Cartechini

There is an increasingly need of young people to 'spend themselves' in the social sector, trying not just to better understand themselves but also to make themselves understood by adults, in particular by those which represent the institutions and that are in charge to create policies.

In fact, young people have never considered themselves as protagonists in the social arena. This situation stress the gap between young people and institutions. Moreover, in most cases institutions have not been designed having young people in mind.

To bridge this gap the organizations that took part in the project had the idea of building, together with young people, a new way of thinking the social sector through a participative democracy starting from the grass-root level. In this way, participants become the protagonists of a revolutionary change of thinking which favors new perspective and democratic engagement.

The first part of the project in Burgos showed a dialectic process between the distrust of young participants towards the institutions and their wish to have with the institutions a clear, non-conflictual and easy relationship with the institutions.

In this first step the project offered a space to be protagonists. Young people reflected actively on important themes as the social inclusion process, the right to migrate and the active citizenship. Moreover, they worked on the European values with an approach centred on the teamwork capable of breaking down resistances and encouraging personal freedom, peer learning and a real growth. Finally, the large group took a closer look at some specific challenges, offering recommendations to the policy makers that they met. In this step, young people worked on the construction of a survey (where they have chosen: the narrative focus, stylistic expression and target) to submit to peers. The survey is a product born from youngsters, who experienced the importance of their personal opinions as expression of their determination.

From an analytic point of view, this type of work deployed also the typical worries that distinguish young people. The discussions were characterized by a strong emotionality, sometimes genuine and productive, other times unconscious and involving aspects of denial. The challenge of the facilitators focused on an aspect in particular: holding together, in a balance between creativity and

disillusion. The indecision between the chaos of their many ideas and the rational vision of adults, remained the main challenge in finding their own identity.

Young people are always looking for their own identity. This kind of project represents, for young people, a first opportunity to empathize with themselves because when participating they must deal with their own limitations, with the act of speaking, with the responsibility of making a choice, with the possibility of changing their mind. This is the deepest theme underlying the activities: to build a maturity that allows the meeting and the exchange between generations.

In the second mobility carried out in Alezio the identity of the groups was certainly more defined and strong. The activities focused on the results of the survey to allow a reflection about the institutions, young people and their concerns about migration issues. The abstraction process to which the young people were called, involved the groups divided by nationality. This setting allowed the expression of the participants' identity, partly defined by the nationality of belonging, partly contaminated by the experiences with peers. It is no coincidence that one of the slogan developed was 'THINK GLOBAL, ACT LOCAL', which appropriately describes the desire to start from the searching for solutions in one's own contexts and then to abstract them in international contexts.

The continuous debate and the careful search for possible solutions has produced, in the second meeting with the policy makers, an inclusive discussion although the local politicians have not always been able to respond to the youth concrete expectations:

- 1) Young people expect tangible facts behind political words of adults: it is a characteristic of the young age being impatience and desiring social justice.

- 2) Young people, even when discussing with them, always feel themselves as the subject of an interlocution and never the subject.

- 3) Young people always find a way to empathize with people in difficulty because they do not feel that they are

always in right about everything and, so they are ready to be challenged.

In general, the project ended with an emotional and political growth of the group of young participants. Despite their young age and inexperience, the working group proved to be able to carry out every task entrusted by the facilitators. From an emotional point of view, the balance was reached when the task given demonstrated to be more important than personal positions. In every discussion the quality of the outputs produced highlighted the ability of participants to negotiate between the individual position and the group one.

The aptitude to make choices in favor of the community is an essential indicator of the participatory democracy to which the group tended.

From a political point of view, young people have been able to position themselves and make decisions, developing a thought and making useful suggestions related to the European contexts, in a stylistic exercise that has then been translated into a real open debate with the policy makers.

Participants developed a good critical thinking, thanks to the opportunity given by the project where they could experience their thoughts and abilities.

## 2. OUTCOMES

### 2.1 Survey's Analysis

Claudia Santoni

The online survey entitled "Youth, Migration and Inclusion" was aimed at girls and boys, between 16 and 30 years old, in three countries: Italy, Tunisia and Spain.

The survey was a structured questionnaire with 38 questions divided into seven thematic sections.

While the first section was focused on sample's data (Sex, Year of birth, Country of residence, Citizenship, Occupation, Education); the following six sections investigated the specific project clusters: Youth, Structured Dialogue, Gender, Social Media, Social Inclusion, Identity.

To facilitate its compilation and to ensure its widest dissemination, the survey was translated into English to be disseminated in Italy and Tunisia, and into Spanish.

A total of 649 young people answered to the survey: 223 in English and 426 in Spanish.

#### *Group's data*

The sample is mostly female, above 60%. Specifically, 61.5% F and 38.5% M for the Spanish sample; 64.13% F and 35.8% M for the Italian and Tunisian sample.

Age differs in the two groups: the Spanish one is younger and distributed in different age groups: more than 30% are between 19 and 21, and almost 15% are between 16 and 18; whilst only 7% are between 28 and 30 years old. The Tunisians and Italians samples have an average age between 22 and 24, and more than 23% of the sample is between 28 and 30 years old.

Most young people live in Spain (65%), while 22.6% in Tunisia and 12.4% in Italy. Most of the young people interviewed are students: 46.1% in Tunisia and Italy (39% are employed); 62.6% in Spain (31.2% are employed). The Spanish sample has a significant percentage of high school students (20.8%), but the percentage falls

to 5.8% for the other nationalities sample. Most of them are university students (over 60%).

It also should be noted that the 18.7% of the Spanish sample has marked the answer "other educational qualifications" which indicates post-secondary school study and it refers in particular to the vocational training experiences. In Spain, nowadays, this opportunity represents a strong and alternative way to the traditional course of study to directly enter in the work world. This interesting training opportunity that in Italy is not still widespread.

### *Youth*

This section investigates the relation between young people and educational system, and the real opportunities that young people (migrants and mot) have to participate in social life.

To the question 'Do you think that of the education system of your country of residence promotes multiculturalism?' the sample is divided in half, and it is not possible to give a precise indication about the meaning of the answer 'I don't know' (10%). During the meeting, we have worked about the existing relation between multiculturalism, culture and educational models.

The two samples expressed the same opinion regarding the obstacles that young migrants have to face in society, and they can be indicated as follows (decreasing importance): unemployment, dis-crimination, racism, lack of services, language. The data on language, given as last in importance, contradicts the "second language" policies currently predominant in Italy.

The answer to the following question is very interesting: 'Which of these choices do you consider as most important to increase youth participation?' The whole sample is certain that the participation of young people can increase thanks to education (82.2% Spanish and 85.4% Tunisian and Italian). The importance of having received an education rich in values of integration and participation is evident in the answers given by the young people.

In second place we can find "work" and then, with similar percentages, volunteering, associationism and sport.

### *Structured dialogue*

In this section we tried to understand how young people experience the relation with public institutions, both in terms of access to services and in its real impact on youngsters. The questions have encouraged youngsters to evaluate if there is a real relationship with local institutions, if spaces to work together are provided and if there are policies targeted at them.

This is the part of the survey in which the sample appears more undecided: prevalence of "I don't know", even more than 30%. This tendency suggests that there might be a cognitive deficit by youngsters about the operation and the aims of existing public services in their territory. The assessment was not negative but a "no evaluation" answer is often linked to a lack of knowledge about the role and the services of the institutions. So, it is important to pay attention to the effective dis-semination of information and contents among young people about existing services and the way to use them.

By going into the specific of the answers given, the biggest doubts are about the real access of young people to public institutions 'Does your city provide access to youngsters to interact with different kind of public institutions?' The Spanish sample is divided between "yes" for the 41% and the "I don't know" for the 41%.

On the contrary, the sample is quite sure that young people, with their ideas and their way of acting, can influence public opinion. About 70% think that it is possible have an influence through the way they act. The recent youth opinion movements on environmental issues can be a good example to support this idea. It could be interesting to monitor how this attention and the will to influence the environmental issues, for example, can have a practical impact towards the acts and the directives of the future politics of European governments.

The sample is also convinced that the education that we receive is often not adequate to prepare young people to deal with migration issues. For example, they think that there may still be influences (widespread stereotypes, physical characteristics, ethnicity) that make difficult the search for a job. In several parts of the survey youngsters bring the attention to the education. This is very interesting because it shows to the policy makers a path for more actions. The different educational contexts, both formal and informal, are crucial. This is positive because in reality the education always acts on these two levels.

#### *Gender*

The survey dedicated three specific questions to the topic of gender. In particular, it introduced a distinction between women with migratory backgrounds and young women (so-called second-generation women). What emerged is that the migrant women are considered as more disadvantaged (80.4% for the Spanish sample and 61.3% for the sample in English). Whilst for young women there is more uncertainty about the real opportunities compared to young native peers (the sample concerning Italy and Tunisia recognizes a situation of non-equality of 26.1%). It should be stated that the term "second generations" has been used here for the empirical research purposes to specify the data on migrant women (generally mothers) and on young women (generally daughters). So, this term is used as a descriptive necessity and not as a tag. The relevant literature suggests to expand the perspective up to the third and the fourth generations. Moreover, it should be stated that this survey has regarded the gender as a key variable to evaluate how the issues explored are designed, depending on the different identity roles, male and/or female. For the purpose of the research, in the part dedicated at the gender we think that it was not relevant to add a specification about the identity, for example with the options "intersex" or "transgender". In general, the request of this data is only

required if we investigate directly the discrimination suffered, including that of a sexual nature.

Gender has also been investigated with respect to stereotypes and their digital distribution. The sample has confirmed that social media have a central role in encouraging and disseminating stereotypes (around 80% answered). This data suggests some recommendation: more information and divulgation activities among young people on the issue - usage and possible dangerous - and greater uniformity in European legislation regarding the fight to the gender discrimination and any kind of homophobia, that nowadays are all over social media.

#### *Social media*

This section specifically investigates the relationship between social media and information about migrants. In general, the information disseminated is considered non-objective (70.3% of the Spanish sample and 56.3% for the Italian and Tunisian sample). This is the reason why 80% and more of the sample, said that they are used to compare multiple information sources on this topic. Then, we tried to understand the behavior of these young people. To the question 'What do you do in case you detect a Fake News? Nothing, denounce formally, advise or repost' the answers were not homogeneous, without a clear trend between the two samples. This can be a sign of probable confusion about behavior options. This trend reinforces the need to implement a better information among young people - awareness campaigns - on the real enforcement actions to prevent disinformation and/or dissemination of fake news. It is better if these campaigns are created by and for young people. The data on information sources considered to be more truthful, is also an interesting topic. There is an opposite assessment of printed news: true, and therefore more reliable for 45.1% of the Spanish sample, whilst only for the 14.8% of the Italian and Tunisian sample. The evaluation of information provided by friends and family is also opposite: it is reliable only for 8% of the Spanish sample and 22.6% of the other. Regarding Italy,



this data confirms the growing separation of the so-called Millennial generation from the printing media and hence from more detailed information of experts, and a greater confidence in news shared by friends. This specificity should be assessed when information and/or prevention campaigns widely disseminated are put into place.

#### *Social Inclusion*

Social inclusion is evaluated here considering the role played by social events and aggregation places in the daily life. Regarding to available spaces, the answer given by young people is quite positive for the whole sample, and it is even better for Spain: there are places of inclusion for 74.80% of the Spanish sample, and there are 59.2% for the Italian and Tunisian sample.

As regard the negative influence of cultural stereotypes related to social inclusion, there are clear and consistent trends. In the sample's opinion the main field of action to counter stereotypes is the daily relationships; on the other side, the family appears to be more protected from stereotypes, especially for the Spanish sample.

Education still appears as the privileged framework for inclusion. The young people were also asked to respond to two more personal questions. The first about the possibility of having an immigrant flat-mate. In this case the prevailing answer was: "it is an opportunity to meet different cultures" (61.1% Spanish and 76.1% Italian and Tunisian); 28.6% of young people declared "it's indifferent for me ". The second question concerned the parental approval of a possible relationship with a migrant. Also, in this case the family seems to be open to this possibility (62.2% of yes for Spanish sample and 41.8% for the other) but strongly depending on the migrant's country of origin and age, especially for the Italian and Tunisian sample which appears to be more undecided (18.5% indicates Don't Know).

#### *Identity*

Identity is a difficult subject to investigate. Young people were asked about whether, in their life contexts, there is

full freedom of expression in terms of identity.

The sample was more homogeneous about the idea that there are youth groups more exposed to violence: Yes for the 82.3% of Spanish and Yes for 74.5% of the Italian and Tunisian sample. However, they are more uncertain in assessing whether immigrants and natives have the same rights; the Spanish sample splits in half with 49.08% of Yes, and 50.92% of No. Also the Italian and Tunisian sample is divided in half (51.35% Yes, against 48.56% of No). It could be interesting to investigate the idea of what freedom of expression means in different countries, (e.g. freedom to do, freedom to go, to behave, etc.). It seems to be necessary to create opportunities of discussion and exchange between youngsters to investigate the themes of plural identities, the difficulties during growing due to different worlds, cultures and values lived.

#### *Survey final considerations and data*

The meeting has been the opportunity to deepen the theme of education and the role of the educational system in different countries with relation to the youth and migration topics. The survey showed the youth's idea about the importance of receiving adequate education to deal with a positive social inclusion. What are the values? Are there prevailing cultural models? Are there cultural models to indicate as more effective? And what methods we should take into consideration to foster social inclusion? The role of the education system in different social contexts – especially those with a great migratory background– should be better analyzed to understand how important is the dissemination of positive models, knowledge, cognitive skills focused on the education about cultural differences and interculturality. Moreover, it might be important also to analyze the existence of different cultural resources into the traditional educational systems. For example, the existence of actions of professional support and incentive in the formal educational contexts coming from external organizations (such as associations, NGO, etc.).

A theme that has not been investigated, is the difference between education and socialization. While education exists through the formal education system, socialization exists through non-formal channels. Socialization is an unintentional and informal educational process but it is still very important. Through socialization, values, rules, ideas and thought patterns are spread in an informal way, becoming point of reference for young people because they have been developed in a peer relationship. Boys and girls that participated in the survey have highlighted the importance of this educational process and its relevance for the promotion of issues as migration, social inclusion and youth participation. As regard of this last topic is crucial to open a specific reflection upon the difference between the need for young people to participate directly in the development of some issues affecting the evolution of societies and the real change that their activism produce on public policies. Nowadays, the participation is possible through different forms and means: from collective movements to ethical-ideological individual initiatives and social campaign. The impact of these forms of participation should be assessed in the medium and long-term and within specific categories. Will the institutions accept the youth requests? Will public policy change significantly? In fact, we must consider that, for a social impact, any type of ideas needs two mechanisms: the first is that the requests made are recognized globally as social subjectivity and that, in a later stage, these ideas turn into individual actions.

## **2.2 Participants recommendations**

Melissa Mancini

Because there are many different forms of participation and many different ways in which young people can get involved the participants formulated recommendations related both to their national contexts and at European level. They worked on common points and finally pointed out recommendations able to create impact.

### *Tunisia*

The group envisioned to live as one community that support socio-economic, political inclusion and mutual understanding among Tunisian and newcomers. To reach that aim they formulated the following recommendations:

- Including extra sessions in educational institutions highlighting the risks of irregular migration and promote multiculturalism;
- Closer and stronger coordination between NGOs and Public institutions to support migrants;
- Raising awareness on migration and social inclusion topic through youth friendly media campaigns;
- Law refinement (adding a specific legislation to protect migrants rights).

### *Spain*

The group created the following recommendations starting with the question 'What should we do to foster social change?'. The recommendations were then divided into macro-themes that they felt were most relevant in their national context:

- (Structured Dialogue) Institutions should provide intercultural youth spaces to promote creativity and the exchange of ideas;
- (Education) Creating sessions to know how to deal with migration and inclusion;
- (Education) Promoting intercultural meetings in schools;
- (Participation) Involvement in schools of trained youth workers to increase awareness about migration;
- (Participation) Increasing knowledge about what municipality offers to the youngsters;
- (Gender) Promoting non-formal spaces where all can be and feel equals.

### *Italy*

The group started analyzing the top-bottom and the bottom-up critical issues in the field of education and public institutions, then investigating the existing relation between institutions, educational system and citizens and

finally finding out the gaps in this relation and researching for possible solutions.

They formulated the following recommendations:

- Granting access to rights to all in the working and educational field;
- Institutions should provide spaces to empower and create opportunities for youths;
- Institutions should work on the promotion and investment on youths' projects;
- Changing the mindset of the youths from dependent to independent (formal education level);
- Strengthening coworking between public institutions and civil society on the field of migration, youth and inclusion.

To implement recommendations that go beyond the national dimension, the participants split into mixed groups and did a hard work of debate to finally agree the following recommendations (listed in order of importance):

- Promoting links between cultures through intercultural events and initiatives (e.g. intercultural exchanges in high schools, intercultural parties, festivals, markets, food, lectures, concerts, movie projection from different countries, etc.)
- Ensuring access to migrants to rights related to educational resources, labor market and housing (e.g. volunteering language lessons, partnership with private institutions, legal support);
- Promoting and facilitating the participation of newcomers in the social movements, youth associations and organizations;
- Highlighting the importance of social inclusion of migrants within society through youth friendly media (e.g. movies about immigration topic, storytelling, campaigns, tools against fake news);
- Promotion and Investment on youths projects;
- Implementation of formal coworking spaces between public institutions, civil society and youth organizations in the field of migration and social inclusion.

## CONCLUSIONS AND RECOMMENDATIONS

Melissa Mancini

Despite national differences, all the participants recognized some common critical factors in both national and European context such as:

- Lack of a real structured dialogue with youths;
- A formal and not social-oriented educational system that doesn't keep up with youths' needs;
- Existing and urgent gap within the family-school relationship;
- Lack of commitment from governments to valuing the diversity in society;
- Slight allocation of resources to involve young people in decision-making and thus to engage them as active citizens;
- Lack of non-formal spaces to foster intercultural socialization.

The above mentioned factors smash into a context affected by a strong individualization processes. Thus, it is fundamental supporting (but not guiding) participatory processes to provide young people a sort of 'gym' where they can practice to find their own identity. In other words, it is not just in the individual path, but also in the collective one that the participation can fully take place. Youth experiencing the group and collective dimension have a stronger confidence in the future and in the opportunity of changing the 'status quo', and they better understand the need to plan and to act collectively to be more impactful in the long run. Therefore, young people, empowered through participation in inclusive processes, are better equipped to meaningfully participate and contribute to society throughout their actions and choices. On the contrary, when participation and services are not accessible to certain groups in the population, a process of marginalization of these groups can take place, fragilizing the social cohesion and the community itself. Thus, improving engagement of the young people, especially those from migrant and refugee backgrounds is crucial to

build democratic societies. At this regard, a remark on the relationship between social inclusion and participation must be done: working on participation without the recognition of political and social rights of migrants (young or not) expose them non just at exclusion but push them to a form of polarization that endangers democracy and create social conflicts. Therefore, it is illogical for institutions working towards social inclusion without focusing on engagement of migrants and young people in the decision-making process, excluding them from having a say on the issues that concern them.

Youngsters should have the possibility, the knowledge and the ability to actively take part in the community where they live. In this sense, the the institutions and the local government should:

- encourage the presence of young people in local decision-making structures (ensuring participation of people from different background and nationalities living in a territory);
- provide spaces, places and opportunities (formal and not) for youth participation to occur, especially now through digital and e-participation
- support the creation of youth associations giving free spaces, providing material aid and financial support;
- strength the role of the education to foster the creation of a community who recognize and appreciate the differences and the participation;
- strength the role of youth workers and teachers in creating cultural competency among youngsters, improving their knowledge and skills to be able to engage effectively with people who have a different cultural background.
- strength the role of youth workers and teachers to know and understand the challenges facing young people from migrant and refugee backgrounds including pre and post-settlement experiences;
- provide formal spaces where younger generations can reflect about the complex cross-cultural realities they live in;

- bringing good practice to life through funds and special programs.

Developing a culture of inclusiveness requires that people, especially young, critically reflect upon their values and behaviors. These include considering the openness to difference, willingness to embrace diverse ways of knowing and being and commitment to non-discrimination and equity.

The "vicious circle of ineffective and non-participative youth policies" must be broken, giving more economic resources, structuring interventions more meaningful in terms of culture and participation, together with an ongoing institutional commitment.

**APPENDIX**  
Survey Structure

Sex:  Female  Male

Year of birth:.....

Country of residence:.....

Citizenship: .....

Occupation:  student  worker  unemployed  other.....

Study:  High school  University  other .....

**YOUTH**

1) Do you think that the education system of your country of residence promotes multiculturalism?

Yes  NO  Don't Know

2) What kind of obstacle youth migrants living in your country face? (Maximum three answers) Please select:

- unemployment,
- discrimination,
- racism,
- language,
- lack of services,
- other .....

3) Which of these choices do you consider as most important to increase youth participation? (Maximum three answers)

- Association
- Volunteering
- Sport
- Education
- Work
- other.....

**STRUCTURED DIALOGUE:**

4) Does your city provide access to youngsters to interact with different kind of public institutions?

- Yes
- No
- Don't know

5) In your perspective, can your ideas expression influence the public opinion?

- Yes
- No
- Don't Know

6) In your perspective, can the way you act influence the public opinion?

- Yes
- No
- Don't Know

7) Would you agree that your education has prepared you enough for dealing with political topics such as migration?

- Yes
- No
- Don't Know

8) Do you think that a photo and specification of your nationality can influence your acceptance in job?

- Yes
- No
- It depends .....

**GENDER:**

9) Do you think that women with migratory background (1st migrant generation) has less opportunities than local women?

- Yes
- NO
- Don't Know

10) Do you think that young women (2nd migrant generation, daughters of migrants ) has less opportunities than equal in age?

- Yes
- NO
- Don't Know

11) Do you think that social media encourages GENDER stereotypes?

- YES
- NO

**SOCIAL MEDIA:**

12) Do you believe that social media provide objective information about migrants?

- YES
- NO
- Don't Know

13) What do you do in case you detect a Fake News?

- nothing
- denounce formally
  
- advise
- repost
- other .....

14) Do you compare different sources when gathering information on migration?

- Yes       No

15) Would you value these sources as fairly truthful ? (Printed news/On-line news/Tv/Friends and Family/Social Network)

- Yes       No

If Yes select max n. 2 topics:

- Printed news
- On-line news
- Tv
- Friends and Family
- Social network (Facebook/Twitter..)

### **SOCIAL INCLUSION**

16) Do you have in your city spaces that promote social inclusion activities? (public space, social center ..)

- Yes       No       Don't Know

17) Do you think that cultural stereotypes affect social inclusion?

- Yes       No       Don't Know

18) If Yes, in which field do you think that cultural stereotypes affect social exclusion the most? (Maximum three answers)

- Work
- Social life
- Education
- Institutions
- Family
- other .....

19) What do you think about having an immigrant as roommate?

- it is no possible I ask for room with local people;
- it 's indifferent for me;
- it is a problem;
- I hope he/she speaks my language ;
- it is an opportunity to meet different culture
- other.....

20) Do you think that your parents would approve if you were in relation with a person from another country of with migratory background?

- Depends on the country
- Depends on the age
- Yes
- No
- Don't Know

**IDENTITY:**

21) Do you think that in your city there are groups of people more expose to the violence than other groups?

- Yes
- No
- Don't know

20) Do you think that in your city immigrants enjoys the same rights as local citizens?

- Yes
- No

22) Do you think in your country you are free to express your identity (cultural, gender, religious, ethnic)?

- Yes
- No

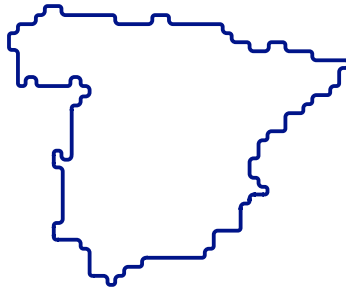


# SURVEY'S GENERAL INFORMATIONS

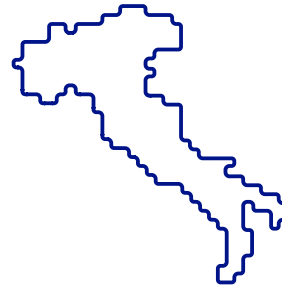
**Men and women between 16-30**



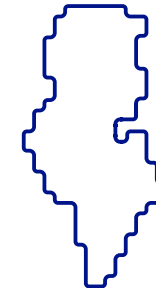
**Spain**



**Italy**



**Tunisia**



**38** questions



**649** people

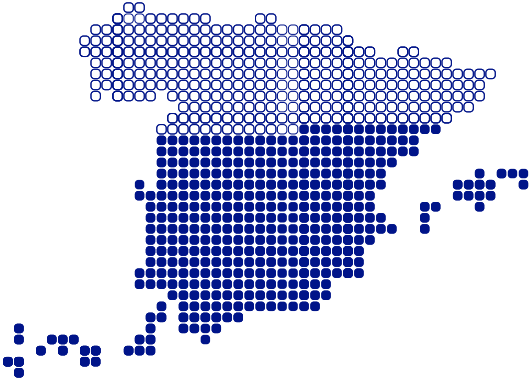


- 426 answered in Spanish
- 223 answered in English

# GROUP'S DATA

Young people living in Spain, Italy and Tunisia

65%



38.5% male



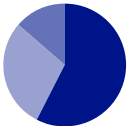
61.5% female



62.6% students



31.2% employed

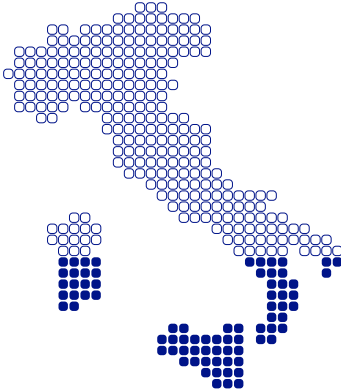


- 19-21 years old (30.2%)
- 16-18 years old (14.3%)
- 28-30 years old (7.7%)

20.8% at the high school

18.7% at a post-secondary school

12.4%



35.8% male



64.1% female



46.1% students



39% employed



- 28-30 years old (23.3%)
- 22-24 average age (33.6%)

5.8% at the high school

89.6% at the university

22.6%

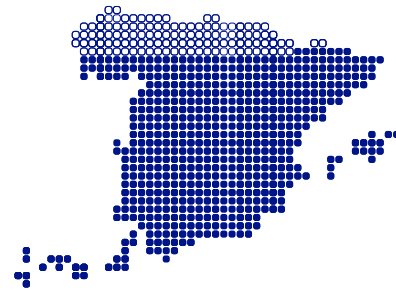


# 1. YOUTH

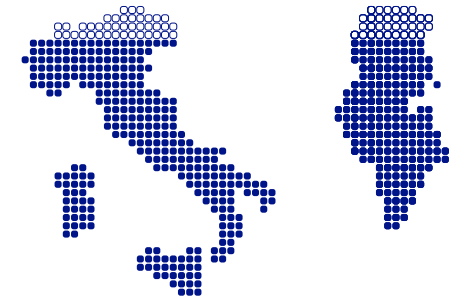
Relation between young people, educational system and opportunities of social participation



They consider **education** as most important to increase youth participation.



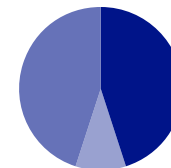
**82.2%**  
in Spain



**85.4%**  
in Italy and Tunisia



Do you think that of the education system of your country of residence **promotes multiculturalism?**



**10.1%**

The sample divided in half  
**10.1W%** "I don't know"

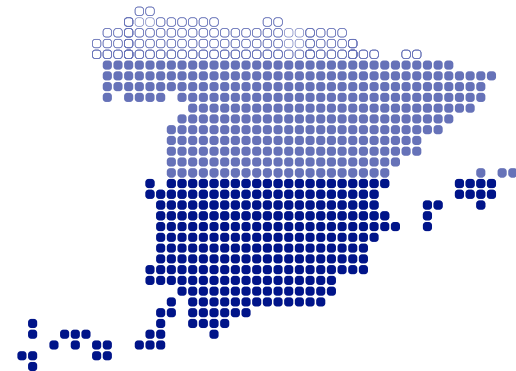
## 2. STRUCTURED DIALOGUE

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How young people experience the relation with public institutions



Does your city **provide access** to youngsters to interact with different kind of public institutions?

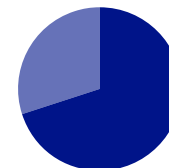


41.2% "Yes"

41.7% "I don't know"



Do all of them think they can **influence public opinion**, with their ideas and their way of acting?



70.4% "Yes"

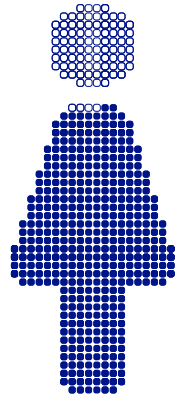
29.6% "I don't know"

### 3. GENDER

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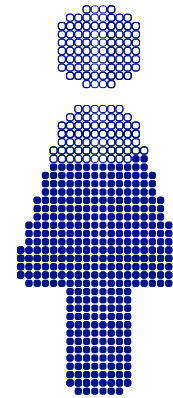
A distinction between migrant women and women with migratory background (second and third generation)

**Migrant women** feel more disadvantaged



**80.4%**  
who answered in **Spanish**

**26.1%**  
Inequality on real  
opportunities to native peers  
in Italy and Tunisia



**61.3%**  
who answered in **English**

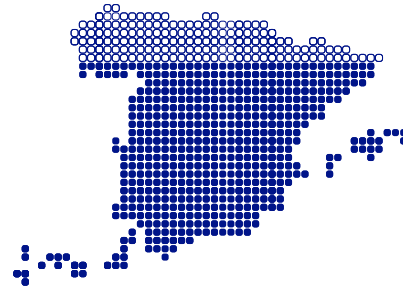
**78.9%**  
Think social media have a central  
role on ecouraging stereotypes

## 4. SOCIAL MEDIA

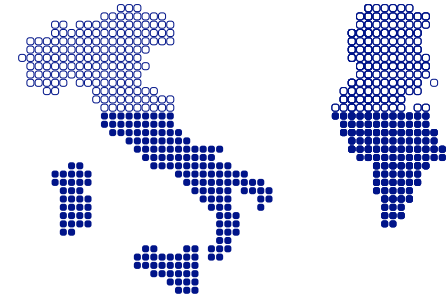
Relationship between social media and information about migrants



**Social media** are non-objective.  
**80%** of them compare multiple sources.



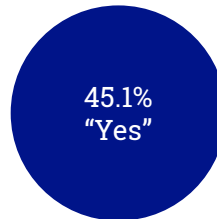
**70.3%**  
in **Spain** think they are not



**56.3%**  
in **Italy** and **Tunisia** think they are not



**Paper media** are more reliable.



45.1%  
"Yes"



14.8%  
"Yes"



Informations **by friends and family** are reliable.



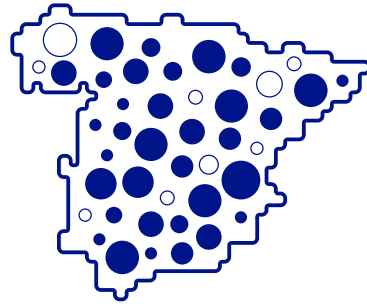
8.2%  
"Yes"



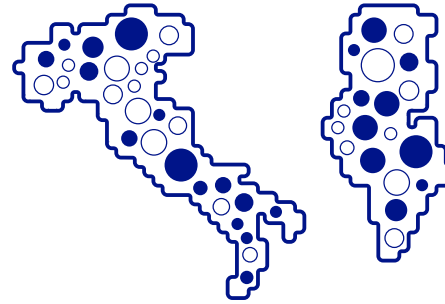
22.6%  
"Yes"

# 5. SOCIAL INCLUSION

Availability of aggregation places in the daily life to foster inclusion



**74.8%**  
positive in Spain



**59.2%**  
positive in Italy and Tunisia

Having an **immigrant flatmate** may be an opportunity to meet new cultures.



61.1%



76.1%

**28.6%**  
"It's indifferent for me"

Your **parents may approve** a possible relationship with a migrant.



62.2%



41.8%

**18.5%**  
"I don't know"

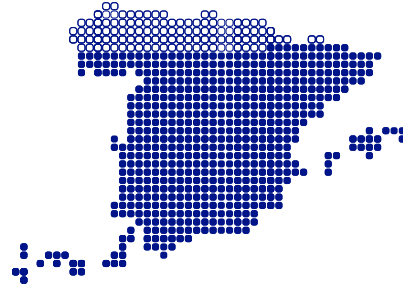
**Education** still remains as the privileged framework for inclusion.



## 6. IDENTITY

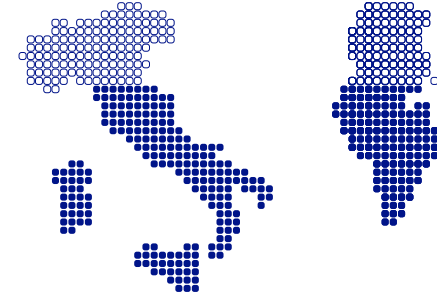
Young people and their freedom of expression

They think youth groups are more **exposed to violence**.



**82.3%**

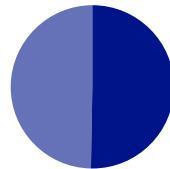
Spain



**74.5%**

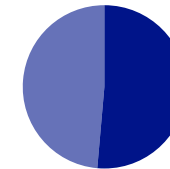
Italy and Tunisia

Immigrants and natives have the **same rights**.



**50.9%** "I don't know"

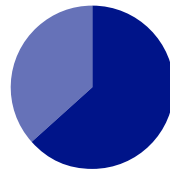
**49%** "Yes"



**51.3%** "Yes"

**48.6%** "I don't know"

Spanish youth are more **optimistic**.



**63.5%** "Yes"



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This report is edited by  
**Melissa Mancini** Project Manager  
**Gemma Cartechini** Pyschologist  
**Claudia Santoni** Sociologist