D.3 - Young people of foreign origin and educational failures: key-roles and actions to contain dropout's risk and promote inclusion

*Chair: **Antonello SCIALDONE** (INAPP) - **Riccardo MORRI** (Sapienza Università di Roma)*

Italy ranks among EU top places for what concerns number of early school leavers: relevance of this phenomenon has grown from 13,8% in 2016 to 14,5% in 2018. Even more alarming are educational failures data referred to second generations (mostly born in our country), which went from 32,8% to 37,6% in two years according to Istat. For these children and young people -who represent almost 10% of school population- school system is the first context for the challenge of integration. Scholars should concentrate many efforts on determining factors of dropout and analyze paths taken by those dropped out of the training circuits, together with the identification of policies to combat early school-leaving.

General objective of this panel is to increase availability of data relating to targets of foreign origin and students from migrant background, broadening the knowledge framework on integration effectively achieved in school/training systems and taking into account also inclusion issues. Analysis of these phenomena must consider incidence of subjective variables and factors related to contextual systems and local situations (inclusive capacity of educational agencies and local resources, targeted policies).

Focusing particularly on high risk of educational failure for minors in out-of-home-care (mostly with immigrant background), we need to reflect on many problems, including lack of attention received in adolescence phases and frequency of school transfers due to changes of foster care projects: institutions rarely hold information to understand peculiarities characterizing lives of young people grown alone or in dysfunctional families, who end up being placed in communities (or hetero-family foster care). Italian Parliament has recently defined measures to support care-leavers' transition to adulthood: it would be appropriate in this perspective to experiment with accompanying actions aimed at autonomy and detect major problems in different territorial areas.

Finally regarding unaccompanied foreign minors, there is a lack of data on effective exercise of right to education recognized by international conventions, while it would be useful to monitor school/training courses actually followed. Also in this case it's necessary to emphasize that concrete enforceability of access to learning and qualification opportunities is first guarantee of protection from the risk of falling into circuits of illegality and exploitation.

Starting from international literature on each of the target groups, from background reviews on qualitative and quantitative data and/or ad hoc surveys, multidisciplinary paper proposals may include:

- information on initiatives implemented to contain the risk of dropout of young people of foreign origin and modeling of practices to combat early leaving;
- case studies aimed at investigating criticalities of inclusion in education circuits, socialization models, risks of educational failure, methods of prevention/contrast;
- insights into the correlation between levels of inclusion and training success;
- analysis of skills of the actors involved in the fulfillment of compulsory education and training system, with particular attention to 'mediation figures' (counselors, mediators, teachers, "autonomy tutors" etc);

- identification of tools and experiences for promoting school inclusion and support for educational success, through the enhancement of citizenship education and intercultural mediation.

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SELECTED PRESENTATIONS

1. SECONDARY SCHOOL STUDENTS' ATTITUDES CONCERNING MUTUAL ACCULTURATION IN SWITZERLAND, GERMANY, AND GREECE: TOWARDS UNDERSTANDING ITS IMPACT ON EDUCATIONAL SUCCESS
   Petra Sidler
2. BETWEEN SOCIAL CLASSES AND MIGRANT BACKGROUND. SCHOOL INTEGRATION AND ATTAINMENT OF IMMIGRANTS' OFFSPRING IN UPPER SECONDARY EDUCATION IN ITALY (2015-2019)
   Gabriella D'Ambrosio, Pasquale di Padova
3. SOCIAL INCLUSION AND EDUCATIONAL SUCCESS: THE ROLE OF SCHOOL IN THE ENHANCEMENT OF THE EXPERIENCES OF STUDENTS WITH MIGRATORY BACKGROUND
   Giada Prisco, Clara Maria Silva
4. LOOKING AT THE NETHERLANDS FOR DESIGNING BEST SOLUTIONS TO THE ITALIAN REALITY TO CONTAIN THE DROP-OUT RATE AND PROMOTE INCLUSION
   Tiziana D'Amico
5. YOUNG FOREIGNERS AND EARLY SCHOOL LEAVERS: PROPOSALS FOR INTERVENTION THROUGH CHORAL SINGING AND READING ALOUD
   Vanessa Candela, Damiano Periccioli