



Demographic change and active inclusion in Bologna: 6+ Project and Two-For-One Project



Cities for Active Inclusion



CITIES FOR ACTIVE INCLUSION

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The nine observatories are coordinated by EURO CITIES, the network of major cities in Europe, and supported through Inclusive Cities for Europe, a partnership between the European Commission (DG Employment, Social Affairs and Inclusion) and EURO CITIES.

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1. BACKGROUND ON DEMOGRAPHIC CHANGE

1.1 Current city data

Bologna is the principal city of the Emilia-Romana region in northern Italy and is the seventh largest city in Italy in terms of population. According to the city's records, the resident population of the city of Bologna is just over 382,000 (382,784 people at 31 January 2011)¹. A comparison with data from the end of 2010 shows an increase of about 2,600 residents (+0.7%).

A total of 3,141 births were recorded during 2011: 0.5% more than in the previous year. Two thirds of these children were born to married parents (63.6%), while one child out of three was born outside marriage (36.4%). Women have an average of 1.2 children; and the fertility quotient for Italian women is 32.85 births per year per thousand women of reproductive age, while the fertility quotient for foreign-born women is 57.63.

There were a total of 4,767 deaths in 2011, 2.3% more than the previous year, with a monthly average of 397 deaths. The rate of natural population decline continued to be significant with 1,626 fewer births than deaths. On average in Bologna, men live to the age of 82 years and women to the age of 86 years.

Net immigration into Bologna in 2011 was positive, with 4,292 more immigrants than emigrants during the year. On average, 1,380 new residents arrived in the city each month, while 1,030 left the city per month. The figures show that the highest net inward migration was of people from other countries (+4,073) and next highest was net inward migration of people from southern Italy (+1,895).

In 2011, people with a foreign background (foreign-born and/or with foreign-born parents) who were registered with Bologna's records offices comprised 13.7% of the total population of Bologna: 13.8% of the male population and 13.6% of the female population. There were more foreign-born women than men: 27,683 men and 24,835 women, but the proportions vary among different nationalities. For example, there is a strong prevalence of women from Eastern European countries, while the majority of immigrants from Asia and Africa are male. In addition, the age profile for the population with a foreign background is very young: 16.7% are children aged 0 to 16, and 76.7% are less than 45 years old. These figures can be compared to the average population profiles for Bologna as a whole: according to ISTAT data², on 1 January 2011, older people aged 65 years and over represented 25.9% of Bologna's total population, while young people (aged 0-29 years) represented 23.7%.

In terms of the labour market, the unemployment rate is not currently available for just the city on its own, but for the whole of the province of Bologna the unemployment rate is 5%. Unemployment by gender is slightly higher for women (6.0%) than for men (4.1%). The unemployment rate is much higher for young people aged 15-24 years old at 29.2%; and it is slightly higher for young women aged 15-24 (at 30.9%) than for young men aged 15-24.

¹ Demographic trends in Bologna, 2011: City of Bologna. ([Le Tendenze demografiche a Bologna 2011](#)). Due to frequent delays in reporting changes of residence to the city's records offices, especially by residents with a foreign background, this is likely to be higher than the actual figure.

² ISTAT: Provincial unemployment data (Dati disoccupazione a livello provinciale)

1.2 Demographic trends

The above data highlight two principal demographic trends: the significant ageing of the population, as characterised by the growing number of older people in the city; and population migration, which is characterised by the significant number of young people who were either born in Bologna or arrived shortly after birth. Demographic data just published by the city administration reveal that foreign-born residents tend to have higher numbers of children. This trend represents a significant change for the city of Bologna.

The children of foreign-born residents are often referred to as second generation immigrants: young people with a foreign background who have either been born in Italy, or who arrived in Italy shortly after they were born. At any rate, they have lived much of their lives on Italian soil; and whether or not they were actually born in Italy, they are essentially natives of Italy even if formally they are not Italians. As natives, these second generation immigrants experience a very different situation from that of their immigrant parents: they generally have weaker ties with their country origin and a lower proficiency in the language of their country of origin. However, they also experience a very different situation compared with young people of their own age with an Italian background: the young people with whom they attend school and socialise, and who are also going through the phases of personality development and identity formation.

1.3 Impact of these demographic trends

The rise in the average age of the population is a trend that can be observed throughout Italy, and particularly in the central-northern regions³. This demographic trend is placing an increasing and significant demand on the care services⁴ provided by the city of Bologna, and will do so at a growing rate in the future. As a result of the current economic crisis, the resources available to meet the care needs of the population have been reduced: not just for the city of Bologna but for all local administrations everywhere. Thus one of the main challenges that must soon be faced at the municipal level is that of maintaining and extending the current offer of daytime, in-home, and residential care services with fewer resources.

Population ageing and the growing demand for care services are also having an impact on Bologna in terms of immigration. A sizeable proportion of foreign-born immigrants are moving to Italy with the specific aim of finding work in the elderly-care services sector: these are mainly women. This is an increasingly significant phenomenon that compensates for the difficulty of the Italian welfare system to respond to the ever-growing demand for care services for older people. As part of this trend, many foreign-born women, especially from Eastern Europe, are moving to Bologna to find work as family care assistants. Not all of them comply with the regulations that require them to have a residence permit (*permesso di soggiorno*) and not all have proper training or qualifications. In 2007, to help address this lack of training, the city of Bologna started to introduce training courses for these care assistants, with the help of the province's Giovanni XXIII public services



³ ISTAT - Rapporto sulla Coesione Sociale 2011 [Report on social cohesion 2011].

⁴ To support opportunities for the promotion, aggregation and active life of seniors who are still independent and to support non-self-sufficient or partially self-sufficient seniors and their families in moments of difficulty by means of in-home elder care, semi-residential, and residential services.

healthcare agency (Azienda Sanitaria Provinciale: ASP), which provides services to older people⁵. The training courses are designed to help these foreign-born female care workers to improve their competencies: this also helps to support older people and their families, by ensuring higher service levels, even where the services are provided in private facilities.

The impact of having a significant population of young people with foreign backgrounds relates to several issues. Firstly, one important aspect concerns their legal status: second-generation immigrants are not Italian citizens⁶ even if they were born in Italy. Secondly, they may find it difficult to live in two different realities at the same time: on the one hand, the reality of their family context and their culture of origin, and on the other hand the reality of their social context and the Italian culture⁷. As a result, the school drop-out and failure rate is often higher among young people with a foreign background compared with their Italian peers. They also tend to have greater difficulty in getting involved in the social and public life of the city. This trend is exacerbated by high rates of youth unemployment, which have increased sharply in recent years in Bologna. These issues make this group more vulnerable: they are more exposed to risks of poverty and social exclusion.

1.4 The main policies to deal with these demographic changes

For several years now, the city of Bologna has been engaged in providing quality services for young people with a foreign background to promote their active inclusion in the life of the city. In addition, Bologna's Strategic Metropolitan Plan has recently been implemented. This is a voluntary, collaborative programme involving public and private actors who are seeking to develop and build a shared vision for the future of Bologna, and to promote it at regional, national, and international level. This plan reflects an attempt by Bologna to begin a process of sustainable change that will improve the quality of life of the community and respond to the needs of all its people: spanning both present and future generations. The strategic plan aims to meet the needs of those who are employed and those who are unemployed; those who are socially included and those who are disadvantaged and socially excluded; those who were born in Italy as well as those who migrated from other countries to live in Bologna.

One of the actors involved in this strategic programme is Bologna's Committee for Wellbeing and Social Cohesion (Tavolo Benessere e Coesione Sociale). This organisation recognises that immigration represents one of the main opportunities for the city. It places a particular focus on capitalising on the potential of second-generation immigrants to provide a foundation for

⁵ For more details on the organisation of Social Services in Bologna, please see the LAO Bologna Report 'Cities and Active Inclusion: Housing - Consolidate the past: Improve the future' which can be downloaded at www.eurocities-nlao.eu in the European section.

⁶ Italian law no. 91: 5 February 1992: 'New citizenship regulations', states that only children whose father and/or mother are Italian citizens may acquire Italian citizenship at birth. Article 4 of the law states that foreign nationals born in Italy and living there legally without interruption until they reach the age of majority can become Italian citizens if they declare their desire to become Italian citizens within a year of their eighteenth birthday. All foreigners can request citizenship by naturalization, provided they have resided legally on Italian territory for 10 years.

⁷ An interesting research project entitled 'Second generations and the issue of cultural identity: cultural or generational conflict?' (Le seconde generazioni e il problema dell'identità culturale: conflitto culturale o generazionale?) has been funded by the National Coordination Body for Social Integration Policy for Foreigners (Organismo Nazionale di Coordinamento per le Politiche di Integrazione Sociale degli Stranieri) and the National Council for the Economy and Labour (CNEL: Consiglio Nazionale dell'Economia e del Lavoro) and carried out by the Fondazione Silvano Andolfi.

demographic renewal. The committee also highlights the importance of developing the educational and cultural talents of all young people, particularly those with a foreign background, as a foundation for maintaining and increasing the attractiveness of the city.

2. HOW BOLOGNA IS COPING

2.1 Demographic change at city level

Among the demographic trends described above, this report will focus on the increasing numbers of young people who are second generation immigrants, and the measures which have been implemented to prevent distress and social exclusion. The process begins in the city's schools, but it continues through outreach initiatives to other places where young people meet. It also involves direct contact with the families. The aim is to coordinate and integrate the activities of the various social institutions which work with this target group, in order to increase the active inclusion of these young people and help them integrate into the social, cultural, and economic life of the city.

2.2 Solutions at city level

Among the measures implemented in Bologna since 2007, the following two projects are of particular importance:

- the 6+ project: success at school for second generation immigrants (Progetto SeiPiù - seconde generazioni e riuscita scolastica): this project is ongoing and offers linguistic and other support for parents and high school students; this helps them to achieve at least a Grade 6 at the end of each school year, so they can progress to the next school year;
- the Two-For-One project: for second generation immigrants (Progetto Due per uno x2G): this project organises peer tutoring and associated activities in high schools.
- These two projects comprise different initiatives for young people of high school age who are second-generation immigrants. The content for both projects has been developed through the collaboration of local stakeholders, led by Bologna's centre for intercultural education, CD-LEI, which is an operational unit of the city of Bologna's Education Department.

2.2.1. The 6+ project (SeiPiù): success at school for second generation immigrants

Aims:

The 6+ project aims to help high school students with a foreign background to succeed in high school and achieve a Grade 6 or above, by addressing the following issues:

- language barriers: overcoming the linguistic obstacles faced by students with a foreign background and who have difficulty with the Italian language in general or with specific technical vocabularies;
- socio-economic problems: reducing the risks of children with a foreign background being forced to work at an excessively early age;

- socio-cultural pressures: helping to reduce the pressure on young second-generation immigrants to choose between their family's desire to conserve their original culture and traditions, versus the expectations of the educational system and the wider community regarding accepted attitudes and behaviours.

Beneficiaries:

- students: the 6+ project is primarily aimed at students with a foreign background who have recently migrated to Italy or were born in Italy to foreign-born parents. They are mainly in their first two years of high school⁸, principally at technical and vocational institutes: this is where most foreign students do their compulsory schooling. The project also helps students who complete their second year of high school (by achieving a Grade 6 or above) and continue with a third year of high school. In its first three years, the project has helped 1,153 young people;
- parents: the project is also designed to help parents of high school students, especially mothers, so that they can support their children's education: for example, through activities which create opportunities for parents to interact with their children, including discussion, exchange of ideas, and sharing experiences and life stories;
- teachers: the project also aims to help teachers, by providing them with tools and competencies to manage the changes triggered by the presence of students with foreign backgrounds in their classes and schools. In this context, high schools must provide real opportunities for young people with foreign backgrounds rather than simply providing measures that compensate for their culturally diverse backgrounds. Schools must transform into intercultural organisations and ensure that teachers have widely shared intercultural education skills.

Activities:

The activities offered to high school students through the 6+ project involves:

- summer school: intensive language courses and social activities: to enable students to learn Italian and also get to know each other during the summer break, prior to the beginning of the new school year;
- general Italian language courses: at different levels;
- technical Italian language courses: specifically designed to help students understand the specialist vocabularies of different disciplines (e.g. law, history, economics): this represents a key obstacle for foreign students;
- practical tools: translations, creation of conceptual maps, creation of glossaries;
- motivational workshops: to re-motivate students to apply themselves in their studies and provide them with support;
- creative workshops and activities: involving drama, music, creative writing, video making, recreation, sports;



⁸ Compulsory schooling in Italy extends into the first two years of high school.

- family interaction: where students and families can express their issues and receive support services, including those of cultural mediators or psychologists.

Innovation:

The 6+ project is innovative in that it not only involves the students, who are the prime beneficiaries, but also offers an integrated programme of activities aimed at the families and the school teachers. The project thus promotes a proactive integrated approach to managing the on-going multicultural issues faced by these young people: an approach that includes the major adult figures in their lives. In this way, the 6+ project has effectively changed the way schools relate to foreign-born parents. The mothers taking part in the project quickly understood that schools in Italy are not remote and judgemental institutions. Instead, for many of these mothers, their child's high school has become a point of reference: a place for meeting, exchange, and mutual recognition. On their part, the high schools have experienced a new way of forming closer relationships with families with foreign backgrounds: the schools have now come to fully appreciate and embrace the social and educational value of involving these parents.

Funding:

The 6+ project is promoted and privately financed by the Mountain Foundation of Bologna and Ravenna (Fondazione del Monte di Bologna and Ravenna)⁹ and is administered by 11 public and private organisations.¹⁰ To date, the project has been run in 16 high schools across the Bologna province, including schools in the city itself.

Special initiatives:

As part of the 6+ project, the CD-LEI centre for intercultural education has implemented a number of specific initiatives at particular technical and vocational institutes:

- Living the diversity (Abitare le differenze): at the IPSIA Fioravanti institute, this initiative has provided assistance with the Italian language and support with the curriculum to students with a foreign background during their compulsory first two years of high school; activities also included educational workshops to boost self-esteem; teacher training; data collection on scholastic performance; and involvement of parents in afternoon meetings and workshops;
- Second generation: second to none (Seconde generazioni - secondi a nessuno): at the Aldini Valeriani Sirani institutes, this initiative has involved: meetings and interviews with families and students have been held during the initial phase of reception and inclusion into the school; other activities that welcome and involve the families, such as provision of information, consulting sessions, and training; cultural and linguistic mediation; student-focused extended lessons on specific school subjects; information and training for teachers regarding intercultural planning and evaluating;
- Beyond the welcome (Oltre l'accoglienza): at the Aldrovandi Rubbiani institute, this initiative has included cultural mediation; educational facilitation and linguistic help,

⁹ www.fondazione-del-monte.it.

¹⁰ The other organisations involved in the project are: Cefal, Fomal, Asp Irides, Coop. Voli, Ass. Diversa/mente, Ass. Africa&Mediterraneo, Ass. Trame di Terra, Ass. Xenia, Coop. AIPI, Forma Giovani.

especially in subject-specific vocabularies; workshop activities to strengthen the students' confidence and to identify student potential; actions to diversify teaching activities and types of school work; intercultural content to enhance the curriculum; instructor training; parental engagement.

2.2.2 The Two-for-One project (Due per uno x2G): for second generation immigrants

Aims:

The Two-for-One project for second generation immigrants aims to discover and develop the skills, competences, and talents of young people from immigrant families: this helps them build their identity and integrate smoothly into the city's educational and social context.

Activities:

The Two-For-One project trains high school students to act as peer tutors: they provide guidance to fellow students with foreign backgrounds who have recently entered the school. Peer tutors sit next to the new student in class and explain the work, answer any queries, check whether their answers are right or wrong, and help and encourage them with assignments.

Specific activities include training courses for peer tutors and tutees; meetings, socialization initiatives; initiatives to help identify each student's personal talents, acquired competencies and future potential; creative and expressive workshops using approaches that are in tune with student culture and younger generations, such as videos, performance, and the web.

Peer tutoring is a useful type of support between people of a similar age, background, experience and interests. It is based on the conviction that the transmission of knowledge, emotions, and experiences is facilitated by a shared understanding, which is often achieved through shared characteristics. It is certainly true that living through, or suffering, the experiences and consequences of immigration, and the understandable difficulties of integrating into Italian schools, truly leaves many adolescents who have a foreign background with much in common. Hence the idea for the Two-for-One project.

Two-For-One was implemented in 2006 and is still active. The peer tutors are students with foreign backgrounds who are established at the school: they have already been successfully assimilated into the school and into the peer group. The project helps young students with foreign backgrounds who have recently arrived in Italy to participate in and be actively included in their peer group.

In return for their efforts and work, each peer tutor is given a small stipend which currently amounts to €200 a month. Plans are also in place for scholastic credits to be awarded to these peer tutors, to ensure that their efforts are recognised by the entire teaching staff of the school.

Main beneficiaries:

The main beneficiaries of the Two-For-One project are high school students with foreign backgrounds aged 13 to 18 years old who live in the city of Bologna or in the Bologna province. The

project focuses on the technical and vocational high schools (institutes). Figures indicate that students with foreign backgrounds tend to go to the vocational and technical high schools rather than the academic high schools: statistics show that 40.4% of students in vocational institutes have foreign backgrounds, and 38% in technical institutes have foreign backgrounds, while 18,7% in high school¹⁷. The implication is that conflicts and tensions between Italians and immigrants are more likely in these vocational and technical high schools. The peer tutor scheme means that students with foreign backgrounds who may otherwise be socially excluded can instead be integrated into the peer group through their peer tutor. So in addition to assistance with their learning, tutees quickly become accepted as part of the group. Approximately 160 students have been peer tutored as part of the Two-for-One project.

Innovation:

The innovativeness of the project lies in the methodology of peer tutoring, whereby young high school students with a foreign background act as guides and mentors for other high school students who have just arrived in Italy or who lack competency in the Italian language. Furthermore, another innovation of particular interest is the small stipend paid for the peer tutor's work. This ensures that tutoring is not only a way of gaining experience that they can include in their curriculum vitae but is also financially rewarding. A further innovation has been the idea of giving peer tutors the opportunity to acquire academic credits for their work.

Funding and management:

Funding: The Two-For-One project is financed by the Ministry of Social Solidarity and the lead organiser is the intercultural CD-LEI organisation.

Off-site activities: For the management of off-site extra-curricular activities, CD-LEI has collaborated with the Massimo Zonarelli intercultural centre (Centro Interculturale Massimo Zonarelli), which provides facilities and personnel for workshops and gatherings.

On-site scholastic activities: For the management of the on-site scholastic activities, four institutes have been involved:

- the Aldini-Valeriani-Sirani institute;
- the Professionale Aldrovandi Rubbiani institute, which specialises in professional skills;
- the ITC Manfredi Tanari, which specialises in Informatics;
- the Alberghiero IPSSAR Scappi Castel San Pietro institute, which specialises in hotel skills (at their Casalecchio di Reno campus in Bologna).

¹⁷ [Alunni con cittadinanza non italiana nel sistema scolastico nazionale - a.s. 2010/2011](#) - Fondazione ISMU - MIUR.

2.3 Key successes: outcomes, results, impacts

2.3.1 Successes for the 6+ project

The innovative 6+ project started in 2006 and has already helped a significant number of second generation students in Bologna. The cooperation and solidarity, generated by the close collaboration between the families and the schools, has helped many of the students to achieve the main objective: scholastic success. Of the 1,153 students who have taken part in the 6+ project to date, 665 (58%) of the students achieved a Grade 6 and therefore did well enough to be promoted to the next school year; and 327 were provisionally promoted (but they need to achieve good grades to remain in the next school year); only 144 failed and had to repeat the year; and only 17 withdrew from school.

These results are confirmed by statistical data on the scholastic performance of the 1,153 students on the 6+ scheme and whose families benefited from the 6+ Educational Pact (Patto Formativo). This is a monetary contribution, available for during the first three years of high school, to reward families and students for participating in the 6+ activities. Paid to the parents, it is worth approximately €400 per Educational Pact. The money is intended to help with costs related to the scholastic life of the young student and is to be used principally to buy books and other learning materials, public transport passes, participation in school trips, and food from the school cafeteria. At 58%, the proportion of students on the 6+ scheme (and benefiting from its Education Pact) who were promoted to the next school year is significantly higher than the average rate for students with a foreign background in Bologna. Furthermore, the dropout rate is far lower than the average, at approximately 1% (17 students out of 1,153).

Many students with foreign backgrounds in vocational and technical schools have complex needs. But there is currently a scarcity of school resources to address these needs. The 6+ project offers the appropriate financial support to promote the successful inclusion of students with foreign backgrounds.



The project has also created synergies between the school and various other organisations, resulting in a rewarding exchange of competencies and experience. The project has brought together a diversity of players, so that they can capitalise collectively on their diverse skills, expertise, and viewpoints. For example, this interactive exchange of expertise has made it possible to identify the best way of ensuring continuity for any emergency support given to each student: e.g. literacy support, assisted study, mediation, and points of contact.

A broader, on-going, discussion has also been established between these organisations. Themes have included: how best to promote intercultural exchange for students with a foreign background; how best to highlight their talents, identify potential aptitudes; and how to provide them with opportunities to express themselves and reveal their personality and talents, in order to defy stereotypes and prejudices. These ideas are helping to promote reciprocal knowledge sharing and understanding, and a growing culture of mutual respect.

The project has thus provided an opportunity for bringing together different perspectives on student needs and on different ways of responding to these needs, using a systematic approach. One of the ideas to emerge from this process is the introduction of professional specialists to help students and their families: e.g. cultural-linguistic mediators; language teaching experts; ethno-psychologists; and professional workshop leaders. These professionals soon become important reference points for students and their families. At the same time, with the close support of experts and external resources on a daily basis, teachers have been able to rethink and rework the school's approach to intercultural issues. As a result of sharing experience and best practices, new tools and guidelines have been produced to help generate further innovation in educational practices, which is now an absolute must in any school.

2.3.2 Successes for the Two-For-One project

The Two-For-One peer tutoring project successfully promotes the transmission of knowledge, emotions and experience: from students with a good knowledge of Italian who are already integrated into the Italian school system, to newly arrived students with foreign backgrounds. The project has been successful in identifying students who would be effective peer tutors: they need to be already well integrated both scholastically and socially. The project has also been successful in training these students to take on the responsibility of being peer tutors, and assigning them to new students who are new at the school. The collaborative system in which the schools award academic credits to peer tutors has been of great importance: it ensures the recognition of their efforts by the entire teaching staff of schools involved in the programme.

2.3.3 Combined successes for both projects

Both projects use a preventative approach: trying to ensure that second generation immigrants are actively included into society by completing their secondary education, which helps them join the labour market. Both projects provide these young people with quality social and educational services that are adapted to their specific needs. By working in this way, Bologna has integrated two pillars of the EU active inclusion strategy: this way of working has also proven to be a success.

Both projects demonstrate that the scholastic performance of students with a foreign background, and their level of integration into their classes and their school, can be significantly improved through these kinds of intervention. Improvements are achieved principally by providing social support networks, opportunities for socialising and self-expression (for example, at summer school), and acquiring status and acceptance within the peer group, by associating with their peer tutors.

Another fundamental and successful element has been the organisation of special meetings and seminars to promote dialogue and exchange among the various organisations involved in running the projects. This has contributed to the development of new strategies, methods, and tools that are even more effective for ensuring multicultural educational and pastoral processes in the high schools involved in the project.

2.4 Challenges

2.4.1 Challenges for the 6+ project

The 6+ project addresses a particularly urgent need in the Bologna area. It is designed to reduce the high truancy and dropout rate among students with a foreign background, during their compulsory first two years of technical or vocational high school. Part of the solution has been to involve their families in the process. At the beginning of the 6+ project, persuading the parents to get involved in the school life of their children appeared to be the most problematic challenge. Until then, these foreign-born parents had been mainly absent from the process of educating their second-generation children. However, as it turned out, in the three institutes where the CD-LEI intercultural organisation implemented the project, the project activities changed the relationship between the school and foreign-born parents for the better. These project activities demonstrated that families will respond to the opportunities offered by the school, if they are indeed true opportunities. For example, women participating in information technology courses offered by the Fioravanti and Aldrovandi-Rubbiani institutes asked to repeat the experience. Moreover, they actually changed their work shifts so they would be able to attend the workshops. They also convinced their husbands of the benefits of crossing the city, or taking a train from a remote town in the province, to attend meetings at their child's school; and after the first year of the project, these fathers felt at home in these schools.

// An element of great importance in implementing the project was the strong collaboration of many players in the local area **//**

At the Aldini-Valeriani-Sirani institutes, sessions have been offered for parents to exchange ideas, discuss issues, and learn about local services. These topics convinced a group of mothers to take part in the project activities, and this gave them the opportunity for social interaction which was otherwise denied to them: these women are often isolated, working in jobs where they cared for other families. Thanks to the 6+ project, families have regained an active role in their child's education and this fosters an entirely new participatory approach. The project has produced not just observable positive results but also best practices that can be replicated in the same context or transplanted into different contexts, thereby facilitating a significant social learning process to address the issues for a crucial sector of society.

An element of great importance in implementing the project was the strong collaboration of many players in the local area: public institutions such as schools and the provincial and municipal educational services; members of civil society, including the Mountain Foundation (Fondazione del Monte), social cooperatives, vocational training centres, and various associations; and last but not least, the students' families, who got involved because they recognised a shared objective, each contributing their own specific resources.

2.4.2 Challenges for the Two-For-One project

A particular challenge for the Two-For-One project was how to engage the teachers and encourage them to give their support to intercultural activities. This is a continuing aim of the CD-LEI intercultural organisation, and not just within specific projects. For example, for many years CD-LEI has offered information and consulting services to schools to help them actively include students with foreign backgrounds. With the collaboration of other specialists, the CD-LEI

organisation seeks to respond to teachers' needs: it offers materials to help teachers prepare and implement processes that help students master the Italian language and ensure they are educationally included. Also, the Two-For-One project did not stop with the peer tutoring and individual student inclusion. It also sought to introduce schools to a teaching approach that takes into account the linguistic knowledge and abilities of newly arriving or second-generation students. This process has sought to create effective mechanisms for collaboration between the literacy specialists who provide linguistic support to students, and the high school teachers who are asked to extend their evaluation of the student to include the students' linguistic and other progress during the project. The value of this aspect of the project cannot be overstated: this is precisely how the entire investment in non-Italian-speaking students achieves its returns.

2.5 Future plans and dissemination

2.5.1 Future plans for the 6+project

The integrated and coordinated approach used by the 6+ project from its inception has already led to concrete, positive results. The benefits of this integrated project have been recognised by the schools and institutions in the Bologna area that are involved. There is also a strong and growing interest from other public sector authorities, both nationally and across Europe. A joint evaluation of the 6+ project has been carried out by the province, the city, and the institutions in Bologna. This examined the project's synergistic approaches that optimise available resources and therefore maximise the number of students who can be helped. As well as obtaining feedback for refining the project further, the evaluation confirmed the effectiveness of 6+ and provided the rationale for it to continue. The project is now in its fifth year and provides an innovative approach to active inclusion.

2.5.2 Future plans for the Two-For-One project (Due per uno x2G)

The Two-For-One project relies on a partnership approach for its success. In particular, an indispensable factor in the sustainability of this type of peer tutoring project is the role of each school. Schools must be capable of recognising the value of the efforts undertaken by peer tutors: the hard work they invest in tutoring fellow students and also in running workshops and other activities. Schools must also be able to take the efforts of the peer tutors into account during end-of-term student performance assessments. This is the route to innovation in teaching: education must in future be undertaken by the entire school. It is also important for schools to formally recognise the linguistic and social progress of the students who are peer tutored: their progress will be taken into account during end-of-term assessments.

The Two-For-One peer tutoring approach has been shown to be highly effective in helping second generation students achieve educational success. For cities undergoing changing demographics, with an increasing number of foreign-born and second generation young people, this approach can be successfully adopted to promote the active inclusion of the students.

2.6 Additional information

2.6.1 The 6+ project: success at school for second generation immigrants

(Sei più - seconde generazioni e riuscita scolastica)

Website: www.progettoseipiu.it



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For more information see: <http://ec.europa.eu/progress>.

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'Second generation and scholastic success' (Seconde generazioni e riuscita scolastica: il Progetto SeiPiù): L.Tieghi, M.Ognisanti, FrancoAngeli Editore, Milan 2009.

The conference 'SeiPiù: seconde generazioni e riuscita scolastica', 19 April 2008.

Various national conferences and meetings:

November 2010, organized by Erickson in Riva del Garda;

February 2011, organized by MIUR in Aci Castello;

May 2011 at the COME Centre in Milan;

September 2011 at the Associazione Arcobaleno in Rimini;

November 2011 at the Gruppo Abele in Turin.

Papers and articles:

Article in Educazione Interculturale, May 2011;

'Qualità del Welfare': conference papers by Erickson, September 2011.

Expressions of interest, queries regarding observational visits, and exchange of materials with European Projects coordinated by the Region of Emilia-Romagna.

Other information:

Basic information	Web links & Contact person	Photos & Video
<p>Promoted and coordinated by Fondazione Del Monte</p> <p>Private funding</p> <p>The project was implemented in 16 technical and vocational institutes in the Province and City of Bologna.</p> <p>The project was first implemented during academic year 2006-2007 and is still on-going.</p> <p>The project also enjoyed supplementary funding from the</p>	<p>PROGETTO SeiPiù</p> <p>FONDAZIONE DEL MONTE di Bologna e Ravenna</p> <p>CD>>LEI</p> <p>For further information:</p> <p>Fondazione del Monte Laura Tieghi</p> <p>e.mail:l.tieghi@fondazione-del-monte.it</p>	<p>PHOTOS</p> <p>Link Video:</p> <p>indicherei il sito web: www.progettoseipiu.it (vedere SeiPiù) che contiene numerosi video</p> <p>SeiPiù - servizio su Rai2 ("Un Mondo a Colori" del 26 dic 2007)</p> <p>CROSSING TV ai laboratori Hip Hop del CDLEI e CIOFS al Fioravanti</p>

Ministry of the Interior (FEI - Fondo per l'Integrazione dei cittadini di Paesi Terzi) during academic year 2010-2011.	tel. (+39) 051-2962511 CD>>LEI Mirca Ognisanti Raffaella Pagani e.mail: mirca.ognisanti@comune.bologna.it raffaella.pagani@comune.bologna.it tel. (+39) 051-6443345	
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Two-For-One project for second generation immigrants

(Due per uno x2G)

Additional information		
Basic information	Web links & Contact person	Photos & Video
<p>Financed by the Ministry of Social Solidarity</p> <p>National funding</p> <p>The project was implemented in the technical and vocational institutes in the Province and City of Bologna. Extra-curricular activities were carried out in Bologna at the Centro Interculturale Massimo Zonarelli, which contributed to the implementation of the project.</p> <p>The project was implemented in 2007.</p>	<p>PROGETTO 2 x 1 2G</p> <p>CD>>LEI</p> <p>Centro Zonarelli</p> <p>For further information: Mirca Ognisanti Raffaella Pagani (CD>>LEI) e.mail: mirca.ognisanti@comune.bologna.it raffaella.pagani@comune.bologna.it tel. (+39) 051-6443345</p>	<p>Galleria fotografica del progetto (preferably min. 1 MB, large images, JPEG format)</p>