

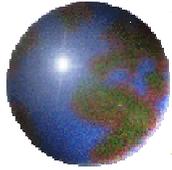
Socio-economical aspects of integration

European Commission

INTI Programme

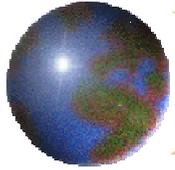
FUTURE PROJECT

Lille (Roubaix) 27/06-1/07/07.



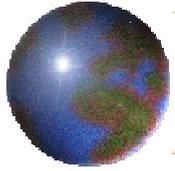
General issues

- Social and economical immigrants inclusion in Italia is marked by a strong desire of participation by the immigrants.
- With the help of local authorities (districts, regions,) have been created some organisms with aim of integrate foreign people (provincial council for immigrants, immigration meetings)
- These are great opportunities also for their professional development.
- European Parliament and the Council on 15/11/2006 (N°1720/2006/CE) have been established an action programme in the field of permanent learning.
- This programme promotes vocational training with any kind of teaching like technical and professional training and apprenticeship systems which help to the achievement of a professional degree recognized by the Italian Government.



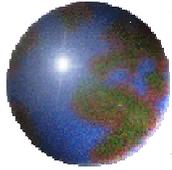
Vocational training in Italy

- Vocational training in Italy is composed by an organic system that includes counselling, training and policies finalized to increase the employment, the guaranty of the citizenship rights and socio-economical development
- From the immigration world there is a relevant active (immigrant associations) and passive (pupils) participation
- Foreign citizens who want to follow vocational trainings are on the same level of Italian citizen and they can follow the normal procedure.



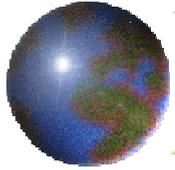
Vocational training in Italia

- To continue learning in Italy the foreign citizen have to legalize the degrees he got in the native country showing a declaration of the diplomatic agency or the consular agent of his country.
- Foreign people can also follow training courses in their countries (art.23 immigration law).
- Vocational training in Italia are recognized enable to receive a degree (recognized by the Employment Centre or a frequency certificate (it depends if the course is organized by the local district or by region)).



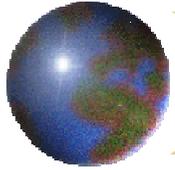
PISA'S CASE

- The district of Pisa, as other Italian districts, works in line with the Regional Operative Programme (P.O.R) European Social Fund Objective 3 2000 /2006. The vocational activities are committed to private subjects (vocational agencies, schools, etc.). The requisites for admission to the formative activities are specified in the call. Generally the resident permit is required with the other qualifications.



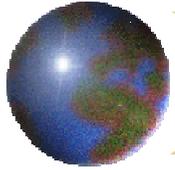
Pisa's case

- ✚ The objective of the programmes is to support the inclusion of foreign workers into Italian product sectors where there is a need of labour or product sector which works in the native countries to support the development of these countries.



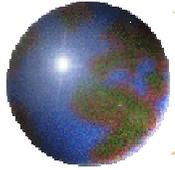
Activated Courses

- Training courses of primary and secondary school.
- Training courses of Italian language L2 for immigrants organized by municipalities privates and associations.
- Standard vocational trainings (Theory, practical and stage)
- TRIO Project: a web-site for distance learning. There are over then 500 free courses.
- Study groups (social field) promoted by municipalities.



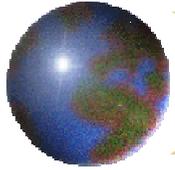
Youth unemployment

- In Italy young people are about 3.000.000; (17% young between 15 and 24 years old)
- 29% are graduated (between 25 and 29 years old). The introduction in the labour market take place about 5 years later than the other European Countries
- This phenomena does not concern the immigration labour market because immigrants have jobs "for immigrants"
- The entering quotas are below the needs of Italian labour market
- In Italy a big part of the population have more than 65 years (18,1% of total population) and this situation produce the phenomenon of "badanti" that is strictly linked with the phenomenon of immigrant women in Italy
- For Eurisko 20% of immigrants are unemployed



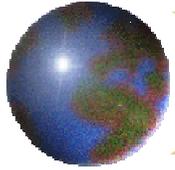
Causes of unemployment of immigrate people

- ✦ Traditional ways of job offers are not enough (**the employment center can receive only 40% of demands**)
- ✦ When the employer die (badante)
- ✦ Youngster without professional qualifications.
- ✦ When the immigrant goes back to his country is difficult for the employer to keep the job for him
- ✦ Job hunting through the community (less professional mobility, all community does the same job reaching a saturation point)
- ✦ Absence of information desks with the aim of finding actively a job for immigrates



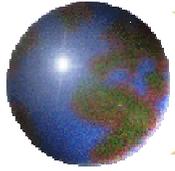
Obstacles for vocational training

- ❖ Inadequate information about the activating of courses
- ❖ Abandonment of courses
- ❖ Difficult linking with labour market and local firms
- ❖ Difficult to follow courses
- ❖ Absence of involvement by the firms.



Recommendations

- ✦ The course applications through the ESF should be done one year in advance, otherwise the needs might change
- ✦ Decrease number of hours for each course (often is about 900 hours)
- ✦ Preferring evening courses to keep a job in daily hours.
- ✦ Analyze causes of a abandonment (closeness to home)
- ✦ Linking with firms needs and firms involvement
- ✦ Intensify courses about security on job places
- ✦ Obligation of a chemical licence to work with chemicals
- ✦ Involve cultural mediators in the organization of training courses



Thanks for attention

Modou Pene