

Overall Report collecting all data from the National Reports

Migrants Living Under a new Sky MiLIU

Project no. 2022-1-LT01-KA210-VET-000080774



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Introduction

The main goals of the project "Migrants living under a new sky - Miliu" are to help migrants learn the language of the country where they are staying and to find online tools to help them learn any language they want. Language proficiency is one of the main factors that allow foreign citizens to adapt and integrate into society and the labor market faster and easier. Many countries have implemented integration measures for third-country nationals, including language training, but the effectiveness of the process is often complicated. First, language teaching lacks a differentiated approach to the target group, which is diverse enough in terms of available education, cultural identity, group experience (eg, war refugees) and other important criteria. Accordingly, differentiated language teaching in terms of content, intensity, and forms are important factors of performance. The teaching of any language is based on the parameters of learning lexicon and grammar, but in the case of teaching foreigners (especially those who do not have a job or qualification), the innovativeness of language teaching and its connection to real working conditions and professional activities are very important.

The migration rates are different in each country, it depends on the geographical location and the economic development of the country. The educational experience of adult migrants is also different. Then, to gather as many different experiences as possible, the project partners organized information gathering tools: a questionnaire for teachers and organizations and focus groups, to hear more about the experiences of teachers working with the country's migrants. With these data collection methods, information from three countries - Lithuania, Italy, and North Macedonia - was collected and analyzed, and good experience was accumulated, which will serve to achieve the final goals of the project.

The idea of the project is related to the application of this methodology to migrants, ie, with the help of vocational education pedagogues as mentors, for training in vocational education - for potential business creators or job seekers.

The goals and expected results of the project are focused on new innovative pedagogies, creating learning outcomes curricula that meet the learning needs of these learners and are relevant to the labor market.

Aims of the Overall Report

The purpose of this report is to present in detail the analysis of the data collected by the project partner countries on migration data, opportunities to attend language courses of the host country, their availability, the experience of organizations and teachers in working with migrants who have arrived in the country.

A questionnaire survey for organizations and teachers was chosen as the method of data collection, and to hear various experiences, language teaching opportunities, methods for dealing with adults, a focus group was organized with teachers who have experience working with migrants.

Thus, after clarifying learning opportunities, methods and the circumstances influencing these processes, the aim will be to:

1. To provide VET learners (as national as migrants), VET teachers, and the local business community with a thorough understanding of the factors affecting and skills favoring host National language competencies through the development of pedagogical material for future job or business creation;
2. To develop VET teachers' pedagogical approaches - through the improvement of digital skills which can be used for new VET activities interested in implementing a work-based model for individualized, blended adult learning.
3. To foster VET learners (migrants mostly) to get aware, verify, and continuously improve their language skills through developing a self-assessment tool. This tool will be delivered through learning ICT tools - in relation to CLIL methodology.
4. To improve VET curriculum/modules by learning language through ICT tools - and gaining basic digital skills.

Migration data in partner countries: Lithuania, Italy and North Macedonia

To this day, it is possible to observe the ever-growing global processes of globalization, which are most influenced by economic factors and wars. The European continent is no exception, where more and more European countries are facing immigrant crises. Depending on the country's geographical and economic situation, it can be very popular or less popular among third-country nationals or war refugees.

Among the partner countries of the project, Italy is the country that has the most experience in solving the integration issues of migrants and illegal refugees in its own country. Lithuania, like North Macedonia, for various reasons (probably economic) were not very popular among immigrants for a long time, they were mostly chosen as transit countries. However, migration processes are constantly changing. And all three countries faced, or still face, migrant crises.

In Italy, according to 2021 data, there were about 5.3 million immigrants, who made up 8.8% of the country's population. Another major issue facing migrants in Italy is the ongoing refugee crisis. Italy is one of the main destinations for refugees and migrants from Africa and the Middle East.

In recent years, efforts have been made to improve the situation of migrants in Italy. For example, the government implemented various integration programs and worked to improve migrants' access to health care and education. However, much remains to be done to ensure that all migrants in Italy can fully participate in society and enjoy their rights and protections. One of the most important programs implemented by the Italian government to help immigrants from third countries is the integration program. In its implementation, great attention is paid to the teaching of the Italian language, the acquisition of a profession and education, and assistance in finding a job.

Italy is a signatory to several international treaties and agreements aimed at protecting and assisting migrants, so the government is taking steps to provide support and assistance to migrants in the country. However, migrants in Italy still face many challenges and more needs to be done to enable them to fully integrate into Italian society and enjoy their rights and protections.

North Macedonia has recently also seen a steady increase in the number of illegal migration from the countries of the Middle East. Although many choose this country only as a transit country, the crisis of illegal migrants here is constantly changing. A temporary reception center has also been established, where people are accommodated while they wait for the

decision of the Migration Service on the granting of asylum. True, according to available data, only about 20% of arrivals decide to seek asylum in this country, the rest go to Canada. in 2022 as of December, there were 10 persons who remained in Macedonia, but it should be noted that MZMP does not have statistical data on other places where other groups of evacuated Afghan citizens were accommodated. So, there may be more people staying in the country.

Persons arriving in North Macedonia were provided with various support, legal assistance, employment programs organized by the project partner Eco Logic.

For a long time, the state of Lithuania was not popular among citizens of foreign countries - migrants, but since around 2011. the situation began to change, the number of immigration began to increase every year. This could have been influenced by the fact that Lithuania became a member of the euro zone and the increasingly expanding processes of globalization. in 2014 January 22 The Government of the Republic of Lithuania approved the guidelines of the Lithuanian migration policy. In order to implement the integration of foreigners, the 2018-2021 action plan for the integration of foreigners into society has been prepared, the purpose of which is to improve the implementation of the integration of foreigners and ensure their integration. successful integration into society. Lithuania has also joined the United Nations Geneva Convention on the Status of Refugees, so it must accept and process every asylum request. The rights of refugees are regulated by the Geneva Convention, which Lithuania has ratified, and other European Union and international legal acts. In fulfillment of our country's international obligations, Lithuanian border officials must detain illegal migrants.

Lithuania's migration indicators started to change from 2020, when Belarusian citizens started fleeing to Lithuania after a political crisis began in the neighboring country. The crisis of illegal migrants also contributed greatly to this, when citizens from distant countries entered (and are still trying to enter) across the border between Belarus and Lithuania. According to the official statistics portal for 2021, the detained persons who illegally crossed the border of Lithuania are mostly citizens of Iraq, Iran and Syria, and the border guards detained Belarusians, Russians, Turks, and several citizens of Yemen. Although Lithuania is only a stopover for most of these immigrants, quite a few apply for asylum.

The situation is complicated by the fact that many of these persons arrive without any documents. If a person has submitted an application for asylum and the final decision has not yet been taken, he is an asylum seeker and has the right to: live in the place assigned to him and use what is provided, including Lithuanian language training courses; to receive free information about their rights and obligations, as well as information related to the processing of an asylum application; to receive free legal assistance, interpreter services, as far as the examination of the asylum application is concerned; receive the necessary medical

assistance free of charge; after being classified as vulnerable persons, to receive necessary and special services. When a foreigner is granted asylum, he is subject to social integration.

Table 1. Main indicators of migration in the Republic of Lithuania

INDICATOR	2023.01.01	2022.01.01
1. Number of foreigners living in the Republic of Lithuania	189411	100184
2. Foreigners who have a temporary residence permit in the Republic of Lithuania	161514	72539
3. Share of foreigners living in the Republic of Lithuania among the total population of the Republic of Lithuania, percent.	6.67%	3.58%
4. Temporary protection granted to foreigners in the Republic of Lithuania	14050	50167

As can be seen from the data presented in the table, the migration situation changed even more after the start of the war in Ukraine, which led to the arrival of Ukrainians - war refugees - to Lithuania. In 2022, more than 70,000 persons fleeing the war arrived here and were granted temporary protection for one year (with the possibility of extension for another year). 7 temporary refugee centers were established to receive and register the large flow of war refugees. Most of the war refugees have been granted temporary protection, and after obtaining this status, they simultaneously acquire the right to all social guarantees, educational services for both children and adults. By the way, free Lithuanian language courses were organized for adults, but only at A1 level. These courses were organized until 2022. the end Although there has been no decrease in the number of people wanting to learn or continue language courses at a higher level, they are not extended due to lack of funding. Therefore, only thanks to non-governmental organizations and their volunteers, such lessons can be continued. In May 2022, according to the data provided by municipalities, 2,268 Ukrainian citizens attended Lithuanian language courses.

In summary, it can be said that all three partner countries are facing crises of migrants or refugees from war and the states are trying to help them in one way or another. The states of Italy and Lithuania, which are members of the EU, have signed several international treaties and agreements, which are guided by the implementation of the migration policy related to illegal migrants and war refugees. Although North Macedonia is not a member of the EU, measures are also taken here to ensure that those arriving to the country feel safe and their rights are guaranteed.

As in the entire European Union, in the project's partner countries, the main instrument of migration policy to improve the situation of immigrants in the host country is the improvement of integration policy. In its implementation, various integration programs are

being developed, which aim to facilitate this difficult process, but at the same time, it is clearly stated that the main factor in order to facilitate the immigration process of each person is the teaching of the host language . Because only knowing the language allows for smoother socialization into society, reduces opportunities for exploitation at work, provides a person with a sense of self-confidence, increases independence, the opportunity to acquire a profession, study, work, and use other social guarantees.

Data from the national organizations in Italy, Lithuania, and North Macedonia

For the purposes of the project, to collect more detailed information about the training of foreign citizens, a questionnaire survey was conducted, in which three organizations from each country, which conduct such training/classes, participated.

From the collected data of the national report, it can be observed that Italy emerges as a country where the processes of migrant integration are taken care of not only by state institutions, but also by non-profit and profit-seeking organizations in various fields. Meanwhile, in Lithuania, until the migrant and war refugee crises of recent years, this issue was left more in the hands of the government. And only when such circumstances arose, when more help was needed than the state could give, non-governmental organizations joined.

In North Macedonia, there are two major organizations that help various support and organize language training courses for migrants in the country, ie, the Association of Young Lawyers (MZMP) and the Red Cross.

When preparing a questionnaire for organizations, the aim was to find out information that reflects the situation of the partner country in the field of migrant education. Therefore, it was important to find out the size of the organizations, the number of employees and students, the training levels, the methodologies, and tools used.

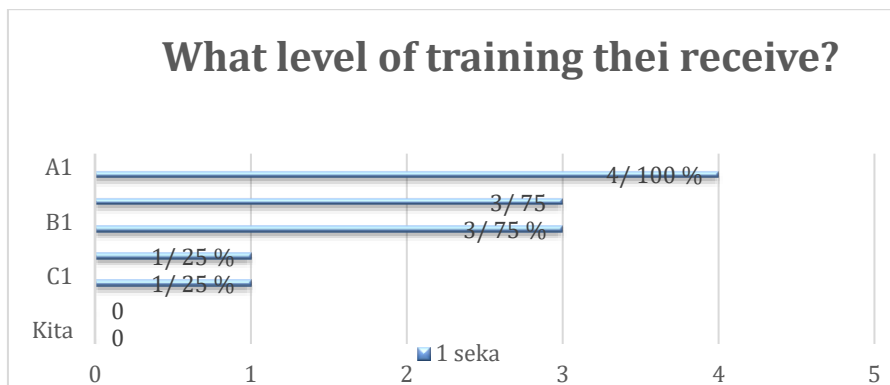
The analysis of the data showed that the teachers of the active organizations participating in the Italian survey have the longest experience of working with migrant education. Also, it is evident that many language teachers in these organizations are volunteers. Meanwhile, volunteering in this area is not very popular both in Lithuania and in North Macedonia.

In Lithuania, Lithuanian language courses for migrants are organized in various organizations, it should be emphasized that free courses for adults are regularly organized only in-migrant camps, and to facilitate the process of integration of Ukrainians into the Lithuanian labor market, such courses were organized in many Lithuanian cities and organizations. This is confirmed by one of the organizations that participated in the survey, which did not organize Lithuanian language training courses before, but started this activity when the demand grew. However, these were only A1 level courses, which to date have not been extended after the end of the project funding.

There is a large selection of private institutions where courses are paid, but despite this, demand is high.

One of the largest organizations that organizes various levels of Lithuanian language courses for foreigners is Vilnius University. It can be seen from the questionnaire data that the largest number of teachers/lecturers work here and the largest number of students from all the Lithuanian organizations that participated in the survey attend the courses. This organization, like many private institutions, is distinguished by the fact that it organizes courses of various levels, from the lowest A1 to C1.

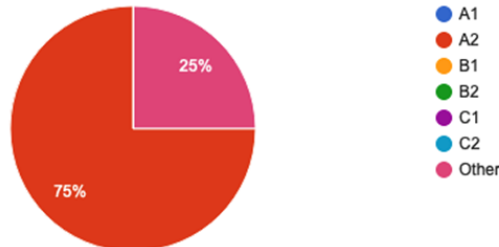
- ✚ Of the four organizations that participated in the study, all organize A1 level courses for migrants. This is also influenced by the fact that these are the only courses that can be reimbursed by the state. Among the organizations providing language courses, A2 and B1 level courses are also popular, marked by three out of four respondents, while only one out of four organizes lectures of an even higher level.



Meanwhile, in Italy, survey data showed that A2 and other level courses are organized here for migrants.

7. Quale livello linguistico ricevono i partecipanti?

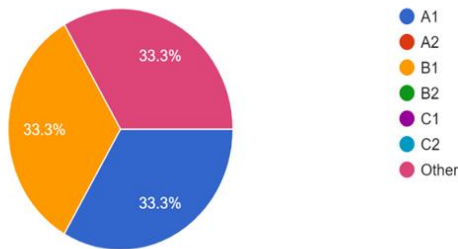
4 risposte



According to North Macedonia, 33.3% received basic language lessons, another 33.3% were preparing for the working level, and the last 33.3% were just trying to learn to speak.

7. Which level of teaching (language) do they receive

3 responses

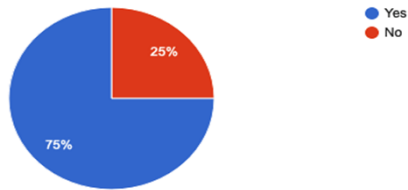


In almost all partner countries, educational institutions organize the awarding of diplomas after passing an exam of a certain level at the end of training. Lithuania -100%, North Macedonia - 100%. And in Italy - 75% of the respondents.

- ✚ The organization of distance education is increasingly used in all three countries, although, as later during the focus group with teachers, the most common opinion of teachers is that the best way to teach adult migrants is communicative. But many factors also influence the popularity of distance learning. 75% of organizations participating in the Italian survey use distance learning:

9. Provvedere anche delle sessioni online?

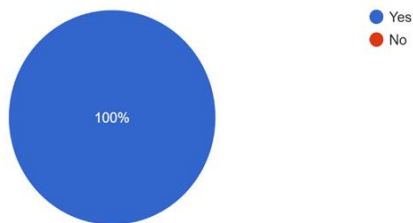
4 risposte



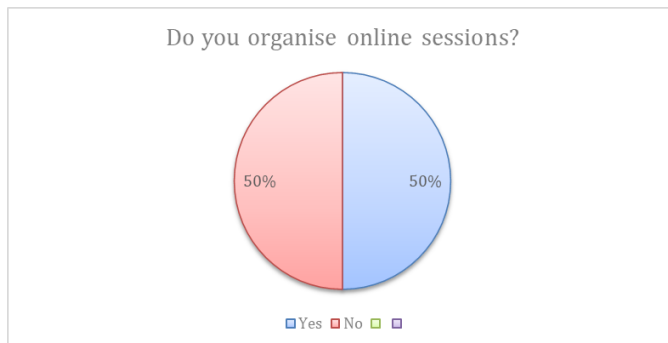
Macedonian survey data shows that every organization is ready to conduct online classes in cases of any distance.

9. Do you provide a session online?

3 responses



Lithuanian survey data show that the organization of remote lectures is as accessible as live lectures.



🇺🇦 Teaching methods that are applied in educational institutions of different countries:
Lithuania: 1. "2021 Lithuanian language training programs for citizens of third countries (methodical publication)"; 2. Yes; 3. Yes; 4. Custom-made programs; 5. Communicative method.

The application of a special program, individually designed according to the needs of the group, is usually identified as the best working method.

Italy: 1. conventional teaching methods; 2. Communicative method; 3. learning by doing; 4. "mixed" method interactive lectures, dialogues, watching short films, etc.

Macedonia: The answers show that there are no special methods for training adult migrants, and this causes difficulties for some in the training process.

- ✚ The most used software by organizations: MS-Word, MS-Office, Zoom, Teams.

- ✚ National questionnaires make it possible to distinguish which nationalities of migrants are mostly students of language courses in that country:

Lithuania:

- ❖ *Worked only with adult Ukrainians.*
- ❖ *Belarusians, Ukrainians, Arabs, Venezuelans*
- ❖ *Belarusians, Russians, Ukrainians, Arabs*
- ❖ *Ukrainians, Germans, Belarusians.*

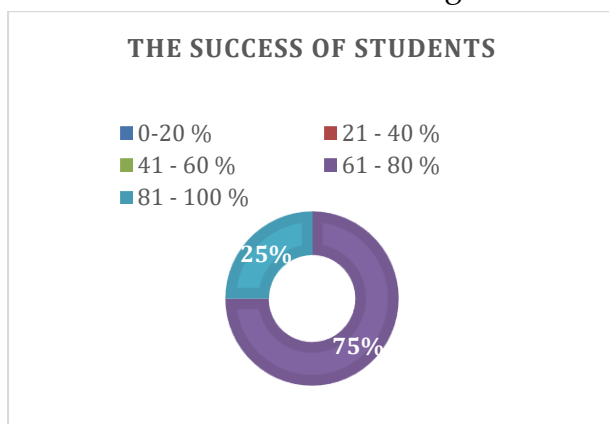
Italy:

- ❖ *Morocco, Albania, Romania*
- ❖ *Pakistan, Bangladesh, Ukraine*
- ❖ *Romania, Egypt*
- ❖ *Morocco, Peru, Ghana*

Macedonia:

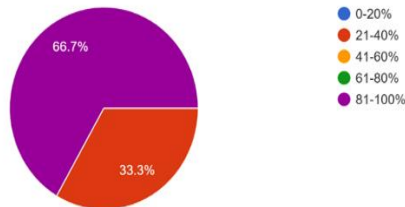
- ❖ *afghans*
- ❖ *For Afghans*
- ❖ *Ukraine, Afghanistan, Syria.*

- ✚ Survey data show that in most educational institutions - 75% (of respondents) the number of successful students (those who pass the exam the first time) reaches as much as 61 - 80%. And 25% of the respondents noted that the number of successful students at them is as high as 81-100%.



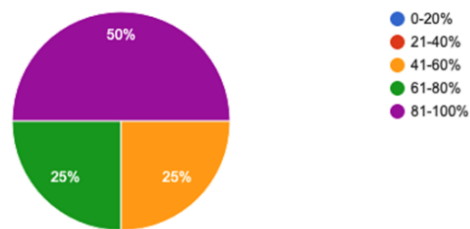
Macedonian Survey data show that in most educational institutions, 66.7% (respondents) have a success rate of 81-100%. And 33.3% noted that the number of students successfully studying with him is as high as 21-40%.

15. The rate of successful number of students arriving at the end of the course?
3 responses



Number of Italian students who passed the exam the first time.

15. Il tasso di successo degli studenti che arrivano alla fine del corso?
4 risposte



In summary, it can be said that the data of successful students who pass the language exam on the first attempt are quite different. In Lithuania, only 25% of organizations claim that the number of successful students is 81-100%, in Macedonia it is slightly more - 50%, and in Italy this indicator is the highest - 66.7%.

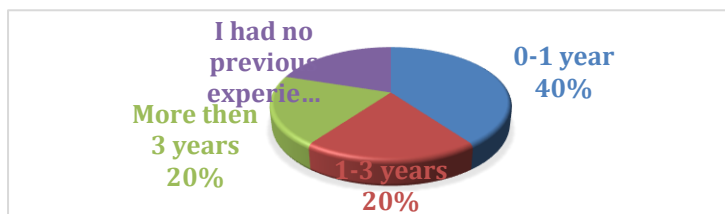
Analysis of the national data from teachers and the focus group

Teachers who work with migrants were interviewed during the collection of information. The questionnaire and focus group survey data allow for a more precise analysis of the education of migrant adults in the three partner countries and a comparative analysis.

Many respondents in these surveys were women. Both the questionnaire survey and the focus group revealed that Italian teachers (respondents) have the most experience in working with migrants, while Lithuanian teachers have the least.

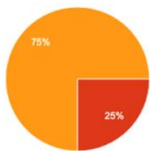
🇺🇦 What is your experience of working with migrants?

LT

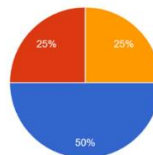


IT MK

6. How long is your experience in working with migrants?
4 responses



● 0-1 anno
● 1-3 anni
● oltre i 3 anni
● nessuna esperienza precedente
● non so / non risponde



● 0-1 year
● 1-3 Years
● More than 3 years
● No experience before
● No answer / I don't know

IT: "Speaker 2: Twelve years."; "Speaker 2: Since 2000 I started. It is not a temporal coincidence with the migrants. However, I have been training since 2000."

LT: "I started teaching citizens of a foreign country only when refugees from the war in Ukraine started coming to our country and free state-financed Lithuanian language courses were organized for them..."

MK: "I worked with migrants for almost a year."; "I have been working and volunteering in the NGO sector for 13 years. I participated and am currently participating in the process of helping migrants and providing help and support."

Thus, the experience of teachers working with adult migrants can be said to directly reflect the country's situation in relation to migrants.

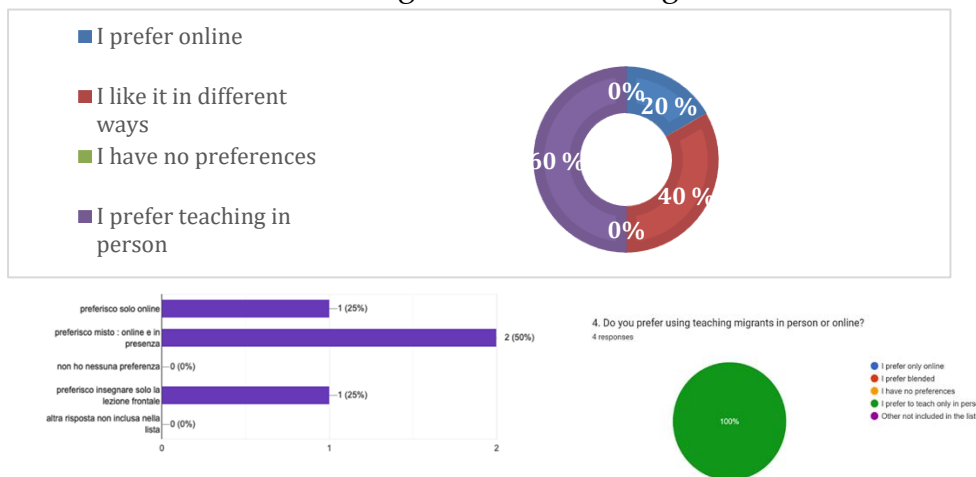
When asked about the working method (live classes or remotely), most respondents said that they prefer live classes when working with migrants. Arguing this with the creation of a stronger connection, a better assessment of the group's needs:

LT: "It used to be that we decide together what topic we want to learn more words and phrases and we work on that topic. This made it possible to maintain a high level of interest in the lesson."; "Direct organized work during lessons (in the classroom) is more effective, online tasks are done additionally at home (expanding and deepening knowledge according to the teacher's recommendations)."

IT: "Speaker 2: I'm talking about face-to-face because there is a so-called classroom environment that allows you to create an ideal atmosphere for learning, an environment that is completely lost in online learning."; "Okay, I think that communication and exercises work a lot in the classroom.<...> , face-to-face lessons are much better,<...>, it is better understood face-to-face. The reaction on their face is worth a lot more than 1000 words, so for me face-to-face training is better than online training."; "...learning online is really harder."

MK: "I prefer face-to-face teaching and use a direct approach, such as outdoor activities, live learning, and I use online tools for activities."; "I always prefer face-to-face communication because it creates a more reliable relationship, and trust is key when working with children and adults who have lost their self-esteem, lost their homes, are desperate and think they might be taken advantage of or abused."

Regarding the teaching method, the teachers who took part in the questionnaire also mostly favored face-to-face teaching or mixed teaching:



To justify such a choice, the respondents stated that:

Direct organized work during classes is more effective, online tasks are performed additionally at home (expanding and deepening knowledge according to the teacher's recommendations)


❖ *Teaching in person gives more feedback, I prefer to see the students' eyes, and online not everyone wants or can turn on a video camera.*

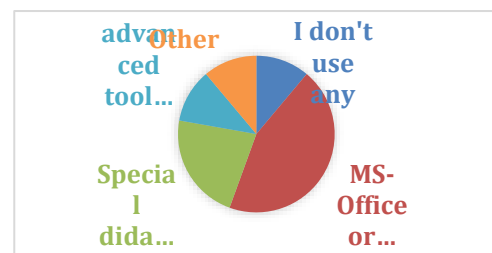
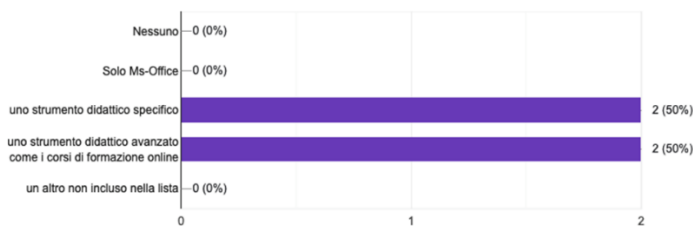
both methods can give good results. The online teaching method allows you to reach many more people and allows you to meet their personal and business needs. The face-to-face method is great because, when you are in front of people, you can pick up more 'nuances' about their personal situations.

Teaching in person always brings greater results. It brings better communication and interaction.

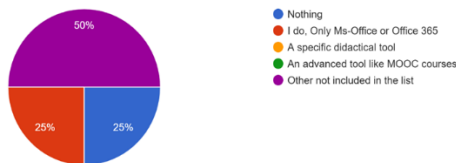
From the survey data, it became clear that teachers in Lithuania usually choose didactic tools: as many as 80% - use MS-OFFICE or OFFICE 365; 40% of teachers use a specific didactic tool, while another 20% use a specific didactic tool as online courses or do not use specific digital tools. According to Italian data: 50% of teachers use a specific didactical tool while the other 50% use a specific didactical tool as the online courses. According to Macedonian data: 25% of teachers indicated that they use MS-OFFICE or OFFICE 365; 50% of teachers - a specific didactic tool, and the other 25% - special digital tools.

In conclusion, it can be said that the use of special digital tools is still not very popular in the process of migrant education.

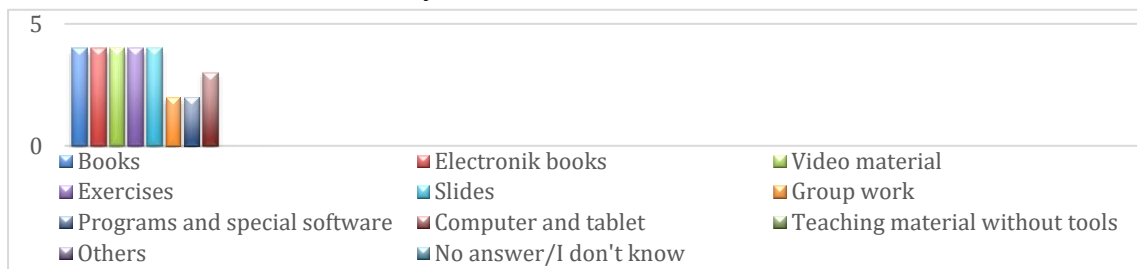
 What digital tools do you use in your work?

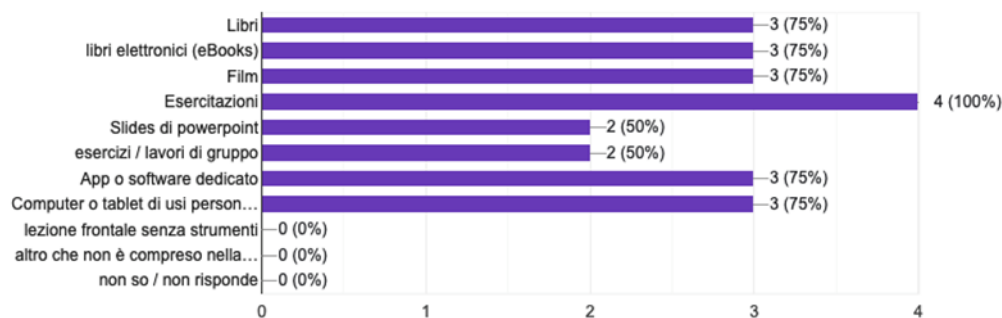


3. Which digital tools do you use in your job?
4 responses

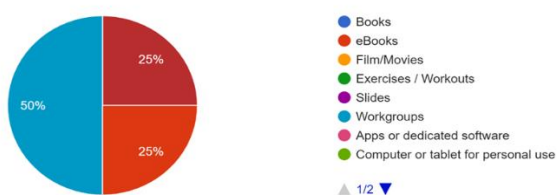


It was important to find out the pedagogical tools used (in order to improve the teaching process), as it became clear from the surveys that the most popular and most often used (in three countries) are the following: exercises; books and e-books; visual material; computers and tablets and working in groups. Respondents who responded from Italy stood out in that even 75% of them use online programs and special software, while Lithuanian teachers - 40%, and Macedonian teachers only 25%.





7. Which kind of pedagogical material do you use in order to enhance learning in migrants?
4 responses



As the most effective means, according to the respondents, it is possible to single out what is prepared specifically according to their needs, capabilities, considering people's capabilities and others:

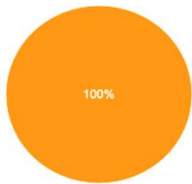
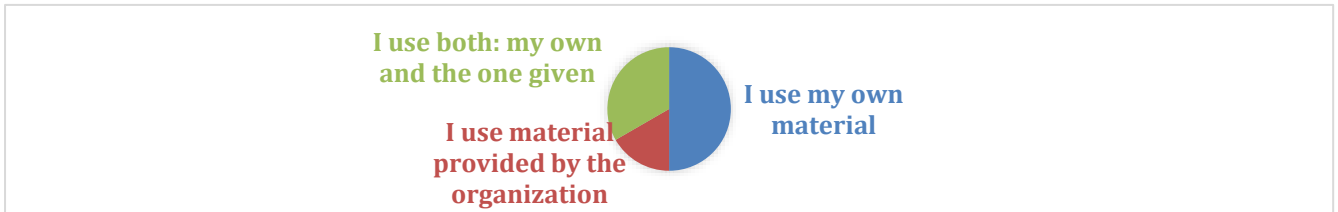
"What is effective is what is adapted to the group and individual needs of the course visitors, the level of knowledge of the Lithuanian language, language abilities (I find this out when preparing the course participant questionnaire). I prepare the program, present it to the audience, discuss it, make a detailed thematic plan, prepare slides and handouts for each session, select online files, prepare lexical and grammar tasks myself (in the beginning - with transcription, emphasis, and translation.), we make thematic glossaries and gradually alphabetized."

"The kind of material that teaches basic elements without making them feel inferior and that makes them feel proud of their small steps"; <...>a simple physical and practical exercise, movies."

"It is material that is always integrated with the socioemotional domain of development."

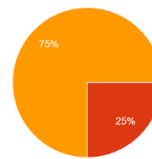
From the answers to the question about educational materials, the answers of both Italian and Macedonian teacher respondents show that 100% use both their own and those provided by the organization, while Lithuanian respondents' answers differed, as a higher percentage (60%) of respondents use their own prepared educational materials, and 40% uses both own and organization-provided material.

Do you receive material from your organization, or do you use your own material?



- uso il mio materiale
- uso il materiale che mi ha dato l'organizzazione
- uso entrambi, sia il mio materiale che quello che mi da l'organizzazione
- non uso nulla in particolare
- non so / non risponde

9. Do you receive materials from your organization or do you use your own material?
4 responses



- I use my material
- I use the material given by the organisation
- I use both, mine and the given one
- I use nothing
- No answer / I don't know

Teaching migrants from different countries, who usually have different, painful life experiences, with different traditions, customs, faith, etc., can face various difficulties. Thus, not only the language barrier is identified as a challenge for teachers, but also the inner experiences of adult students, which determines their concentration on science and, of course, motivation.

IT: "They can hardly hold their attention because of their trauma, they require more informal ways of learning, with lots of fun and laughter, the language barrier..."

LT: "At the beginning of <...> I encountered a language barrier. I had forgotten Russian, and most of the students spoke Russian, but over time I discovered a system, what I couldn't say in Russian, I said in English. So, we were speaking two languages at the same time."

IT: "<...> and they told me about cases where it was difficult for them to be accepted as they are. But it takes a lot to get to racism from there. And, of course, the language barrier."

IT: "Language is a very important aspect, not only to understand and understand what they say, but also because of the cultural differences that exist in one country and another."

MK: "The most difficult way for me was definitely the language barrier, but it was difficult for me to come across their fates and stories."

MK: "First of all, the language barrier. Also, their traumatic situation, not believing that there is anyone who wants to help them, and building those relationships with each other were the most difficult moments for me."

Conclusions and Recommendations

Summarizing all the data collected for the national reports, it can be observed that the experience of the project partners - Italy, Lithuania and North Macedonia - related to the reception of migrants in their country is different: in terms of time (how many years the country has been popular among migrants); both the nationalities of arriving migrants, as well as cultural and religious differences; the experience of both organizations and teachers working with migrants living in the country.

The diversity of experiences gives us the opportunity to highlight the good experiences that are useful in creating the result of the project.

In a cooperation project, the various experiences of the partners are of great benefit. Each organization - Prometeo, Eco Logic and Gynta Projektai - has a unique experience in their own countries, where they have contributed with their own means to providing assistance to migrants and improving integration processes. Such experience allows us to better understand the needs of such people. Such experience allows for a better understanding of the needs of such people and the benefits of learning the language of the host country both for people who have found refuge in a foreign country and for the host country.

Recommendations that can be given to improve the integration process for migrants in a foreign country. Some of these recommendations include:

1. Providing more language courses: One of the most important steps towards integration is learning the language of the host country. Therefore, it is important to provide more language courses for migrants to help them learn the language and improve their communication skills.
2. Investing in vocational training: Providing vocational training courses can help migrants gain new skills and increase their employability, which can help them better integrate into society and become self-sufficient.
3. Promoting social interaction: Promoting social interaction between migrants and the wider community can help foster understanding and reduce prejudice and discrimination. This can be achieved through initiatives such as mentorship programs, cultural events, and community outreach programs.
4. Providing legal assistance: Many migrants may struggle to understand their legal rights and responsibilities in a foreign country. Therefore, it is important to

provide legal assistance and education to help migrants navigate the legal system and access the protections and services they are entitled to.

5. Addressing housing issues: Many migrants in Italy struggle to find affordable and safe housing. Addressing housing issues and providing more affordable housing options for migrants can help improve their quality of life and facilitate their integration into society.

6. Combating discrimination and xenophobia: It is important to combat discrimination and xenophobia against migrants in Italy through awareness-raising campaigns and education programs. This can help promote a more inclusive and welcoming society for all.

8. Providing access to education for children: Ensuring that migrant children have access to education can help promote their academic and social development and prepare them for future success. This can include initiatives such as providing language support, promoting parental involvement, and addressing any barriers to enrollment or attendance.

9. Improving access to financial services: Many migrants may face challenges accessing financial services, such as opening a bank account or obtaining credit. Improving access to financial services can help migrants better integrate into the local economy, save money, and build their financial stability.

10. Supporting entrepreneurship: Encouraging and supporting migrant entrepreneurship can help promote economic integration and self-sufficiency. This can include initiatives such as providing business training and mentoring, connecting migrants with funding opportunities, and providing support with navigating regulatory requirements.