NEW GENERATION: YOUNG MIGRANT PEOPLE IN ITALY

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Young immigrants in Europe: theories and analysis

New social geography (centers and margins) and the new socio-spatial order define new social dynamics, new processes of socialization, new risk, and new needs. Globalisation processes actually lead to higher and more pervasive levels of economic, political, social and cultural integration than ever before[1]. The young immigrant generation arouses disturbing questions for the stability of social systems, placing into question the definition of social integration of developed societies where the presence of immigrant populations are firmly established. In this perspective, the young immigrant generations are *bulkier* than the first[2]. The first generation can still be classified as foreign, holders of certain rights related to the residence permit, but not full citizens. They can be kept in a position that recalls, in the familiar image of Walzer (1987), the metics (μέτοικος) in ancient Athens: aliens accredited as productive workers, but not enabled to be a part of the community of citizens[3]. This institutionalized inequality, however, is more and more difficult to maintain in relation to new generations born or grown within European societies, which do not have another country where they might return, in fact, they have developed life experiences, social ties, and cultural orientations within the context in which they were reared[4]. The quality of cohabitation, the segmentation of society on the basis of ethnicity, the risk of marginalization and delinquency, the possibility of enriching the economic and cultural dynamism are to related to living conditions that will be offered to the new immigrant generation. In addressing the topic, prevails widely, perhaps in implicit forms, a traditional assimilationist approach, in a pessimistic version: the new immigrant generations should be integrated as quickly as possible in the culture and society of the country that receives them[5]. At the same time, it has recovered a neo-assimilationist theory, dropping the normative and ethnocentric assumptions of the past insists that assimilation - in terms of language learning, dispersion in the various labour market areas, mixed marriages, and so on

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[1] **Sassen Saskia**, A Sociology of Globalization. New York, 2007.

[2] **Dronkers Jaap & Vink Maarten**, Explaining immigrant citizenship status. First and second generation immigrants in fifteen European states, MPRA Paper 26198, University of Munich, Germany, 2010.

[3] **Walzer Michael**, Interpretation and Social Criticism, Harvard University Press, Cambridge, 1987.

[4] **Christou Anastasia**, Immigration in Europe and the Integration of the (European) Second Generation, University of Sussex, UK, 2012.

[5] **Portes Alejandro & Min Zhou**, The New Second Generation: Segmented Assimilation and Its Variants Among Post-1965 Immigrant Youth, in The Annals of the American Academy of Political and Social Sciences 530:74-96.

- continues to take place in the transition from one generation to another[6]. In this sense, new generations resulting from immigration are assimilated, in other words, they become more and more similar to the native population (or resulting from previous migration processes)[7].

The structuralist perspective, which acquires a special significance in the processes of discrimination, tends to overthrow causal imputation. Piore (1979) spoke of "rebellion of the second generation", opposed to the acceptance of fathers, perceived as temporary migrants[8]. If young immigrants are not successful in school, and if they might not find space in the skilled labor market, become a potential reservoir of social exclusion, deviance: an opposition to the receiving society and its institutions[9]. According to the constructionist theory, the relationship between the destiny of the new immigrant generations and the self-preservation of societies can be seen as the showing of a classic fear of adult society towards young people who do not accept to internalize and reproduce the existing social order. Many scientific discussions, and also many researches, are on the "values" of young people, about the meaning they give to work and various institutions, in this a doubt about the "loyalty" of young people around the world built by adults become fundamental[10].

Fears and reservations about the integration of young people of immigrant origin are not devoid of practical consequences. They might trigger circuits of marginality that feeds on itself: on the one hand, pushing new immigrant generations towards training and occupations "for immigrants" and discriminating them in hiring; on the other, creating mistrust towards school and social equity, pushing them to oppositional subcultures and sometimes to deviant forms of self-ghettoization (that Portes and Rumbaut in 2001 define *downward assimilation*)[11]. With a play on words, we can recall that the three A (accent, ancestry, appearance) continue to weigh on the fate of the new immigrant generations, even more in the case of so-called "visible minorities", for which the color of the skin is an indelible marker of "diversity"[12]. Not all scientific positions in this debate, however, incline to pessimism. According to the prospect inspired by cultural studies and post-modernism, the new immigrant generations become the standard bearers of new social fluid, hybrid, syncretic identities construction, and therefore they are promoters of innovation processes in the sign of cultural cosmopolitanism and multiculturalism[13]. In this sense, the invention of new forms of identification allow them to simultaneously use two worlds per-

[6] **Alba Richard & Nee Victor**, Rethinking Assimilation Theory for a New Era of Immigration, in International Migration Review, vol. 31 – n°4, 1997.

[7] **Brubaker Rogers**, The Return of Assimilation? Changing Perspectives on Immigration and Its Sequels in France, Germany, and the United States, in Ethnic and Racial Studies, 24 [4], 2001.

[8] **Piore Michael J.**, Birds of Passage: Migrant Labor and Industrial Societies. Cambridge University Press, Cambridge, UK, 1979.

[9] **Gans Hebert**, Second-generation decline, in Ethnic and Racial Studies, vol. 15 -2, 1992.

[10] **Perlmann Joel & Waldinger Roger**, Second generation decline? Immigrant children past and present – a reconsideration, in International Migration Review, vol. 31, no. 4, 1997.

[11] **Portes Alejandro & Rumbaut Rubén G.**, Legacies: The story of the Immigrant Second Generation, University of California Press, 2001.

[12] **Wrench John**, **Rea Andrea**, **Ouali Nouria**, Migrants, Ethnic Minorities and the Labour Market Integration and Exclusion in Europe, Palgrave MacMillan, London, 1999.

[13] **Ambrosini Maurizio**, Sociologia delle migrazioni, Il Mulino, 2005.

ceived as distinct, and to be members of a group without giving up other possible memberships[14].

According to existing international literature, it is possible to get closer to the phenomenology of the phenomenon. The transition from the first to the other generation of immigrants has always - in all contexts observable - objective evidence of cognitive, behavioral and social *discontinuity*. A first element of discontinuity consists on a different system of expectations in that majority of cases distinguishes the young immigrants from their parents. A second discontinuity concerns the specific search of an identity. From the conflictual dynamics of the difficult conciliation of social role may born crises at different levels: individual (identity crisis), family (intergenerational conflicts), social and cultural (radical reinterpretation or reinvention of the culture of origin). A third dissonance – the political-civil one -invests the citizenship dimension. Despite the presence of a mosaic of different national codes of citizenship, the young generation born or arrive in Italy and Europe at an early age may acquire or apply for citizenship in the European country in which have lived all or most of their existence.

Data of new generation in Italian context

Complexity is a fundamental aspect of migration process and presence of foreigners. As well as adults, children immigrants in Italy come from many different countries:

Migrant children in Italy (no-EU) - EUROPE

Citizenship	N	%	% of total
Europe	**261.163**	**28,7**	**22,0**
East-Central Europe	261.049	28,7	22,1
Albania	136.922	15,1	27,5
Macedonia	24.822	2,7	29,7
Moldova	26.234	2,9	17,6
Serbia/Kosovo/Montenegro	31.910	3,5	30,0
Ukraine	20.722	2,3	9,2
Other European countries	114	0,0	2,1

Italian Ministry of Home Affairs, 2013

Migrant children in Italy- AFRICA

Citizenship	N	%	% of total
AFRICA	**300.451**	**36,4**	**28,7**
North Africa	244.820	26,9	30,9
Egypt	38.715	4,3	31,3
Morocco	158.023	17,4	30,08
Tunisia	38.073	4,2	31,3
West Africa	73.449	8,1	25,6
Nigeria	19.393	2,1	29,1
Senegal	21.051	2,3	22,8
East Africa	6.702	0,7	14,4
Central-south Africa	5.480	0,6	22,2

Italian Ministry of Home Affairs, 2013

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[14] **Caponio Tiziana**, **Colombo Asher**, Migrazioni globali, integrazioni locali. Stranieri in Italia, Il Mulino, Bologna, 2005.

Migrant children in Italy – AMERICA/OCEANIA and stateless

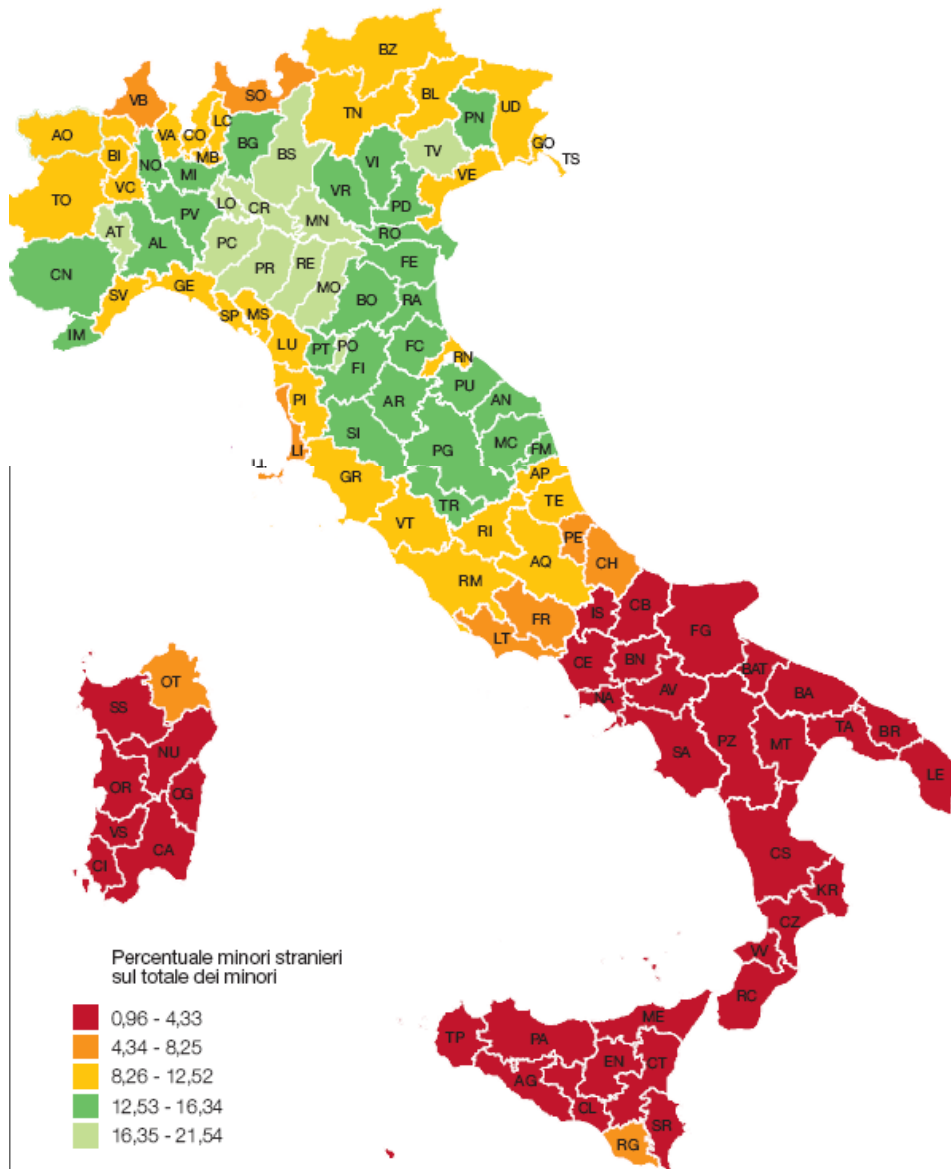| Citizenship	N	%	% of total
America	**74.006**	**8,1**	**17,7**
North America	6.697	0,7	17,6
Central-south America	67.309	7,4	17,7
Ecuador	22.738	2,5	25,2
Peru	21.730	2,4	19,9
Oceania	**208**	**0,0**	**7.9**
Stateless	177	0,0	31,4
TOTAL	**908.539**	**100,00**	**24,1**

Italian Ministry of Home Affairs, 2013

To sum up the number of European migrant children in Italy, the presence is equal to 3.110.134: one-tenth of all the children in Italy.

Migrant children live above all in the cities: the majority is located in the capital (80 089, of which 38,471 are female); followed by seven other cities in northern Italy (44,740), Milan (82 582), Brescia (46 644), Verona (24 552), Bologna (21,972), Modena (21,857) and Florence (23 082). In the south, the cities with significant data are Naples (11,684), Bari (6490), Catania (4907) and Palermo (640).

Presence of Migrant children in Italian cities

City	Migrant children	F	% of the total children
Milan	82.582	40.071	21,6
Rome	80.089	38.471	18,1
Brescia	46.644	22.035	27,3
Torino	44.740	21.747	21,6
Verona	24.928	12.016	23,5
Florence	23.082	11.001	20,6
Bologna	21.972	10.577	21,4
Modena	21.857	10.525	24,5
Naples	11.684	5.674	15,4
Bari	6.490	3.199	20,0
Palermo	6.410	3.033	22,5
Catania	4.907	2.405	18,9

ISTAT, 2013

Net Income for earners (%) and average (€)

Kind of income	Migrant families		Italian Families	
	Earners (%)	Average (€)	Earners (%)	Average (€)
Income from employment	65,3	11.050	40,5	16.167
Income from self-employment	13	13.848	14,8	18.581
Pension transfers	3,2	8.196	34,3	12.352
Non-pension transfers	29	1.979	21,9	1.995
Transfers to non-employment	20,3	1.649	9	3.085
Other non-pension transfers	12,4	1.920	14,3	1.103
Income from real or financial capital	25,4	400	40,7	1.216

Istat, 2013

Another major issue to understand what kind of contexts living migrant children is related to tenure status. The methods of access to the market of the houses are very different for foreigners than Italians. If fact, 71.6% of Italian families living in their own home, as opposed to immigrant families (64.7%) living in rented accommodation (another significant percentage, 20.2% have a home to use free or usufruct). In general, 43.9% migrant children live families at risk of relative poverty.

At any rate, regardless of whether the immigrant family is located in a rented or in a owned house, it is very important to understand the housing condition of immigrant families. In general, the most common problems are those related to overcrowding and poor quality of the dwelling. As a matter of fact, immigrant families experienced bad housing conditions more often than Italian families (14.9% of them living in a situation of severe housing deprivation, compared with 4.7% of the Italians ones).

Housing deprivation is more pronounced for immigrant families who live in metropolitan areas and for those in rented homes: It becomes higher with the increase in the number of minors. In contrast decreases in the presence of the elderly. There are no differences in terms of geographical area. The situation is quite different for those who live in the north compared to those living in the south of Italy.

Although there are problems of income and precarious habitability conditions, housing family space represents a highly significant context which affected second generation identity. The analysis of family ties between parents and children is essential to recognize the reactions that trigger the second generation during the process of identity and renegotiation strategy. Moreover, the analysis of family ties is crucial to comprehend how young migrants envision their future, and even more

what idea they have about family once become adults.

Certainly, it is important to remember that depending on how culture of origin is transmitted and regarding to the kind of relationships established with their peers, the second generations take different attitudes not only towards one's own family, but also and especially towards Italian society.

Family is, therefore, a crucial component for child's inclusion in Italy. It is in the family that immigrated child experienced ambivalent educational processes between maintaining traditional cultural codes and desire for integration and social advancement. Being a parent and at the same time being a migrant is not an easy challenge. The parental role involves many difficulties that will certainly have an impact on the growth of children of foreign origin. Households are often small and relatives live in the country of origin or elsewhere. A general context of the family so highly fragmented that is not able to support the growth of the migrant child, who can only rely on his own parents. The physical presence of the parents does not automatically mean the knowledge of Italian society and its institutions: often both parents must work outside the home to earn enough income to support the family, so that they fail to follow adequately their sons in education and social inclusion[15].

However, when one spouse is not working (it is mostly women and often from families of Muslim religion), usually does not have a great social relationship and therefore have difficulty in learning Italian and encouraging their children in a peaceful integration in receiving society.

Very often the opposite is true: children of immigrants create a bridge between their family and the Italian society. They go to school and learn the language, habits, customs and local values. Then, at home, they convey and share their knowledge with the parents. At the same time, migrant children establish close relationships with peers that let parents have acquaintance with the parents of their classmates.

Often, there are situations of reversal roles: children take on adult responsibilities at an early age until to perceive themselves as 'parents of their parents'. All this greatly weakens father and mother's figure and their leadership.

The family, therefore, plays an indispensable role in the value-based formation of children to grant them solid identity and social grounding. It is the main context that determines most of the other agents of socialization the social inclusion of minors of foreign origin in Italy. The family background then determines paths and possibilities, very often it is the basis of the difficulties that children encounter, especially in the education sector.

- *School:*

The school is another important and crucial agent of socialization in the second generation children's integration process. In fact analysis, researches and *ad hoc* projects have focused on the dynamics relating to the inclusion of children of foreign origin in the Italian education system.

The proposals were not always in line with the intent and, therefore, the results cannot be always considered satisfactory. As a matter of fact considering school

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[15] **Macioti Maria Immacolata**, Pugliese Enrico, L'esperienza migratoria. Immigrati e Rifugiati in Italia, Laterza, Roma-Bari, 2010.

system without promoting interventions that take into account of the family (which we have seen to be crucial as agency of socialization in the life of each child) external relations outside school and, more generally, policies aimed at supporting migrant children's social inclusion, it actually means to devalue the concept of interaction as such, but especially considering migrant minor in respect to only one dimension: that of student.

The reality is much more complex: each child interacts in a large social environment and in different contexts which, therefore, integrate each other, resulting in a series of answers and possibilities. Therefore, it is essential to think of the school as one of the main areas for the interaction of young people of foreign origins. So to be responsive to the needs of interaction, school system should definitely think about measures to be taken to involve other aspects of the child's life. At the same time, this it means that to understand the dynamics relating to the inclusion of students of foreign origin it is necessary to cross-check analysis and observations with family environment's data (quantitative and qualitative), peer relations , consumption, children's expectations and so on.

To investigate school integration means having the opportunity to understand the process of maturity of migration as a whole[16]. In fact the dynamics - underlying social differences that may characterize a given society - are easily recreated at school: it is important to consider, for instance, gender differences, those belonging to certain social groups or even to those relating to specific geographical origins. Actually, school lets to comprehend a certain number of aspects that highlights not only any disparities in relation to educational opportunities, but also inequalities in a broadest sense: it is possible to understand social and life conditions of students belonging to specific social groups, but even more you can foresee and think about the future dynamics, such as those relating to labor market composition and workers' characteristics (that, as it is possible to guess, in turn, it determines the possible projections of future conditions of a society or of parts of it).

It is important to emphasize the increasing number of foreign students within the Italian school system in recent years. Last year (2012-2013 academic year), as the Ministry of Education puts in evidence, there was a total attendance of 786.630 foreign students. Almost half of them (47,2%) were born in Italy, on the contrary the presence of the new arrivals was only 3.7%[17]. In other words, while in the previous years the growth in number of foreigner pupils in the Italian school system was mainly due to immigration, more recently the evolution of the phenomenon has seen the increase of the new generation migrant children**.**

Moreover, the Ministry of Education's data report another significant factor: in choosing the upper secondary school most students of foreign origins are likely to prefer technical and professional institutes than scientific or classic high school. Such information in itself does not reveal a lot if not contextualized[18]. In a simplis-

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[16] **Zincone Giovanna** (ed), Immigrazione: segnali di integrazione. Sanità, scuola, casa, Il Mulino, Bologna, 2009.

[17] **Italian Ministry of Education, University and Research**, Gli alunni stranieri nel sistema scolastico italiano, Rome, 2013.

[18] Ibidem.

tic way, in fact, it is possible to think this information indicates a low interest of young people of foreign origin in relation to scientific or classic high school. Actually this figure assumes a definite value if analyzed in dialogue with other major factors: the family condition, the area of residence, the difficulties encountered in the course of study (in turn investigated with respect to the live contexts of migrant children), the training proposal offered by each school. Taking into account all this issues allow to have a more complete picture and let to better identify not only the training gaps of foreign pupils, but also the possible causes and consequently, facilitating the formulation of responses more concrete and effective.

In any case, there is no doubt that migrant students experienced much more difficulties and problems at school than Italian students, as a recent research carried out by the Ministry of Education in collaboration with ISMU Foundation outlines[19]. The report puts in evidence that the rate of admission of foreign students in both lower and upper secondary school is generally higher than those of Italian students. Although the distance decreases with the increasing age of the pupils, it still remains significant for the whole secondary school period. In fact, the rate of educational achievement in first year of lower secondary school is respectively 64,1% for migrant students and 82% for the Italians ones. As regards the admission to final state exam of upper secondary school such percentage distance decreases slightly: 80% for foreign pupils and 90% for Italian students. Another interesting data is the school enrollment for each year of age. Also, in this case, the overall figure of foreign pupils (41,5%) reveals a strong delay if compared to that of Italian students (12,1%). Although all reasons are not known behind such school enrollment delays, it can be assumed that a fair amount of these is due to the placement of migrant students in lower than their age-appropriate grade[20].

Some observers of migrant population integration argue that the journey of a student of foreign origin is in fact an obstacle path where you get to the finish line only if he or she was lucky enough to be in favorable conditions to avoid situations of disadvantage or difficulties[21].

According to Graziella Favaro, migrant students are never alone at school[22]. In class enters an onion: many layers of fear, worry, anger, unfulfilled desires, waivers furious. They come at school with a grooving up body and with the family in your backpack. The lesson can begin only after they have laid the backpack and peeled the onion.

It is possible to briefly identify the main obstacles to the educational inclusion: different cultural background, linguistic differences, non-verbal communication differences, stress and migratory trauma, cultural fatigue, identity redefinition, redefinition of relationship with parents, difficulties in school placement, late entries,

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[19] **Italian Ministry of Education, University and Research** and **ISMU Foundation**, Gli alunni con cittadinanza italiana. L'eterogeneità dei percorsi scolastici, Quaderni ISMU 1/2014.

[20] Ibidem

[21] See, for instance, the considerations expressed by G. Zincone in the Introduction of the text already quoted (Immigrazione: segnali di integrazione).

[22] **Favaro Graziella**, In cerca di futuro. Ragazze e ragazzi nell'istruzione superiore. Intervento al seminario Gli studenti con cittadinanza non italiana nell'istruzione tecnica e professionale, Milano, 24-25 ottobre 2011.

friendly relationships (inside and outside the school), family difficulties, socio-economic structure of the daily life context, characteristics of school education.

- *The issue of citizenship:*

Italian citizenship can be automatically acquired by birth to an Italian parent in line with the principle of *jus sanguinis*. Migrant children born in Italy can not have immediate recognition of Italian citizenship. The law specifies that it is possible to apply for Italian citizenship after eighteenth birthday. Requirements for citizenship are extremely strict: a young migrant must have been legally resident in Italy and in an uninterrupted manner since birth until the age of majority, and he or she must also declare his or her intention to acquire Italian citizenship within one year from his or her eighteenth birthday. If migrant children born in Italy do not exercise the right to citizenship as above explained, they end up having the same legal status as a newly arrived immigrants.

Granting citizenship is even harder for young migrant people not born in Italy, but raised in the country. They have to follow the same path of any regular immigrant who must live in Italy continuously for 10 years.

Despite minor changes made over the last few years, the ongoing law is still very restrictive and discouraging. Just as distressing are the wait times to gain citizenship: the law establishes a length of 730 days to conclude the procedure. According to the estimates of the Ministry of the Interior expectations, can reach an average up to 3 or even to 4 years.

As Reas Syed outlines: '[…] Migrants in Italy never gain a real and effective right to citizenship. The strict requirements result in an expensive, lengthy and discretionary procedure for naturalisation without any guarantee of being successful. In Italy, citizenship is therefore perceived by migrants and children of migrants more as a lottery than a right […]. The status of non-citizen has several implications: it leads to discrimination in education, access to the labor market, and enjoyment of social and civil rights. For instance, children of migrants cannot fully exercise their right to freedom of movement within Europe or elsewhere. Students are often prevented from participating in any kind of abroad study or cultural opportunity. In higher education, some scholarships or other opportunities are still granted under the condition of citizenship'[23].

Also the President of the Republic, Giorgio Napolitano, has repeatedly expressed the need to facilitate the procedures to recognize Italian citizenship to all second generation immigrants. After one of his latest appeals (November 2011), a campaign collective signature was born in order to change the law on citizenship. The mobilization has taken the name of *L'Italia sono anche io* and has joined various local stakeholders who has been dealing with immigration and know the phenomenon from the inside.

In the *L'Italia sono anche io* website, from the archive of the network G2, it is possible to read some young migrant stories. Here it reports a part of the story of a young migrant girl called Neva. Her story is not so different from those of many other young people of foreign origin who is denied the opportunity to have recog-

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[23] **Reas Syed**, Children of migrants and Italian citizenship: a never ending story, in Generation 2.0 for Rights, Equality and Diversity, Rome, 2010.

nized their own lives. Below it reports Neva's brief testimony with regard to issues related to the lack of citizenship:

I arrived in Rome in 1989. It was my thirteenth birthday, about twenty years ago. I attended both upper secondary school and University in Rome. Afterward I won a scholarship at the University of Florence and a PhD in Pharmaceutical Sciences at the University of Chieti. In Italy, among Italian friends, I did that educational training and personal maturation that has formed me as a person. I became aware of my diversity only once over the University. I was excluded because of my foreign nationality. During the PhD I started to have serious problems. Expecting year-on-year the renewal of residence permit it did not let me to regularly attend international scientific conferences. All this because the time of renewal go well beyond the 20-day prescribed by law. In the second PHD year I won a European Union scholarship to go to carry out part of my thesis at a very important specialist center located in Barcelona. Unfortunately, the length of my residence permit is just 90 days, despite the PhD provides the opportunity to spend 18 months within 3 years abroad. As a matter of fact, I'll have to wait a whole year to conclude my research, running the risk that the work may not be the most innovative and to be published by someone else. By now anyone who works with me, both in Italy and abroad, begins to realize that I'm not really Italian and working with me may lead to complications and obstacles[24].

It is important to underline that one of the main challenges of modern sociology is to understand how new social dynamics is changing relationship among individuals and how the economic crisis affects the marginalization of vulnerable families, especially the immigrants one. In particular, the new demographics of Italy underline the importance of young immigrant generations, their role in define the social, cultural and political future aspects.

Key words: *young imigrants, Italy, integration, identity, new generation*

ԿԱՏԻԱ ՍԿԱՆՆԱՎԻՆԻ – *Նոր սերունդ. երիտասարդ ներգաղթյալները Իտալիայում* – Ժամանակակից սոցիալական հարաբերությունները մեծ բազմազանություն են ենթադրում, բայց դա բազմազանություն է իշխանության և անհավասարության համընդհանուր հարաբերությունների ներսում, հատկապես վերջին մի քանի տարիների ընթացքում, երբ համաշխարհային տնտեսական ճգնաժամը խորացավ: Սոցիալական աշխարհագրության և սոցիալ-սպատիալ կարգի վերասահմանումը ընթացքի մեջ էր: Հետնաբար միգրացիոն հետազոտության օգտագործումը սոցիալական փոխակերպման ժամանակակից գործընթացի ընդհանուր հասկացման համար շատ կարևոր է: Մասնավորապես, շատ կարևոր է վերլուծել և հասկանալ, թե ինչ է տեղի ունենում երիտասարդ ներգաղթյալների հետ: Հոդվածում ուսումնասիրվում է ներկա իրավիճակը` Իտալիայում երիտասարդ ներգաղթյալների ինտեգրման ազդեցությունը: Սույն ուսումնասիրության ընթացքում որդեգրված միջմասնագի-

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[24] http://www.litaliasonoanchio.it/index.php?id=568

տական մոտեցումը նպատակ ունի հետազոտել երիտասարդ ներգաղթյալների սոցիալական փոխագդեցությունը և դրա ազդեցությունը իտալական հասարակության վրա:

КАТЯ СКАННАВИНИ – *Новое поколение: молодые иммигранты в Италии*. – Современные социальные отношения предполагают большое разнообразие, но речь идёт о разнообразии в универсальных условиях власти и неравенства, особенно в последние годы, когда мировой экономический кризис драматическим образом усилился. Поэтому разного рода исследования о миграционных процессах и мигрантах приобретают дополнительное значение в русле общего понимания современных трансформаций. В частности, чрезвычайно важен анализ поведения и психологии молодых иммигрантов. В статье рассматривается, как сегодня обстоит дело с их интеграцией в Италии.

Междисциплинарный подход позволяет исследовать социальное взаимодействие молодых иммигрантов и их влияние на итальянское общество. Цель исследования – изучить условия, в которых оказались молодые имигранты, и понять их перспективы.

Ключевые слова: *молодой иммигрант, Италия, интеграция, идентичность, новое поколение*