

Radically

Adolescent

10 actions and a policy for and
with teenagers from Bologna

Radically Adolescent is a new public policy that the Municipality of Bologna implements to take care of adolescents and families. The document is the result of two years of work, characterized by an important path of participation and listening, which involved both the boys and girls of the city and the educating community. The goal of this ambitious plan is to connect the many professional educational bodies to offer the youth of the city opportunities, tools, resources, spaces in which to grow, train, feel good together. With this policy, we want to be an important reference point in supporting the life, growth and citizenship of adolescents and at the same time also in supporting parenting.

Offering the Bologna community a service that was up to what we are already doing for 0-6 children was one of our mandate commitments.

Today, with the 10 actions contained in this document, we give a concrete and strong response to the needs that emerged through the direct involvement of the youth. To make them feel less alone and reassure them that they will always have a community ready to help and support them.

For this reason, we first chose to listen to them, starting with a simple question: "How are you and what are the ideas that you want to promote in the city?" Because this is the deepest meaning of this plan. Carrying out innovative and inclusive policies and doing it together with the entire community, without leaving nobody behind.

Paying attention to the fragilities, the fears, the obstacles that teenagers are facing. Taking care of them, without neglecting any aspect of their lives.

We will invest about 10 million euros in 10 primary actions. This means important resources that will allow us, for example, to keep all schools for children from 10 to 13 years old open in the afternoon, with the Scuole Aperte (Open Schools) project, to put in place training and education programs for the approach to digital tools and to tackle forms of cyberbullying and discrimination that increasingly occur online. Moreover, it will allow us to create an assembly together with boys and girls in order to give them the opportunity to discuss and support the projects for our city.

The pillars around which our actions converge and will converge more and more are: participation, fight against and prevention of early school leaving, support for parenting, protection of mental health and well-being, strengthening the role of the public school as a starting point and true fulcrum of any policy on the education, the growth and the future of adolescents.

Boys and girls deserve all our listening and our commitment. We will continue to work hard dedicating all our energy and our strength, without ceasing, to improve ourselves every day and be by their side every day.

Matteo Lepore
Mayor of Bologna

During this mandate, we intend to implement projects for and with adolescents.

After the launch of Piano Adolescenti (Adolescence Plan) and the Public Inquiry of the Town Council on childhood and adolescence, non-ordinary events, the municipal administration implements an articulated plan of interventions that further develop projects and strategies already tested.

Radically Adolescent reflects the vision that the Education and New Generations Department has developed, with the support of the IU Rusconi Ghigi Foundation, following the numerous moments of involvement and listening to the city's educating community, in collaboration with all sectors of the Municipality of Bologna, starting with the six Neighbourhoods, and with the University of Bologna, always with our educators at the centre. Inclusion,

opportunity, multiculturalism, sense of belonging, urban space, digital emancipation, cooperative educational models, environmental sustainability, participation, culture, arts, affectivity, health promotion, sports, open schools, parenting support...

Many words referred to in this document recall the need for an overall policy that will work only if we connect different areas, collaborate with schools, connect local civic networks and thanks to the participatory processes in the city.

A fundamental challenge to get away from the blackmail of the present and to nourish the hope for the future.

Daniele Ara
Council member

School, new architecture for learning, adolescents, food and agriculture, water networks, education for peace and nonviolence

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Introduction

The document **Radically Adolescent** presents the most recent paths of listening and involvement of the educating community of the Municipality of Bologna and informs about **the actions to implement in the coming years.**

The aim is to give a concrete response to the requests received by the various actors involved, starting with **teenagers and young people.**

The document explains how the Town Council of Bologna invited the whole city to discuss education and the future. The document also describes the experience of the *Neighbourhood Schools*, 37 projects that through art, theatre, fashion and digital activities have involved more than 5,000 girls and boys. Recalling the scientific commitment of the University of Bologna, it explains the work that educators do on a daily basis in the different neighbourhoods of the city. It also contains some useful data to interpret the present in the light of what happened during the pandemic. Furthermore, reflections are made on digital, understood as a space used by young people and teenagers.

The document contains some actions that the Municipality of Bologna intends to promote in the coming years: from the **afternoon opening** of the 1st grade secondary schools to the **definition of a form of representation** of girls and boys, with the intention of creating opportunities that allow young people and teenagers to tell the city their ideas about the future and to **propose projects that will be funded.** The aim is to put the fears, desires and passions of the youngest at the centre of the public debate.

After the description of the **process of renewal of the municipal services and spaces** aimed at young people and teenagers, the document illustrates the characteristics of a **new project dedicated to the study of the digital environment** and the relations that sport and cultural welfare have with issues related to health and education.

"Radically Adolescent" is a starting point to continue working together, to direct and create alternative futures for and with the youth of Bologna.

The document edited by the Education and New Generations Department of the Municipality of Bologna, which started the paths of listening and involvement of the educating community, describes briefly the **Adolescence Plan**. The first chapter points out the main characteristics of the **Public Inquiry on the rights of children and teenagers**, the path of listening and experimentation called **The New Neighbourhood Schools** designed by the IU Rusconi Ghigi Foundation, in collaboration with the Municipality of Bologna, and the path of **involvement of educators who work in extracurricular activities for the Municipality of Bologna** guided by the University of Bologna. These paths represent the framework of reference for future actions.

The second chapter retraces the main **steps of the listening and**

experimentation path called *The New Neighbourhood Schools*, which helped identify the needs and the educational priorities of the city and agree on the actions for the coming years, as illustrated in this document.

The third chapter illustrates of some **data** mentioned by the educating community during the different phases of the path. Without any claim of proposing an exhaustive analysis of the conditions in which the young people and adolescents of the city find themselves, the objective of the chapter is to present an overview of the information collected, recalling the different local, national and European sources, where the data cited by the participants refer to published surveys.

The fourth and final chapter contains the **actions** that the Municipality of Bologna intends to promote and develop in **order to give a first concrete response to the needs and demands** of the educating community and of young people and teenagers.

Finally, to facilitate the consultation of the published materials and the methodologies used during the path of listening and involvement, the document contains numerous **links**.

CHAPTER 1

A path to imagine new futures

This chapter outlines the stages of the listening and involvement path that led to the definition of the actions proposed in this document. You will find information on the Adolescence Plan, the Public Inquiry on the Rights of Children and Adolescents, the project "The New Neighbourhood Schools" and the involvement of educators of extracurricular services by the University of Bologna.

The guidelines that emerged from these different processes led to the definition of the contents discussed during the first Shared Planning of educational policies: the outcomes, reported in the fourth chapter, led to the definition of the actions for the future illustrated in this document.

The Adolescence Plan

In 2023, the Municipality of Bologna published the Adolescence Plan, which is the result of a process of sharing and collecting qualified contributions by the many professionals of the educational, social, cultural and health care sectors. The Plan, drafted by the Education and New Generations Department of the Municipality of Bologna, was presented on December 14, 2022. Thanks to the collaboration between different sectors, local bodies, services and professionals who work every day with a multilevel governance, within the regulatory framework and of national, regional and local direction, the Plan identifies six areas of intervention:

- 1. Extracurricular services:** to strengthen the integrated system of services and opportunities for teenagers through a wider offer of extracurricular educational services; to start the project "Schools open all year round"; to promote extracurricular initiatives aimed at teenagers with disabilities; to support sports activities among adolescents; to encourage participation in summer activities and cultural welfare events.
- 2. Collaborations and synergies with schools:** agreements and initiatives on school dropout/evasion; tackling all forms of discrimination; projects for the promotion of motor activity; support for help desks in schools; promotion of culture and technical training activities; to encourage the conscious use of digital tools.
- 3. Youth leadership and active participation:** to promote volunteer projects that involve adolescents; to disseminate initiatives that foster the representation of girls and boys, by promoting experimentation, the spirit of initiative and self-organization; to involve teenagers in the civic, cultural and social life of the community.

- 4. Parenting interventions:** to support parenting and promote autonomy and skills; to give multidisciplinary information concerning issues related to this specific evolutionary age; to open educational counselling desks, in collaboration with local services providers; to foster services providers collaboration to improve listening, understand the needs and promote the organization of thematic meetings on adolescence.
- 5. Teenagers Care:** To promote actions in order to prevent situations of adolescent discomfort; to implement guidelines on the risk of social withdrawal; to manage adolescent issues in a logic of an integrated system of competences and professionalism.
- 6. Experiences in the neighbourhoods:** to foster community work in the city's Neighbourhoods, in liaison with schools and families; to strengthen the role of the Institute's referent educator; to facilitate the access to and the development of extracurricular actions with third sector bodies.

Click **HERE** to learn more

The Public Inquiry on the Rights of Children and Adolescents

The Public Inquiry on the Rights of Children and Adolescents, held on 18, 19 and 27 April 2023, represented a particularly significant moment for listening to the city, for the content expressed and for institutional involvement. The Town Council promoted a public and political debate on the theme of education and pedagogical reflection, with the following objectives:

- promote the debate and the participation of the educating community and those who deal with children and adolescents;
- highlight needs and areas for improvement;
- outline, based on the results, future strategies to carry out training and educational activities.

The final report, containing the speeches and deeds delivered, was used as a basis for discussion in the council committees and in the Town Council.

Click [HERE](#) to learn more

The Neighborhood Schools: between listening and experimentation

On April 27, 2022, a path started in order to involve and listen to the citizenry, and to turn Bologna educating community into a protagonist: the Education and New Generations Department managed specific projects in synergy with the Adolescence Plan and the Public Inquiry, and with the support of the IU Rusconi Ghigi Foundation. It involved professionals working of the educational, social, cultural and health fields, belonging to Local Authorities (Municipality, AUSL - Local Health Unit, Schools, ASP Città di Bologna), other bodies (Museums, Foundations), the Third Sector (cooperatives and social enterprises, associations, sports centres), teenagers and stakeholders to start the discussion on needs and priorities.

By using different methodologies and with great attention to the involvement of local players, the path is the result of a reflective process of those who are daily engaged in the care of teenagers and young people. By taking into account "The Neighbourhood Schools" project, i.e. 37 different projects promoted and carried out between 2019 and 2023, the path investigated the needs and the priorities of young people and adolescents, after two years of the Pandemic, giving space to debate, highlighting the different positions and imagining alternative futures.

Click [HERE](#) to learn more

The Neighbourhood Schools

In 2019, the Neighbourhood Schools project started: workshops on fashion, music, theatre, dance, crafts, new technologies and urban design. The Neighbourhood Schools have launched an unprecedented phase, to support services and activities to tackle educational poverty and loneliness: the goal was to experiment with new languages and skills, leaving the Institutions and re-imagining them. In the strict sense of the term, they are not schools but participatory and training paths, open and plural, involving institutional spaces such as theatres, museums, libraries but also streets, squares and parks, strongly believing that culture can really create supportive communities in which no one is excluded. There are no desks but the neighbourhoods and their identity. There are no pupils but community. There are no teachers but a network of bodies and associations,

characterized by an experimental and innovative approach and united by a common goal: to implement projects and activities that want to be generators of change, starting from the specificities of each area and intertwining with the stories and people who inhabit the different areas of the city.

The Neighbourhood Schools are promoted by an alliance between social enterprises, cultural associations and institutions such as museums, libraries and theatres in Bologna and are coordinated by the Municipality of Bologna and the IU Rusconi Chigi Foundation. They had the ambition to strengthen the link between the different local bodies of Bologna, which has civic participation and the enhancement of differences in its DNA. The investment was large, over 9 million euros for 37 projects involving more than 5,000 boys and girls, with particular attention to areas characterized by socio-economic and cultural fragility.



Click [HERE](#) to learn more

Neighbourhood

Schools' 37 projects

Click on each project to learn more

[Abitare il Pilastro](#)

[Abitare la città](#)

[ATT.I.V.A. LA.B.](#)

[BiRRRRbanti](#)

[CasagiallaforALL!](#)

[Centro produzione idee di Radioimmaginaria Bologna](#)

[CMQ Cultura al Metro Quadro](#)

[Comizi d'amore #Adolescenti](#)

[Community C.R.E.W.](#)

[ConnettiAMO Pescaraola](#)

[Così sarà! La città che vogliamo](#)

[Dalle Parole agli Atti](#)

[Diversimili: Coma to community](#)

[Fotosintesi urbana](#)

Freewear

FUORI!

Il Treno della Barca

IN ASCOLTO: Laboratorio d'arti per comunità riparative

Laici Teatri

La scuola che sarà

Liquid Lab

LXL. Leggere per Leggere Bologna

MIA Musei_Inclusivi_Aperti

Oltre il Ponte... "tra studio, formazione e lavoro

Pilastro DOCet

Porto delle Comunità

Previsioni

RiparAzioni

Scatti - Sviluppo comuni ATTivi

Scuole aperte tutto l'anno

SKERMIRIBELLI

Skill Lab Experience

Storie di Arte e Ingegno

Scuola di azioni COLLETTIVE

Storie in giro

Una musica può fare

Way In

The involvement of extra-curricular activities' educators by the University of Bologna

The Department of Educational Studies of the University of Bologna has engaged in an activity addressed to the educators of the Youth Aggregation Centres, of the Educativa di Strada service and of the Socio-Educational Groups of the Social Cooperatives that currently manage these services under contract. **100 educators of the city's extracurricular services** were involved, with the aim of listening, in a more targeted and specific way, to the needs of the educating community. Trying to respond to the need to share a cross-cutting methodology by service, respecting the specificities of each team and the educational context, tools were provided for sharing, documentation,

the formative assessment of services, by promoting the use of tools and methodologies that foster professional reflexivity and analytical capacity about the processes of which the educational intervention is part.

The meetings took place from January 2023 and ended the day of the plenary presentation that took place on 7 June 2023. The next page illustrates the main conclusions.

It is a priority to promote processes of **enhancement and motivation of and in educational work**, through the creation of a sense of professional community among all educators, the production and sharing of narrative documentation tools and the formative assessment of interventions useful for the operation of services, promoting the culture of educational work in its various dimensions of meaning: relational, systemic, cultural and political.

In a context where more and more workers leave the job due to poor economic recognition, strong turnover and precariousness, promoting self-valorisation and social recognition of educational work becomes essential to guarantee professional continuity in a kind of job at high risk of exposure, also as regards the teenagers who benefit from the service.

During the discussion, the educators expressed the need to continue the co-training path, which should be more and more part of their work plan.

The objective is not to organize training events provided by “experts” outside the educational practices, but to help educators to integrate into their educational work the collective work they do on themselves, on their roles, on their methods of intervention, on their readings of the territory through educational action.

Meetings about individual experiences can be organized and facilitators of the process can be identified, but the goal is the self-organization of the co-training group. The University can contribute to the self-organization work of educators by giving a methodological support.

Co-training work should be geared towards the production of communication material – an annual conference, a publication, a digital space, etc.- through which educators present themselves to the city (to families, citizens, schools, administrators, etc.), bringing out practices, problems, visions of the local context and youth condition, needs of children and young people with whom they work, proposing directions of political and cultural work to the other institutions of the city.

The path of engagement of the educating community

This chapter describes the listening and experimentation path realized thanks to resources available for the broader project "The New Neighbourhood Schools", launched in 2019 and curated by the IU Rusconi Ghigi Foundation.

This path was part of a broader process of reconnaissance of educational opportunities and priorities that was launched in 2022 by the Municipality of Bologna, in continuity with the Adolescence Plan, with the aim of involving Bologna's educating community in the definition of the next policies aimed at young people and adolescents. This chapter therefore reports the city's listening process, highlighting the objectives, characteristics and stages of the entire process, in order to collect some useful contributions to future planning.

Steps and outcomes

The path of listening and experimentation called The New Neighbourhood Schools wanted to **combine action and learning** with the aim of collectively discussing and guiding the future city planning.

760 participants were involved in a public assembly, 6 focus groups with representatives from different sectors, 2 focus groups with schools and with some representatives of the third sector of Bologna, semi-structured interviews with some of the protagonists of The Neighbourhood Schools project, 6 workshops in the neighbourhoods and a public assembly. Following the directives of the new regulations for the Shared Administration, Shared Planning was experienced for the first time.

Parallel to the meetings, focus groups and assemblies, **two experimentations** started: concrete projects inside and outside the schools had the objective to test some new activities to monitor impacts and approaches. The opening

of schools in the afternoon and the creation of a context in which the youngest could tell the city their visions on the future, starting from their school experience, are the base of projects proposed for the future.

Click [HERE](#) to learn more

Shared Planning of educational policies has outlined guidelines, topics of interest, networks, methodologies and possible actions, starting from the technical framework of regulations, guidelines and national and local guidance measures.

Following the planned methodologies, the administration received the results of the working groups with a formal act that represented the starting point to elaborate the project directions described below.

Click [HERE](#) to learn more

Needs that emerged

Promote listening and the participation of young people and teenagers

Promote mental, physical and social health

Promote listening and the participation of young people and teenagers

Rebuild and care for alliances between young people and adults

Set up tools and practices to encourage the participation of young people

Identify and requalify spaces for aggregation, socialization and learning

Integrate formal and non-formal education

Encourage outdoor education

Know and use the digital

Learning environment and spaces

Promote inclusion and the creation of heterogeneous contexts

Work with small and heterogeneous groups

Being able to benefit from greater linguistic support and cultural mediation

Have qualifying structures and contexts

Work with continuity

Collaboration among services

Build and consolidate synergies between actors with complementary expertise

Spend more time on operations and work in the area

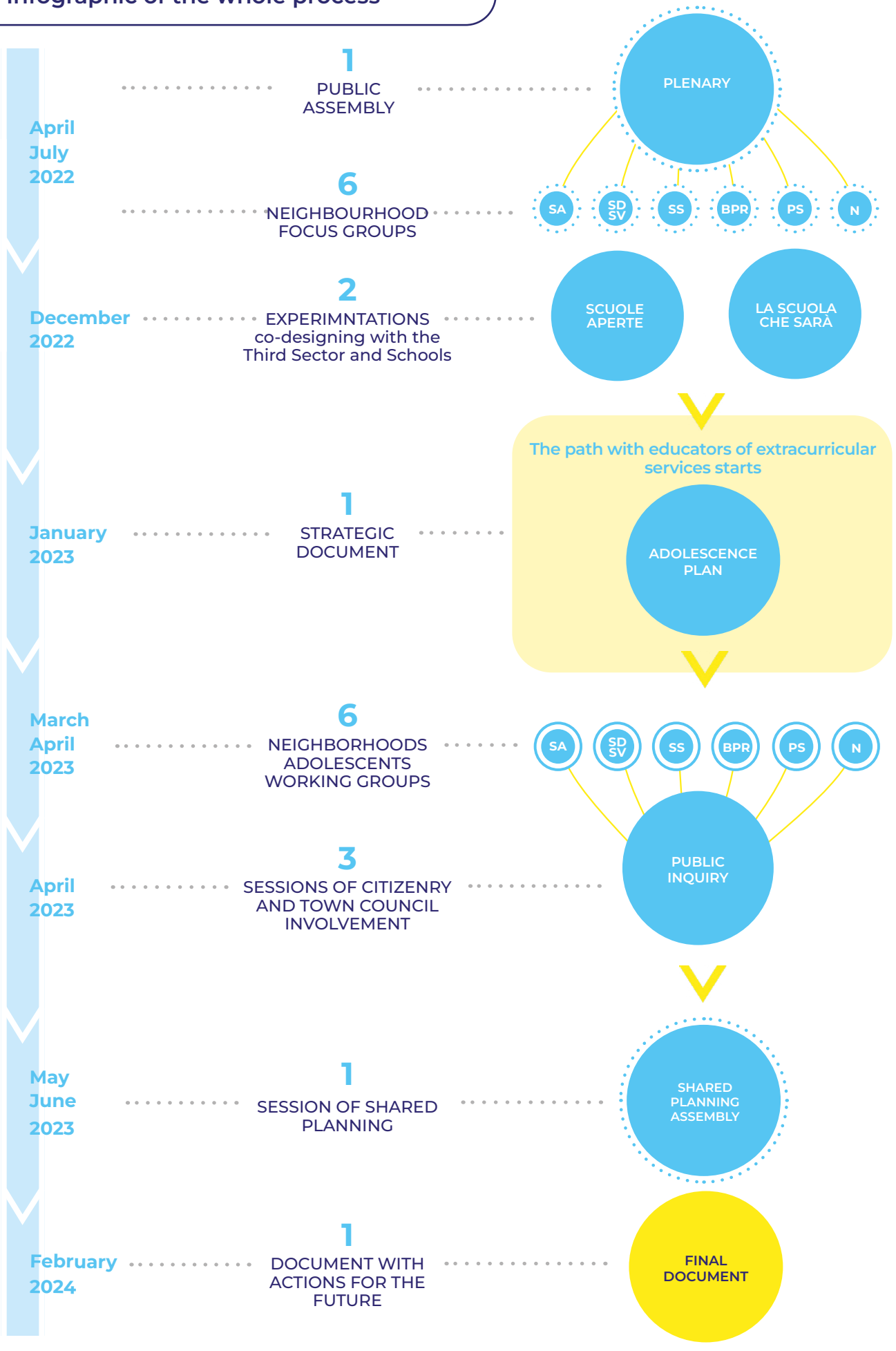
Carry out lifelong learning courses and guidance support activities, also for parents and teachers

Expand the educating community

Connect projects and services to promote the continuity of actions

Empowerment of the educating community

Infographic of the whole process



Step 1

First public assembly

“ Faced with the complexity of the context in which we find ourselves, we need many "allies": the Local Authority, the Neighbourhood, cultural and social associations, active and educational citizenship, cooperatives and social enterprises ”

School Director of Bologna

The first **public assembly** called **"Neighbourhood Schools"** was held on April 27, 2022. **An alliance for the new generations"**, which was attended by about 150 representatives of the educating community, from public and private institutions, professionals from the school, educational, social, health and cultural sectors and Universities. The meeting led to a reflection on the results of the first edition of the *Neighbourhood Schools*. In this occasion, the working groups and facilitators had the aim to identify the needs of the teenagers following two years of health emergency due to the pandemic, support the dialogue between cultural, educational and social agencies in a perspective of cultural and community welfare, question the new needs of boys and girls, with particular attention to the development of autonomy.

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Step 2

First focus groups in the Neighbourhoods



“ I met young people considered wasted. By changing settings and educational methodology, they have revealed unexpected skills, which the school was not able to see ”

Educator of Bologna

Between **June and July 2022**, **six focus groups** were held, one in each neighbourhood of the city, with representatives of the Ufficio Reti (Networks Department), the Territorial School and Educational Services (SEST), the Local Social Service, the Sports and Culture departments and, where present, Libraries and Museums. Starting from what emerged from the meeting, the objective was to analyse in detail the results of the meeting to bring out the dynamics, the opportunities and needs related to young people and teenagers in the different local contexts with great attention to the proximity to the community, with the collaboration of different operators with a multi-professional vision.

Click [HERE](#) to learn more

In **September 2022**, **two focus groups** were held at the schools involved in the "Schools open all year round" experimentation, **IC 12 Farini and IIS Belluzzi-Fioravanti**, respectively located in the Savena and Borgo Panigale-Reno neighbourhoods. Representatives of Bologna's **third sector** and **educational institutions** were involved. The objectives of the public notice through which the protagonists of the experimentation were selected were shared and integrated, adapting it to the characteristics of the schools and areas involved.

Click [HERE](#) to learn more

Schools open all year round

From March 2023 to September 2023, a project was carried out to keep schools opened in the afternoon and during summer, at **IC 12 Farini** (Savena Neighbourhood) and IIS Belluzzi-Fioravanti (Borgo Panigale-Reno Neighbourhood). In the wake of the "Summer Open Schools" experience, accessible and **free** activities were offered, with the aim of promoting academic and educational success, building relationships, experimenting with cultural, motor and proximity activities.

Through a public notice, the result of a process of sharing with the civic networks of the respective areas, two local bodies were selected, Dry-Art ETS and the Scu.Ter-Scuola Territorio consortium. Respectively at the IC 12 Farini and the IIS Belluzzi-Fioravanti, these two entities coordinated the projects co-designed by the stakeholders involved and supported the signing of two Educational Pacts.

Involving a total of 210 boys and girls, the objective was to respond to the new educational challenges, imagining schools as open and community places, to renew educational approaches and help families by alternating moments of social aggregation, sports, digital, art, visits to the neighbourhood, according to the passions of the youth involved.



Click [HERE](#) to learn more

The method

During the listening path, different tools and methodologies were used, adapted from time to time to the contexts and objectives. More in detail:

- **focus groups** with representatives of the Neighbourhoods, Public Administration, the Third Sector and schools
- qualitative **interviews** with representatives of some of the projects reported for particular impact and interest
- **desk researches** to identify international projects and reference data
- public or by invitation **assemblies** for the entire educating community, Third Sector professionals - neighbourhood by neighbourhood -, teachers, experts, journalists and school directors
- **co-design sessions** with boys and girls shared planning working groups

The objective was to identify the needs and priorities of the city, as well as the strengths and weaknesses of the current school and educational system, trying to involve different segments of the population, alternating open and invitation-only meetings.

Particular attention was paid to bringing out proposals and ideas, in line with the approaches of Civic Imagination.

Step 3

Continue listening at the Neighborhoods and start the experiments

Between February and March 2023, **six workshops** were held as part of the **Neighbourhoods Adolescents Working Groups** activities. The aim was to broaden the discussion, promoting the recognition of needs and opportunities through proximity work. In the presence of the Council member for School matters Daniele Ara, the workshops experimented with tools and methodologies related to the Futures-Based Design approach. Through the creation of different scenarios, during the workshops, the following topics were analysed:

- **the needs and priorities** of the Neighbourhoods, as well as the strengths and weakness of the current educational and school system;
- **the desired futures**, the participants' aspirations and the different visions and perspectives on the city as a pedagogical subject;
- **the actions** that, starting from the existing one, **can lead to reaching the desired futures** identified by the participants during the meetings.

The aim was to influence and guide future policies: the act of imagining possible futures was not a creative exercise but allowed concrete alternatives to emerge to understand how, starting from concrete experiences, new approaches could be created. The meetings involved about **200 people** and were organized in collaboration with the Territorial Educational and School Services (SEST) of the Neighbourhoods, the network of representatives of the Local Social Services, Networks and Sports Departments, the cultural sector, Libraries, Museums and the Third Sector.



Click [HERE](#) to learn more

In **February 2023** the **PCTO (pathway for transversal skills and educational guidance) experimentation called "La scuola che sarà" began** and in March the project **"Scuole aperte tutto l'anno - Schools open all year round"** was launched in the two schools involved (IC 12 Farini and IIS Belluzzi-Fioravanti). In the same period the series of meetings called **"I mercoledì di La scuola che sarà"** began.

La Scuola che sarà

The aim of the project was to promote the **imagination of the school of the future** together with the girls and boys of Bologna's secondary schools: with **training and mentoring activities, explorations of the area and workshops**, a Festival designed with the participating boys and girls was co-designed and funded. Starting from their reflections on the school, the boys and girls involved organized two days of public meetings, putting to good use collaborative approaches and experimenting in a concrete way issues related to artistic-scientific curatorship, budget management and spaces management. As part of a Pathway for Transversal Skills and Educational Guidance (PCTO) and managed by the IU Rusconi Ghigi Foundation and Archilabò, in collaboration with the Education and New Generations Department, the project involved two classes (17-18 years old students) of two secondary schools: the "Augusto Righi" High School (Porto Saragozza Neighbourhood) and the "Alessandro Manzoni" High School (San Donato-San Vitale Neighbourhood).



I mercoledì di La scuola che sarà

Parallel to the meetings with the classes and the preparation of the festival, *I mercoledì di La scuola che sarà* took place: **a series of meetings aimed at the educating community** that intended to involve, listen to and bring out the voices of teachers, trainers, educators and families. With school directors, experts and teachers from all over the country, the meetings have fostered the sharing of experiences and perspectives on the issues of education and training and the creation of participation and cooperation networks, with the aim of **imagining and continuing to build together the school of the future**.

Links of the four meetings' videos:

[How to set up the school of tomorrow? Dialogues about the future \(15/03/2023\)](#)

[Humanities and STEM, for an integrated paradigm \(5/04/2023\)](#)

[Media education, citizenship skills at school \(26/04/2023\)](#)

[Merit or Education? Reflections on equality at school \(10/05/2023\)](#)



Stage 4

Public assembly to plan shared priorities for young people and teenagers

“ Often we are faced with invitations to tender that do not allow to radically intervene in the system. We can only work on packages of a few hours. Projects need to be sustainable over time: more than doing many new projects that last 6-18 months; we need actions to ensure continuity. More than reasoning about what is new, we want to implement what we already have, by giving legs and a future to the work we are doing ”

Educator of Bologna



On May 26, at the Sala Borsa Library, the assembly for a **Shared Planning of actions for the future** took place. The meeting followed the principles of the regulations for Shared Administration, formalizing the results with a municipal act. Starting with the Adolescence Plan and the Public Inquiry, the participants discussed the priorities and needs that emerged in the previous work phases (e.g. the assembly of 27 April 2022 and the focus groups in the neighbourhoods during spring 2023). They also proposed actions by paying attention to the approaches to put in place, to the communities, to the reference contexts and alliances (understood as networks with which to work to achieve the identified objectives).

Below are the issues addressed, born from a substantial synthesis work carried out with the Local Educational Services:

- Schools open to the community
- Spaces for young people and teenagers
- Lifelong learning and guidance
- Information on Digital
- Young people and New Adults
- Support for families and the educating community

More **than 150 people** participated in the Planning activities.

Click [HERE](#) to learn more

Step 5

Conclusion of the experimentations

As a conclusion of the path, on May 20 and 21, the *La Scuola che sarà festival* took place, co-designed by the young participants, with a program that included seminars, assemblies, meetings and debates.

Between July and September 2023, the "Open Schools all year round" workshops ended.



Reference data

To facilitate the reading of the priorities and needs mapped, this chapter contains some data repeatedly mentioned by participants during the listening path.

Without any claim of proposing an exhaustive analysis of the conditions in which the young people and adolescents of the city find themselves, the objective of the chapter is to present an overview of the information collected.

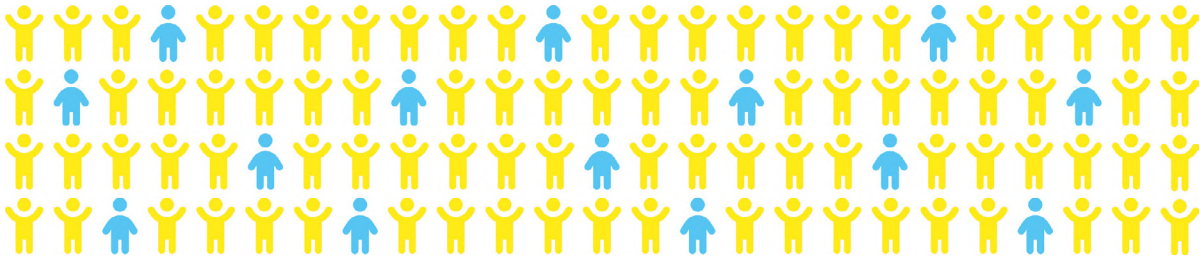
National and European trends

1.382.000

Children in absolute poverty in Italy

14.2% of the
underage
population

①



In Italy poverty is strongly hereditary. In fact, it takes on average 5 generations for those who come from a poor family to reach the average income.

②

In Italy, only 8% carry out physical activity for a total of 60 minutes a day, as recommended by the WHO.

③

The two years of the pandemic have put a strain on the psychological well-being of the population. In particular, in 2021 a deterioration in conditions of mental well-being was registered - especially among 14-19 year boys and girls -.

⑤

The most felt causes in youth associations in Italy

peace
environment
civil rights

Adolescents join campaigns related to these issues on social networks and take part in demonstrations.

④

1. [Social Enterprise With Children](#)

2. [OECD](#)

3. [Adolescent health: data from the Health Behaviour in School-aged Children surveillance HBSC Italy 2022](#)

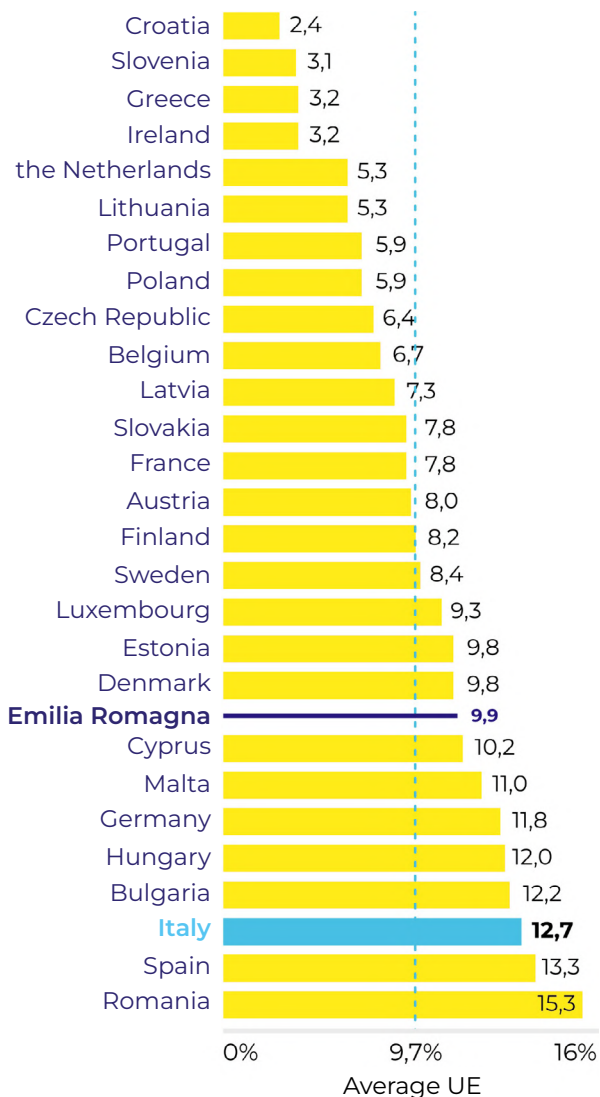
4. [In Search of Lost Time, Save the Children, 2022](#)

5. [BES](#)

% Early School Leaving UE Countries

Population aged 18-24 who abandoned the training courses prematurely.

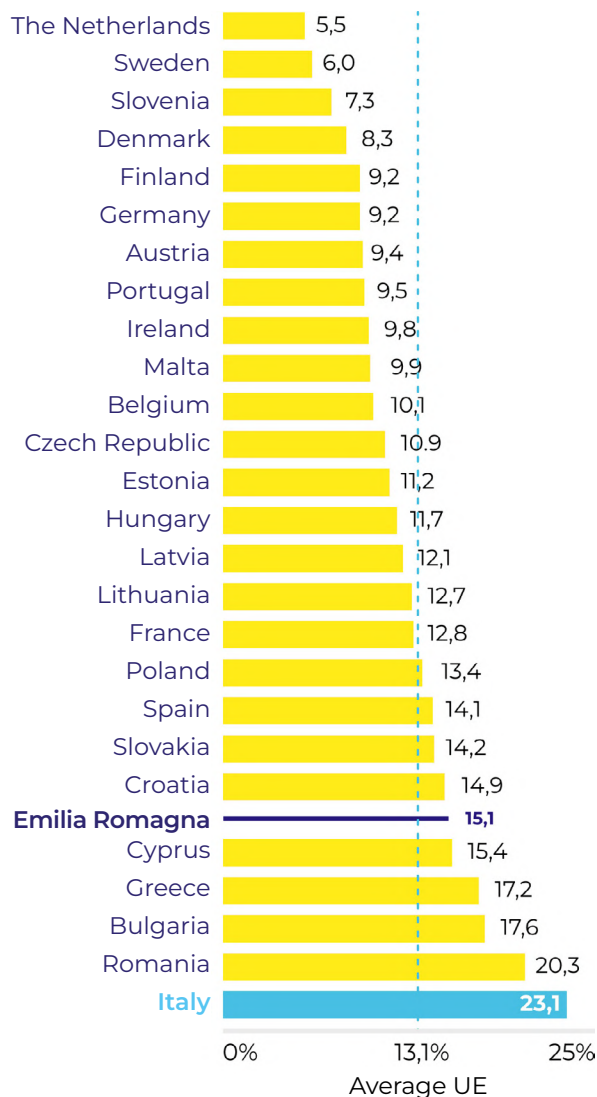
6 7



% NEET UE Countries

Population aged 15-29 who are neither employed nor included in an education or training course

6 8



6. In Search of Lost Time, Save the Children, 2022

7. School dropout

8. BES Report 2021: Fair and sustainable well-being in Italy

Whats do teenagers say

in Emilia-Romagna?

What do they feel in the places they frequent?

- At school
- At home
- With friends
- Online



Single source: "Between present and future. Being adolescents in Emilia-Romagna", a research that reached 15,000 students of 1st and 2nd grade secondary schools in all the provinces of the Emilia-Romagna region in 2022

" A good school is a school of fairness in which people have the means according to their starting situation "

Students' Representative of a school of Bologna

" Often we find boys and girls in the hallway who are feeling bad: anxiety, discomfort, crying and we teachers don't even have an hour available to take care of this aspect "

School teacher of Bologna

They would like a school with higher prevention on:

- ⚠ Gender-based violence
- ⚠ Mental health
- ⚠ Sex education

For the future, they are looking for new personal skills:



To improve society, they ask to intervene on:

Each item received more than 35% of the votes. Then, in order: health, mobility, cultural opportunities, services for children, IT services, politics, services for the elderly, disarmament.

- 📄 Opportunity for the youth
- 📄 Education
- 📄 Job

The pandemic has changed their confidence and trust.

∨ **-42%**

Trust in the school system collapses.

∧ **+34,2%**

The feeling of having to emigrate increases.

In their opinion, what has greater impact on health is



9

In **Bologna**, in 10 years, the number of beneficiaries of the **Mental Health Centre** under age of 25 increased.

2012 **4%** >>> **10%** 2022

9. Data presented on 8 May 2023 in Bologna during the workshop "In dialogue with young people: community resources, to promote mental health", held on the occasion of the conference "The city as a system of opportunities for mental health"

Some information about Bologna

In Bologna there are **39,841 young people** of school age (6-18 years), including 7,834 with foreign citizenship, and 42,742 young adults between the ages of 19 and 29, including 8,979 with foreign citizenship. Below is the distribution by district, area and age group of young people living in Bologna.

| | 6-10 YEARS | | 11-13 YEARS | | 14-18 YEARS | | New Adults 19-29 YEARS | |
|--------------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|---------------------------|------------------------|
| | Italian Citizenship | Foreign Citizenship | Italian Citizenship | Foreign Citizenship | Italian Citizenship | Foreign Citizenship | Italian Citizenship | Foreign Citizenship |
| Borgo Panigale - Reno | 2.504 | 611 | 1.632 | 311 | 2.575 | 433 | 6.165 | 1.404 |
| Barca | 825 | 231 | 542 | 101 | 938 | 164 | 2110 | 469 |
| Borgo Panigale | 1.138 | 265 | 721 | 151 | 1.070 | 177 | 2726 | 674 |
| Santa Viola | 541 | 115 | 369 | 59 | 567 | 92 | 1329 | 261 |
| Navile | 2.861 | 993 | 1.679 | 476 | 2.965 | 879 | 7.584 | 2.149 |
| Bolognina | 1.549 | 619 | 881 | 288 | 1.547 | 601 | 4.187 | 1.380 |
| Corticella | 737 | 210 | 423 | 113 | 794 | 168 | 1.913 | 462 |
| Lame | 575 | 164 | 375 | 75 | 624 | 110 | 1.484 | 307 |
| Porto - Saragozza | 2.348 | 371 | 1.501 | 194 | 2.487 | 275 | 7.661 | 1.271 |
| Costa Saragozza | 880 | 120 | 609 | 64 | 1.021 | 97 | 2.585 | 394 |
| Malpighi | 333 | 40 | 226 | 28 | 381 | 32 | 1.321 | 225 |
| Marconi | 530 | 71 | 275 | 25 | 459 | 40 | 1.847 | 303 |
| Saffi | 605 | 140 | 391 | 77 | 626 | 106 | 1.908 | 349 |
| San Donato - San Vitale | 2.605 | 728 | 1.553 | 366 | 2.487 | 489 | 7.946 | 1.969 |
| San Donato | 1.276 | 447 | 759 | 226 | 1.224 | 312 | 3.745 | 1.057 |
| San Vitale | 1.329 | 281 | 794 | 140 | 1.263 | 177 | 4.201 | 912 |
| Santo Stefano | 2.360 | 236 | 1.483 | 133 | 2.625 | 252 | 7.749 | 1.130 |
| Colli | 397 | 17 | 284 | 15 | 479 | 29 | 1.062 | 117 |
| Galvani | 423 | 44 | 293 | 35 | 527 | 52 | 1.555 | 209 |
| Irnerio | 394 | 63 | 216 | 23 | 411 | 54 | 1.997 | 378 |
| Murri | 1.146 | 112 | 690 | 60 | 1.208 | 117 | 3.135 | 426 |
| Savena | 2.450 | 507 | 1.439 | 239 | 2.285 | 341 | 5.608 | 1.038 |
| Mazzini | 1.562 | 314 | 896 | 138 | 1.434 | 194 | 3.597 | 657 |
| San Ruffillo | 888 | 193 | 543 | 101 | 851 | 147 | 2.011 | 381 |
| Homeless people | | | | | 2 | | 29 | 18 |
| Bologna | 15.128 | 3.446 | 9.287 | 1.719 | 15.426 | 2.669 | 42.742 | 8.979 |

Source: The Bologna Metropolitana Numbers, data updated on 31/12/2022

The schools, extracurricular services and places aimed at young people and adolescents present in the different neighbourhoods at the time of drafting this document are shown.

| | BORGO PANIGALE RENO | NAVILE | PORTO SARAGOZZA | SAN DONATO SAN VITALE | SANTO STEFANO | SAVENA |
|-----------------------------------|------------------------|--------|-----------------|--------------------------|---------------|--------|
| Schools: | | | | | | |
| Nursery schools | 8 | 11 | 9 | 12 | 8 | 8 |
| pre-schools | 16 | 17 | 17 | 18 | 15 | 15 |
| Primary schools | 11 | 10 | 8 | 9 | 7 | 8 |
| 1st grade secondary schools | 4 | 4 | 4 | 4 | 5 | 4 |
| 2nd grade secondary schools | 2 | 4 | 6 | 2 | 2 | 1 |
| Extracurricular services | | | | | | |
| Anni Verdi Center | 2 | 1 | 1 | 2 | | 1 |
| Youth aggregation centre | | 1 | | 4 | | 1 |
| Multi-purpose centres | | 1 | 1 | 1 | | 2 |
| After-school activities | 7 | 9 | 6 | 15 | 14 | 7 |
| Educativa di Strada | 3 | 2 | 1 | 2 | 2 | 1 |
| Socioeducational groups | 4 | 3 | 7 | 7 | 1 | 2 |
| Italian language workshops | | | 1 | 3 | 1 | |
| OfficinAdolescenti | | | 1 | | 1 | |
| Information and advisory services | | 2 | 2 | | 4 | |
| Local school services | 1 | 1 | 1 | 1 | 1 | 1 |
| Other places: | | | | | | |
| Neighbourhoods Houses | 4 | 7 | 5 | 8 | 4 | 7 |
| Municipal Libraries | 2 | 3 | 5 | 2 | 5 | 1 |
| Municipal Sport Centres | 10 | 78 | 18 | 30 | 34 | 26 |

Source: [Map Adolescents](#) and [Adolescence Plan](#)

Time to increase collaboration

Between 17 February and 24 March, during the Neighbourhood Workshops with the educating community, a questionnaire was disseminated to investigate the level of collaboration between the different services aimed at young people and adolescents.

The results collected have brought to light a widespread recognition of the centrality of Local Social Services and Territorial School Educational Services. On the other hand, the need to increase relations with the Networks Departments and with museums and libraries of the neighbourhood emerged. Respondents, that is, members of the city's educating community, request to improve the collaboration with the Childhood and Adolescence Neuropsychiatry service (NPIA) and with Area 15 of the AUSL (Local Health Unit) of Bologna, i.e. the service for young people and adolescents on the subject of the consumption of legal and illegal substances and new technologies (social networks, video games). In addition, more attention is required for the involvement of Secondary Schools, Socio-Educational Groups and Extracurricular Services of the Third Sector.

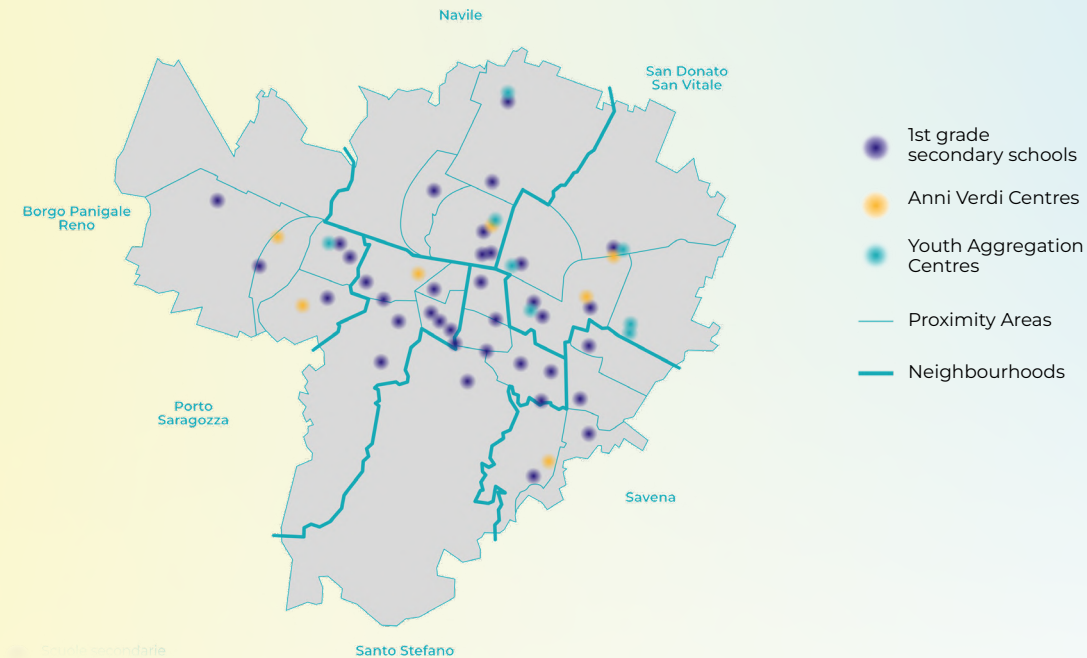
The questionnaire was also aimed at analysing the working time management of the educating community in order to quantify the time educators spent in direct contact with the children and the time they dedicate to administrative, coordination and planning activities. The need has emerged for a more organized structure, in order to prioritize work in direct contact with girls and boys- about 50% of participants occupy less than 30% of their working time for this activity- and the time for the planning of training alternatives, involving new potential actors and favouring a mutual exchange of skills and information.

Proximity

During the various meetings, a socio-spatial reading of the social and educational phenomena addressed was promoted, trying to bring the needs, priorities and actions back to the specificities of the different areas of the city. Particular attention is given, as evident from the image below (schools map), to the network of 1st grade secondary schools (11-13 years of age). The set of schools represents an extended platform at the city level through which it is possible to carry out projects that involve boys and girls.

On the other hand, the results of the different focus groups and meetings held led to the **identification of common needs and priorities in the different neighbourhoods**. For this reason, this document illustrates the priorities and needs emerged to represent the entire city context, highlighting the need to face the current educational challenges starting from the identification of a political and pedagogical framework for the city, capable of guiding, facilitating and supporting the actions undertaken in the different areas of the city.

Secondary schools and services in Bologna



CHAPTER 4

10 actions for the coming years

This chapter presents a proposal of change with 10 actions to implement at urban level. The intention is to start a city public policy in order to achieve the objectives identified during the participatory process.

Based on what has been previously illustrated, the Municipal government identified 10 actions to achieve the desired future scenarios.

These are transversal educational actions concerning social, cultural and sports policies aimed at young people and adolescents. By foreseeing future co-design paths, the contents are to be considered as an adaptation response to the priorities and needs that have emerged. Particular attention was paid to communication with both young people and their families.

Transversal to the actions described below, the objective is to create an accessible narrative, in line with the objectives of this document, promoting a widespread capacity for access to services and projects, zone by zone, with a multi-channel system starting from the [Bologna 0-18](#) site.

1

Open Schools

“ Our kids make multilingual rap songs, do we assess them like if they were reading a poem? ”

Educator of Bologna

The Municipality of Bologna intends to support **the afternoon opening** of 1st grade secondary school (the so-called “middle schools”).

In the wake of the experience of the Summer Open Schools project, this action intended to promote a process of integration of schools with the city, by following the principles of complementarity and permeability. In synergy with the schools that want to join and with the interested Third Sector entities, the **aggregate potential of the schools** - frequented daily by families, students and professionals that operate there - will be enhanced consolidating the dialogue and exchange between what typically happens inside and outside the school walls.

The goal is to make schools cultural and social spaces, **local educational and social reference points** for boys and girls from 11 to 14 years old but also for their families, to respond to the need to qualify afternoon free time, through an adequate offer that favours psycho-relational well-being.

Extracurricular, educational, socializing and participatory activities with artistic, cultural, sports and Italian language

(called L2) learning workshops will be organized.

To support these synergies, a **multi-professional working group** composed of the Education Area, the SEST and the staff of the participating School will take care of the shared design by establishing a **leading group for the definition of the extracurricular offer**, the monitoring and the assessment of the project.

There will be a first phase aimed at identifying resources, needs and objectives of the reference school, and then afternoon activities will be promoted, supported and strengthened according to opportunities and financing. Actions will be adapted to the context and needs expressed according to an innovative educational approach, to **ensure the continuity of activities** even during the summer, entrusting qualified subjects the responsibility for the performance of the services and the achievement of the objectives.

The Municipal government will contribute to enrich the offer in continuity with the "Summer Open Schools" project, through the **involvement of the Third Sector**, in order to support the training offer with:

- educational and homework help activities, including specialized ones (e.g. specific support to SLDs);
- motor and sports opportunities in the afternoon;
- workshops on legality issues;
- Italian language (L2) courses;
- museum and cultural workshops offered in the context of PN funding;
- participatory opportunities;
- other opportunities intercepted through further funding (e.g. Bank Foundations).

Thanks to a first mapping, launched in November 2023, existing school afternoon activities have been identified, with the objective of addressing the different needs, in particular homework support, also in case of specific situations (e.g. SLD).

Thanks to leading and coordinating groups, already existing schools' afternoon activities will be improved by promoting sociality and collaboration among students, families, staff and teachers.

2

Renovating spaces for young people and teenagers

“ If the school becomes a public space, an open space, public spaces must also become a school. We must rethink the function of parks, squares, with the idea that they are a natural extension of educational contexts ”

Schoolteacher of Bologna

“ È essenziale rompere il cerchio delle iniziative esclusive per i giovani in condizioni di disagio nel quartiere. Dobbiamo coinvolgere gruppi eterogenei, superando la separazione tra i giovani. Va cambiato anche il concetto di socio-educativo, dove vengono coinvolti sempre i fragili. L'idea da trasmettere è che le iniziative non sono “né per sfigati né per eletti ”

Educatrice della città di Bologna

The Municipal government intends **to renovate all the services and spaces dedicated to extracurricular activities** of the city in order to foster an **integrated education system**.

Following the needs assessment carried out during the listening path of the workshops made in the Neighbourhoods, the shared Planning session, the analysis of the data relating to users' attendance and the considerations that emerged during a project for service educators carried out by the University of Bologna -described in chapter 1-, a process of rethinking the services organizational methods and dissemination is starting, with the following objectives:

- open Educational POLES (centres) in order to respond to diverse needs by making multipurpose spaces available to multiple users;
- promote flexible educational interventions so that a local reference point capable of responding to new needs can be established;
- strengthen direct diversified interventions, also with the involvement of boys and girls who use the service;
- ensure the best possible integration of activities;
- promote spaces of self-management and protagonism;
- continue to involve operators;
- test new communication approaches, in line with new languages and tools.

3

Supporting the educating community

“ Who takes care of those who take care? I would like to have the opportunity to have adequate training time and a working time for debate with colleagues and families. At the moment, to reflect about my work, metabolize what I live and receive suggestions, I must use my spare time ”

Students' Representative of school, Bologna

The path for the definition of the new services was carried out between June 2023 and January 2024, through some plenary meetings with the SEST's educators, planning the renewal of the services from autumn 2024 to respond effectively to the new needs of adolescents, including post-pandemic ones.

The objective is to strengthen actions towards the different actors that make up the educating community, in a sustainable and coordinated way. Departments, Sectors, Neighbourhoods and Entities (AUSL, Metropolitan City, Region, etc.) implement numerous actions to support professionals who work in the educational field and, more in general, to support adults of reference. In the working groups, debates take place at different levels: local, neighbourhoods and city. The actions are multiple, starting from an effort of communication and public involvement, and provide for the realization of:

- **Pedagogical weeks**, a moment of public reflection at the city level on what speaking of education means today for our city. A set of ideas, proposals, discussions, historical memory that, starting from the Education Area of the Municipality of Bologna, connects with all Sectors and Neighbourhoods, beside Educational, Cultural, Sports, Entrepreneurial Institutions and associations, to outline what our city offers and what are the objectives to be pursued.
- **The Open Day "What we have in the Municipality" and "What we have in the city"**, i.e. a presentation

“ We have made enemies of our own best allies and for thousands of years we have been waging war on each other. If adults really put the right trust in us, if they esteem us instead of belittling us and if we see in their eyes the desire to stay young, learning from us, in our turn we wouldn't consider them enemies anymore and we would see in adults a guiding figure ”

Students' Representative of school,
Bologna

event to local schools and families of the educational, social, cultural, artistic, scientific, environmental, sports activities offered by the main cultural and educational agencies of the metropolitan area and of the museums participating in the network of the Metropolitan Museums Card.

- **Informative and training meetings for families**, organized by the local services network in the community spaces of the Neighbourhoods, on different topics of interest (e.g. affective development, tasks of development, support for the school experience, hygiene and nutrition, to support the process of choosing education, training and professional pathways, etc.).
- **Development of educational counselling service** for parents and adults of reference of pre-adolescents and adolescents, offered at the Centre for Families both in person and online, with which we intend to offer parents opportunities to debate and exchange opinions.
- **Implementation of Pathways** for professionals on service network, protocols, qualification of listening desks, interculture, etc.

Across the different sectors, connections among services will be implemented.

Connections among services

- Implementation of the actions envisaged by the Emilia-Romagna Region's programme on social and school dropout (starting and monitoring of interventions and spaces for multidimensional debate and professional supervision)
- Implementation of measures to prevent juvenile distress, to fight school dropout and evasion and to detect risky situations or prejudice. Particular attention will be paid to the collaboration with schools for the shared management of the support given to children, adolescents and families included in the P.I.P.P.I. Programme (programme on prevention of the removal of children from their families) and to targeted communication to each school.
- Transposition of the "Guidelines for the management of collaborations between the "Local Social Service - Reception Area and Child Protection Area" (SST), the "Territorial School Educational Service "(SEST) and the "Home Education Service" (SED)". In the period 2019-2023, training and debate workshops were carried out as part of the implementation of the National Guidelines on "Support for children and families in vulnerable situations", which involved the Local Social Service, the Territorial School Educational Service, the Home Education Service and the Schools, coordinated by the Welfare and Education Department. As a result, materials have been produced in order to disseminate the Protocol to the citizenry, in view of the new five-year document. Moreover, the operational guidelines for the coordination of the services will be published in 2024. These Guidelines are aimed at qualifying organizational integration with the purpose of consolidating the collaboration in the support of vulnerable children, adolescents and families in the phases of reporting, analysis, design, intervention and assessment of results.
- Support to the school listening desks, as a result of the transposition of the regional guidelines, through the implementation of a Memorandum of Understanding, by the professionals of the AUSL and the Municipality belonging to the network of integrated services. The MoU is specifically designed for the staff of school listening desks and teachers responsible of the desk functions, with the aim of having a space for school-service debate dedicated to situations and procedures.

4

A representation for young people and adolescents

“ How can you invest in us without consulting us first? You are bound to make mistakes ”

Students' Representative of a school, Bologna

The objective is to create a **space of representation and experimentation** for 2nd grade secondary school students of Bologna, to turn young people into protagonists. No matter the age, at the centre of the debate there is the need **to give space and voice to the requests of young people.**

Teatro dell 'Argine in collaboration with IU Rusconi Ghigi Foundation will propose a new version of Political Poetic, a project characterizing the first phase of the Neighbourhood Schools. The new three-year project will allow participating boys and girls to bring to the centre of the citizen debate their own vision on current crucial issues, public performances and the imagination of new forms of city coordination, which need the drafting of programmatic documents.

More in detail, the purpose is to:

1. give more importance to the points of view of young people on the priorities of the city and on current crucial issues, giving value to their ideas and proposals for the future;
2. identify some guidelines to develop city policies
3. imagine new forms of representation in line with new languages;
4. implement the project proposals put forward by young people and adolescents through municipal funding.

During **theatre workshops in 2nd grade secondary schools**, the participants will identify the topics to highlight. In parallel, a group of representatives will be set up in order to put forward priorities, **actions and recommendations to local institutions** guiding the development of some **project proposals**, funded annually, made by young people of

“ Adults talk a lot and so they lose the attention of the children and their participation dies. Adults love their voice too much and are radically unprepared to dialogue with the youngest ”

Educator of Bologna

5

Digital education

Bologna, starting with the involvement of open schools, extracurricular services and project participants.

In synergy with other participatory paths (primarily the Participatory Budget), with other projects such as Open Schools and with service workers, the projects that emerged will give concreteness to the path, promoting spaces of autonomy.

Within this path, moreover, a **research-action activity** will be carried out in collaboration with the University of Bologna, aimed at **investigating the modalities and practices of participation of young people and adolescents** and their ability to imagine significant changes within the contexts to which they belong.

Digital emerges as a new arena and space for action in which it is possible to imagine a new educational model. Guided by the suggestions received during the listening process, a "Digital Education" team, i.e. an **activity of research-action**, was carried out by the IU Rusconi Ghigi Foundation, in collaboration with the University of Bologna, with two objectives:

1. **investigate how adolescents of Bologna make use of the social networks** most used by the same age group, and **share the results with the educators** to support the planning of educational interventions, contributing to the scientific debate on the subject, both methodologically and theoretically;

2. use the information collected to guide the communication actions of a new team that will **promote the engagement of young people and adolescents**. By proposing observation models similar to those used by the *Educativa di Strada*, digital spaces will be explored and an **effective communication of opportunities**, services and projects in the area will be promoted.

This action is therefore intended to have a more accurate knowledge of the activities that young people and adolescents carry out in virtual spaces. Gathering useful elements to think about new modes of educational intervention is crucial, as well as using the digital space to encourage the engagement of young people and adolescents through more effective information on the opportunities offered by the city.

To support and complement the actions reported, **5 further actions** are identified below, in order to develop some guidelines for more transversal socio-health, sports and cultural areas, considered strategic for the well-being of the city.

6

Promote autonomy in young people and support parenting

National Care Leavers Project to test of interventions in favour of people who, when turn 18, live outside the family of origin on the basis of a provision of the judicial authority that placed them in residential communities or in hetero family foster care (beneficiaries can be accompanied up to the twenty-first year of age).

It is promoted by the Ministry of Labour and Social Policies as part of the Poverty Fund and has been tested throughout the national territory since 2020. Bologna has been a so called “città riservataria” (a city entitled to have a reserved portion of the Childhood and Adolescence National Fund) since the start of the project. The overall objective of the project is to support new adults to autonomy and allow them to gradually build a future and to become adults from the moment they leave the protection system. Boys and girls are supported to create their own paths that can be oriented to the completion of 2nd grade education or university education, vocational training or access to the labour market. The tools that can be used are: the Tutor for autonomy, the Grant for autonomy and the Youth conferences.

The Tutor for autonomy is the educational figure that supports the goals and the objectives of the national experimentation and the identified projects.

The tutor integrates into the boy and girl's relationship network, collaborates with the social worker and promotes the implementation of the actions envisaged in the identified project. Moreover, the tutor stimulates the friendship network and social inclusion, and is fundamental to foster connections between the various young people involved in the creation of Youth Conferences - bodies for the active participation of young people that facilitate the exchange of experiences and promote innovation processes. If the girl or boy has a valid ISEE (Indicator of Equivalent Economic Situation) value (with autonomous ISEE) for no more than 9,360 euros, an individual grant may be provided to cover the ordinary and specific expenses of the project faced by the care leaver. The local network has expanded over the years to try to respond to the needs of boys and girls. Targeted placement, the CAF (tax advice centres), career guidance services are some of the focal points. At the local level, much has been invested in the creation of moments of informal socialization of small or large groups that seek to offer increasingly rich relational opportunities and to favour the exchange of experiences. In Bologna, there are two apartments for the projects to raise autonomy. Boys and girls acquire additional skills of autonomy, cope with the cohabitation (in one apartment there are two boys, in the other four girls. The Tutors for autonomy deal with the (light) educational support.

Parenting promotion interventions:

as part of the implementation of the national Guidelines on the "Support for children and families in vulnerable situations", the qualification path of the **Home Education Service (SED)** will continue. The service provides educators who are regularly present in the living environment of girls and boys and their families, in their home, in their environment, to enhance the resources that could appear in these contexts and to accompany the process of building positive responses to the needs of growth.

This service has three main areas of intervention: fragile families to strengthen the capacities of vulnerable families and support them in acquiring awareness of their educational role; children and adolescents' educational needs to promote development and harmonious growth regardless of their family context of reference, with particular attention to inclusion in community contexts of life and to the existing public or third sector resources; educational needs of young adults who benefit from the SST service to complete the path of social inclusion.

As regards pre-adolescence and adolescence, there are two specific home education services. The first is aimed at young people who are in a situation of personal and/or family discomfort to support them and their families to face ongoing changes or crises in their own life environment. The second is designed for young people in a situation of serious personal discomfort with the emergence of deviant behaviours, with the aim of offering them a listening and helping environment to better understand one's own experience and the events that characterize the relationships established with others and with the peers.

The implementation of the **Parents Group** continues, for mutual exchange of experiences and for collective support. The objective is to strengthen and expand the participants' relational and social skills and, in particular, the parents' abilities to respond positively to the developmental needs of the children.

The principle behind this is the recognition of parents as resources for themselves and for others and the value of "peer" learning, which develops more easily in group contexts thanks to the exchange of experiences and the reflection on the common educational experience with children and on the mechanisms of identification, empathy and mutual support that exist among the participants.

A series of meetings specifically dedicated to families that benefit from the services and/or to all families are organized, thanks to the collaboration with schools, Centres for Families (CPF), Centres for children and families (CBF), museums, local associations, with a preventive and expanded perspective. At present, three different experiences of Parent Groups are being launched: in the Saragozza-Porta area for parents of adolescents through a collaboration between the Local Social Service (SST) and Istituzione Musei; in the Santo Stefano-Savena area for parents of children of 0 - 5 years of age through the collaboration between the Local Social Service and the CPF; in the San Donato - San Vitale neighbourhood, through the project co-designed by SST-SEST-Networks Department -School Institutions - Associations, which develops activities within the Neighbourhood Houses, using PIPPI – PNRR funds. In recent years, some Youth groups have been tested. These groups focused on themes chosen by the boys and girls themselves and, given the positive results, a second edition will be proposed. In general, the local Social Service intends to implement every year several modules of Groups for parents and children through the growing collaboration with the Third Sector and the Community.

Added to this is the **Supportive Neighbourhood** tool, which is aimed at promoting the development of proximity networks that perform support functions to children, young people and families in vulnerable situations. Starting with the approximately 58 Supportive Neighbourhood Pacts, the aim is to continue offering both organizational and relational help to facilitate the realization of care functions towards children, the inclusion of the family in the community to which they belong, which can be articulated at different levels.

The supportive neighbourhood that supports the minor in carrying out some activities; the supportive neighbourhood that supports parents in facing daily-life difficulties; the supportive neighbourhood that promotes the integration of the family into the social life of the area to which it belongs. In accordance **with the public notice for the care and regeneration of urban commons**, at the social desk of each Neighbourhood of Bologna, a specific procedure provides the possibility for all citizens to formulate proposals, for the supportive neighbourhood between families and the modalities of definition of the relative Collaboration Pact. Within the path, the Centre for Families organizes training courses to which supportive Neighbours can be directed. In 2023, about 58 Supportive Neighbourhood Pacts were implemented at the city level and projects are also being developed, still in experimental form. The projects move the field of action towards the form of supportive neighbourhood that aims to facilitate the creation of relationships of trust, knowledge and exchange between families of the same area in a more spontaneous way, in a perspective of reciprocity and "educating community", through the close connection between services, educational institutions, associations and the social private sector. As part of this project, many activities will be proposed in the Neighbourhood Houses, such as: moments of group meetings to develop empowerment and debate between parents, convivial moments supported by qualified staff to promote a support network between families, especially regarding the management of everyday life, the opportunities for children to meet and play, markets and toys and school supplies donation.

Finally, for the protection of **minors hosted in communities or in foster families** according to the disposal of the Judicial Authority, the Social Service for the Protection of Minors will strengthen the qualification and integration of activities. Thanks to a greater integration with public health and educational services, activities will guarantee the rights of children, despite the decrease in resources, due to the multiple factors of international and national crisis.

7

Measures for health prevention and promotion

The Administration is committed in projects aimed at adolescents for **health promotion and prevention** of the use of and addiction to psychoactive substances, gambling and digital technologies, which are priority objectives of the Health, Well-being and Personal Autonomy Sector, Welfare and Promotion of the Community Well-being Department, Municipality of Bologna. The project "**Guida la notte**" has been carried out since 2010 and has different targets depending on age groups. It aims at preteens, teenagers and young people, with the purpose of developing greater awareness of the risks to their health, promoting skills for well-being, stimulating antagonistic behaviours to consumption, reducing the risks related to use. Substance use is a complex phenomenon, and the speed with which the substance market, youth behaviours and consumption patterns change is high. For this reason the project, carried out for years and disseminated within the Bologna school community, also intends to monitor emerging trends related to the issue of substance use and observe emerging needs in order to reshape the health promotion and prevention interventions according to them.

The project is developed in collaboration with other bodies (Ausl, Emilia-Romagna Region, University of Bologna, Provincial School Office, Law Enforcement agencies) trade associations (Ascom, Confesercenti) and associations (AICS, Arci). The project reaches different targets and settings and is divided into three sections: "Guida la Notte-Il Paese delle Meraviglie", "Guida la Notte-FreeZone", "Guida la Notte-Beat Project". Project sections are integrated with each other and, in specific cases, can trigger collaborations and joint activities. The "Guida la notte" project is online and connected to the social, health and education services system of Bologna, to offer a response as timely and appropriate as possible in case of need.

For 1st grade secondary schools, there is the "Guida la Notte – **Il Paese delle Meraviglie**" project section, which proposes info-educational interventions within the classes, to provide girls and boys with appropriate tools to promote well-being, recognize at-risk behaviours, and prevent the use and abuse of substances, gambling, and digital technologies. The interventions, carried out by qualified workers (with educational and psychological training) of the Open Group cooperative, are flexible and modulated according to the specificities and needs of the reference class.

For the 2nd grade secondary schools of Bologna, the "Guida la Notte – **FreeZone**" project section proposes interactive info-educational interventions within the classes, promoting the discussion on risky behaviours related to the possible use of substances, gambling and digital technologies, to develop greater awareness for the protection of their health and the adoption of correct lifestyles. The project envisages also open-access listening spaces at schools, where operators welcome the requests and needs of girls and boys, as well as the creation of peer education courses to teach young peers to become health promoters towards the others. The interventions are carried out by qualified workers (with educational and psychological training) of the La Caravana cooperative, and are flexible and modulated according to the specific needs of the reference schools and classes.

These health promotion and prevention actions are carried out continuously within the school context, and involve adults too. Teachers and parents will meet for discussion, information and training on the subject of addictions, health and risky behaviours.

Collaboration with schools and families is an important objective to pursue to increase the effectiveness of interventions and promote a culture of health and prevention.

A further project section, "Guida la Notte– **Beat Project**", promotes prevention and risk reduction activities within the entertainment venues, in the youth gathering places of Bologna, and on major musical events. The objective is to stimulate antagonistic behaviours to the consumption of substances and oriented to well-being, to provide autonomy tools for a critical and responsible approach to consumption in the night world, to raise awareness on the risks associated with accidents related to the consumption of alcohol and drugs. In addition, a monitoring action is carried out in areas where the phenomenon of substance consumption occurs, with particular attention to the historic centre (University area) and places with a greater concentration of nightclubs, as well as actions to monitor trends in consumption and purchase of substances online are taken. Qualified operators (with educational and psychological training) of the La Caravana cooperative carry out the activities.

On the subject of youth consumption, the following services are offered:

- **Area 15**, an integrated service dedicated to health promotion, prevention, counselling and care/treatment of adolescents and young people who use substances and digital technologies. The service is offered by the Municipality of Bologna and the local health unit (Ausl) of Bologna, based in via de' Castagnoli 10, and is provided by an integrated multidisciplinary team (consisting of educators, psychologists, doctors, nurses, social workers). The target are young people up to the age of 24, their family members and caregivers. The service is free to access, open five days a week from Monday to Friday. The goal is to welcome adolescents and young people in an open and non-stigmatizing place, offering paths of different and personalized advice depending on the need expressed, as well as information and cultural events, exhibitions and workshops. The toll-free number 800 105 999 is also available for specific advice, aimed at parents and adults who support young people. The management of the service, for the municipal part, is carried out by Open Group and La Caravana cooperatives
- the **"Game factor"** project for the 4th and 5th years of primary schools aims to promote the well-being of primary school kids and their families. The objective is to counter the main at-risk behaviours of this age group, with a particular focus on internet (IAD), video games and TV series addiction. The objective is to convey accurate cognitive information on the use of devices and their risk factors, prevent the increase of connection anxiety and the abuse in the use of video games and online games, and promote greater attention to health and well-being education. The project also offers workshops for students, with training sessions and creative and playful activities, theatre workshops, meetings with virtuous traders who have renounced gambling. The project activities are carried out by a group of associations, that is to say Dry-Art, Ca' Rossa, Caracò and Avviso Pubblico.

8

Support for sport and motor activities

The Education Area organized a **working group** called "**Adolescents and sport**", with representatives from the Sports Sector, the Neighbourhoods (SEST, Networks Departments, Sports Departments), associations and sport clubs, to encourage interventions of promotion of sporting activities and the fight against abandonment through specific projects that will involve all the bodies in contact with teenagers.

The objective is to foster the use of the existing opportunities by providing a mapping of the motor activities offered by associations and sport clubs and centres. Such activities can be carried out during school hours, or during extracurricular hours in collaboration with schools, to introduce young people to sporting activities.

Greater attention was paid to the free or discounted access of children and young people to extracurricular and sports activities: this is an ordinary activity carried out in collaboration with the SST, the SEST and the neighbourhood Networks Departments that connects all resources in the area. Specifically, the SESTs and the Networks Departments take care of the exchange and the relationship with sports clubs and associations and facilitate, in dialogue with the Social Service, the free inclusion or the inclusion with facilitated fees in afternoon activities of children and young people who could hardly access them by themselves.

9

Cultural welfare for teenagers and young people

The city's cultural system has always had a strong orientation towards the younger generations, in the awareness of the **fundamental role of culture as a tool for reflection, integration, relationship and dialogue with others**. Culture means therefore enrichment and growth, even from a job perspective.

Different experiences will be improved, in a perspective of network collaboration. As a matter of facts, the Culture and Creativity Sector supports and promotes the activities of Third Sector and of cultural and creative enterprises.

- **The theatres of the city** will increasingly become places open to the outside, they will be research and experimentation spaces for teenagers and young people, but also places where you can get to know and learn the different professions that set in motion the complex theatre machine. With other methodologies and languages, libraries and museums will also play a central role with specific projects.
- The many **music festivals and festivals** in the area, some of which have recently tested sections dedicated to adolescents, will be able to continue to raise awareness on and teach the art of music up to its digital variations.
- the **Music Hall**, at the second balcony of the Sala Borsa library, will continue to focus on young people, dedicating many of its activities to consumer music. Workshops and meetings on music professions and on the world of music production will be organized. Furthermore, the history of popular music in Bologna will also be disseminated in order to frame, in

a historical perspective, the emerging trends too.

- in the field of **visual arts** and in particular photography, which in the last few years witnessed the emergence of innovative experiences closely linked to the world of young people, permanent installations will be created within educational institutions. This project physically relates works of art to the daily lives of young people, to get them in touch with the beauty of art and make them reflect on the different social themes that the works convey.
- in the field of **urban art** - an artistic language very close to young people - the Third Sector will carry out projects that involve young people and adolescents in the process of creating the work of art by giving them the tools to address the issues of legality and illegality of public works.
- in the field of cultural and creative enterprises and in particular gaming, the Sector will continue to invest and carry out projects that convey cultural content through digital media with a view to disseminate them to the new generations. The

Sector also promotes projects for the development of new professions in the cultural and creative fields.

Collaboration with the Neighbourhoods will also continue to ensure, both during the events of Bologna Estate, and during the year, an active participation of adolescents to cultural activities. The objective is to strengthen the spaces for youth aggregation by creating new ones, especially in the most socially fragile areas of the city.

In synergy with the Education Area on the occasion of the Pedagogical Weeks - What we have in the Municipality and What we have in the City- and Open Schools, cultural operators will be invited to promote and offer proposals for cultural activities dedicated to young people, on themes that go from theatre to music, dance and visual arts.

10

Alliances between local actors

Across all the actions listed, there is a **strong tension to collaborate** with different tools and methods. The aim is to provide an agile method that does not burden processes but guarantees interdependence of actions, to facilitate the sharing of resources and competences.

The strategic vision of the city in relation to adolescents necessarily implies taking care of the relationships with significant stakeholders and with the entire city community: for the realization of the mainly integrated interventions that our city offers and will offer, the school, social, educational, university, cultural, health and sports teams need to work together, valuing skills and resources.

The care of the network requires a time of knowledge and recognition of languages too, a shared reading of the needs and the aetiology behind them, the study of evidence-based best practices, experimentation and modelling, until the drafting of procedural documentation.

The investment in creating connections, in giving a space for in-depth conversation among professionals, as the experience of the pedagogical weeks, with the contribution of specific expertise, contributes to develop our town.

Some strategic points for integration also referred to in national and regional documents are:

- **contact with schools** regarding possible collaborations concerning fragilities of various kinds but also with regard to the promotion of wellbeing and cultural welfare;

- **collaboration across socio-educational, health, sports and culture sectors**, in order to offer more opportunities to everyone.
- **development of new experimentations in order to respond** to new needs with challenging projects and services

To do this, it is necessary to guarantee staff and funds, by appropriately allocating, with an integration perspective, the extraordinary funds from the PNRR, the PN and other opportunities that can be intercepted thanks to the many professionals who work in this local network.

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In addition to the areas, sectors and departments of the Municipal Government, the representatives of the bodies appointed below participated

- Unità Intermedia Salute e Città Sana - Area Benessere e Salute
- Equipe dei Promotori Di Salute per gli abitanti di Piazza Dei Colori
- Biblioteca Borgo Panigale
- Biblioteca Casa di Khaoula
- Biblioteca J.L. Borges
- Biblioteca Lame Cesare Malservisi
- Biblioteca Luigi Spina
- Famiglie Alunni Zona Via Arno - Via Firenze
- Arcidiocesi di Bologna
- Circolo Anspi Oratorio Davide Marcheselli
- Doposcuola Parrocchia Santa Maria Annunziata Di Fossolo
- Oratorio Centro Giovanile San Savino - Doposcuola Socioeducativo
- Oratorio San Savino Corticella
- Parrocchia Del Corpus Domini
- Parrocchia Don Bosco
- Parrocchia San Vincenzo De' Paoli
- Aster S.R.L.
- Lavoropiù S.p.a Agenzia per il lavoro
- Oficina - Impresa Sociale Srl
- Senza Titolo Srl
- ERT - Emilia Romagna Teatro
- Fondazione Aldini Valeriani
- Fondazione Gramsci Emilia-Romagna
- Fondazione Unipolis
- Fondazione Villa Ghigi
- MAMbo Museo d'Arte Moderna Bologna
- Musei Civici d'Arte Antica
- Museo Civico Archeologico
- Museo Civico del Risorgimento
- Museo del Patrimonio Industriale
- Museo del Risorgimento
- Museo internazionale e biblioteca della musica di Bologna
- Accademia di Belle Arti di Bologna
- Alma Mater Studiorum - Università di Bologna
- IC 10
- IC 11
- IC 12
- IC 13
- IC 14
- IC 16
- IC 17
- IC 18
- IC 20
- IC 21
- IC 22
- IC 3
- IC 4
- IC 5
- IC 6
- IC 7
- IC 8
- IC 9

- IIS Aldini Valeriani
- IIS Belluzzi - Fioravanti
- IIS Crescenzi Pacinotti Sirani
- IIS I.P.C. Manfredi - I.T.C. Tanari
- IPSAS Aldrovandi
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- Liceo Ginnasio Luigi Galvani
- Liceo Ginnasio Statale Marco Minghetti
- Liceo Malpighi
- Liceo Scientifico Statale A. B. Sabin
- Liceo STEAM Emila - Bologna
- Scuola Penny Wirton - Bologna
- Centro Socioeducativo ET30
- Socioeducativa Oasi
- Socioeducativa Zona Giovani
- CNA Formazione FORLÌ-CESENA s.c.a.r.l.
- Ecipar Bologna
- Fomal - Fondazione Opera Madonna Del Lavoro
- A.P.E. Onlus - Associazione Per L'Educazione Giovanile
- A.S.D Fossolo 76
- A.S.D. Pugilistica Navile
- Acli Provinciali Di Bologna APS
- Aias Bologna Onlus
- Aics Bologna
- Aipi - Cooperativa Sociale
- Altre Velocità
- Amici Dei Popoli Ong
- ANCeSCAO Bologna
- ANPI
- Arcanto APS
- Archilabò - Società Cooperativa Sociale
- Arci Bologna
- Armonie - Associazione di donne per le donne APS
- Associazione Per La Pedagogia Steineriana
- Associazione Senza Il Banco
- Associazione YaBasta
- AUSER Territoriale Bologna Odv - ETS
- Baumhaus - Società Cooperativa Sociale
- Bologna Skateschool A.S.D.
- Borgomondo APS
- Cadiai Cooperativa Sociale
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- Centro di Salute Internazionale e Interculturale (CSI) – APS
- Centro Sociale Anziani E Orti R. Ruozi APS
- Chiavi D'Ascolto APS
- CIOFS - Formazione Professionale
- COBO – Agenti del Cambiamento (Kilowatt)
- Cooperativa Sociale CSAPSA Due Onlus
(Centro Studi Analisi di Psicologia e Sociologia Applicate 2)
- COSPE Onlus
- CSAPSA – Centro Studi e Analisi di Psicologia e Sociologia Applicate
- Cvl - Coordinamento Volontariato Lame
- Dentro Al Nido - Associazione per i nidi e le materne Bologna

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- Sportfund fondazione per lo sport Onlus
- Teatro Del Pratello - Società Cooperativa Sociale
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- Yoda APS
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For further information

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