



Evaluation of legislation, policy and practice on child participation in the European Union (EU)

Country Report: Italy



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Evaluation of legislation, policy and practice on child participation in the European Union (EU)
Country Mapping Fiche for Italy

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Part 1: Overall arrangements within the country

A. National Legislative/ Policy Framework (including definitions and budget/financing)	
a. Background context to child participation agenda within the country	<p>Since the 1990s, Italy has witnessed an increasing interest in child participation, influenced by United Nation summits, EU policies and the COE recommendations. Further information in the report Gruppo di lavoro per la convenzione sui diritti dell'infanzia e l'adolescenza, I diritti dell'infanzia e dell'adolescenza In Italia. 4o rapporto di aggiornamento 2007-2008, as well as Agenda 21, following UN summits (Rio 1992, Istanbul 1996), and the Aarlborg Charter of Sustainable Cities (1994). The latter gave rise to a child-friendly sustainable cities movement, promoted by the Ministry of Environment (NGS¹) (see also section E.b.).² This interest was reflected in Law 285/97, particularly Article 7. Recently, however, the emergence of other protection-related priorities and cuts in public funding (GS) resulted in declining public attention.</p>
b. How is Article 12 UNCRC (Respect for the views of the child) reflected in legislation?	<p>UNCRC was ratified via national Law 176/1991; Law 112/ 2011 established the Children's Ombudsman with oversight on UNCRC application including child participation (see section C).</p> <p><u>Justice - Right of the child to be heard</u>: A systematic, comprehensive legislation regulating the right of the child to be heard in civil, administrative and criminal proceedings is still missing (Consideration of reports submitted by States parties under article 44 of the Convention. Concluding observations: Italy, 31 October 2011). An often cited milestone is the Constitutional Court Ruling n. 1/2002 that clarified the self-executing nature of Article 12 as ratified in Law 176/1991 (until then, it was maintained that implementation norms were needed).</p>

¹ The anonymity of all interview respondents has been preserved in the version of the fiche for publication. The views of representatives from Ministries and other official Government bodies are attributed using the term 'Government Stakeholder' (GS), and the views of representatives from all other organisations are attributed using the term 'Non-Government Stakeholder' (NGS). A full list of organisations represented in the study fieldwork is provided in [Part 4](#) of the fiche.

² See also: <http://www.cittasostenibili.minori.it/progetto/progetto.htm>

A. National Legislative/ Policy Framework (including definitions and budget/financing)

In the civil justice system, the right of the child to be heard is stated in the following pieces of legislation:

- 1) Art. 55 Civil Code on shared custody.
- 2) [L. 149/2001](#) on adoption and custody of children, which also introduced an obligation to appoint the attorney of the child.
- 3) [L. 54/2006](#) introducing the obligation of hearing the child in judgements on matrimonial matters and parental responsibility.
- 4) [L. 77/2003](#) ratifying the [European Convention on the Exercise Of Children's Rights](#) of 25 January 1996. It stipulates that in the moment in which the child has reached an adequate level of maturity, he or she has, in any proceeding, the right to receive adequate and relevant information, to be consulted and express his/her opinion and be informed on the consequences of those in practice and of possible consequences of any decision ([Art. 2 and 6 of the 1996 Convention](#)).
- 5) [L. 219/2012](#) mentions the hearing of the child and delegates to the government the further regulation of the modalities for exercising the right of the child to be heard.

The obligation to appoint the attorney of the child applies to any proceeding related to parental responsibility issues. This means that the child not only has to be listened to, but also becomes a party in the proceeding ([Growing rights. Third-fourth report to the United Nations on the condition of children and adolescents in Italy](#)), February 2009. This interpretation of the government report is, however, questioned by NGOs referring to divergent interpretations in courts – see below on implementation ([The rights of children and adolescents in Italy. Second complementary report to the United Nations on the implementation of the CRC in Italy](#)), 14 settembre 2009).

In the criminal justice system: procedures for hearing the child as a witness in appropriate forms and places have been finetuned by various articles of the Criminal Procedure Code; specific contributions by [L. 66/1996](#) on sexual crimes and [L. 269/1998](#) on sexual exploitation of children.

Education: the Charter of secondary school students ([DPR 24 June 1998, n. 249](#)) has various articles on participation: Art. 1 states that school life is based on freedom of expression of thought, conscience and religion; Art. 2 that school values personal inclinations of students also through adequate information, possibility to make requests and carry out independent initiatives, and that students have a right to active and responsible participation in school life and in the choice of curricular activities. There is also mention of the right to establish associations. The right to express representatives in school collegial bodies was already included in [DPR 31 May 1974, n 416](#).

A. National Legislative/ Policy Framework (including definitions and budget/financing)	
	Other forms of participation: Law 285/1997 incorporates provisions for promoting rights and opportunities for children and adolescents: although not specifically aimed at supporting participation, it established the provision of funding for projects related to children's rights, including the right to participation (see funding programmes).
c. How are responsibilities for implementation organised? Is there one entity or body with oversight on implementation of UNCRC Article 12 at national level?	<p>The National Ombudsman has oversight of the implementation of the UNCRC, and other international instruments related to childhood. In Article 3, 1d of Law 112 /2011 establishing the Ombudsman, it is specified that he/she "ensures appropriate forms of consultation, including of persons of child age (...)".</p> <p>Responsibilities for childhood policies are shared by various ministries (Ministry of Employment and Social Affairs, Department of Family and Department of Youth of the Presidency of the Council of Ministers, Ministry of Education, etc.); in addition, responsibility for implementation of key funding law for childhood projects (L. 285/1997) has been devolved to regions (via the social action plans) with the exception of key urban areas. The broader picture is one of a fragmentation of initiatives and practices. Funding is applied for and managed at the municipal level.</p> <p>http://www.minori.it/sites/default/files/legge_1997_n_451.pdf</p> <p>The National Observatory for childhood and adolescence (established by Law n. 451/97 and regulated by DPR 14 May 2007 n. 103) is a coordination body for central administration, regions, local governments, associations, professional orders and NGOs dealing with childhood. Every two years, it produces a National Action Plan on childhood and adolescence and a report on the status of children and adolescents in Italy. The Observatory has also the duty of drawing up the draft report of the government to the UN on the application of the UNCRC, on a five-year basis (National Observatory on Childhood and Adolescence).</p>
d. How is children's participation defined in national legislation?	There is no legal definition of participation. According to an interviewee from the Ministry of Social Affairs in charge for childhood policies, participation is such an elusive concept that it is impossible to define legally. Participation in the family and in the community, including through domestic help and volunteering activity, has to be considered an integral part of participation (GS), as in the case of the large national survey on children's participation carried out in 2010 (Experiences and good practices beyond Law 285/1997). What matters the most is participation in issues affecting children's lives directly (GS).
e. Which children are covered by the provisions for Article 12 UNCRC in national legislation?	Provisions related to the right to be heard in civil justice affect the individual child. L. 149 targets children from 12 years of age and children younger than 12 years of age in consideration of his/her ability of discernment. There are provisions on students' participation also (in secondary education).

A. National Legislative/ Policy Framework (including definitions and budget/financing)	
f. What other drivers of participation exist in the country beyond obligations to implement article 12 of the UNCRC to promote the participation of children?	UN Summits (Agenda 21) Child-friendly cities movement
g. What are the budgetary resources and relevant financial programmes aimed at the promotion and implementation of child participation in each Member State?	The National Childhood and Adolescence Fund (L. 285/97) used to be the key funding source for childhood-related projects, including on participation, until the devolution of powers to regions. Only 30% of the fund remained, while 70% was channelled into the regionally administered Social Policy Fund. Now, regional social action plans envisaged by Social Service Framework Law 328/2000 are expected to cover this area, although the emphasis is more on protection, family services and intergenerational relations. However, a number of urban areas still receive funding directly from the national government. Recent cuts to local government expenditure and child interventions framed within social service programming do not favour participation, as this is not considered a priority as compared to child protection and prevention of disadvantage (GS). This shift from promoting participation as a form of empowerment with its own value to promoting the prevention of disadvantage as the main goal was noted in a national analysis of child-related projects implemented in the Regions after the L. 285/97 lost applicability (Experiences and good practices beyond Law 285/1997).

Evaluation of legislation, policy and practice on child participation in the European Union (EU)
Country Mapping Fiche for Italy

Sector	Covered by legislation relating to Article 12 (Yes / No?)	Sector overview Please include brief details for the following: <ul style="list-style-type: none"> • Main legislation / policy directives • Which children (e.g. any age distinctions / measures for vulnerable groups) • If possible, also outline the main forms of participation. 	Strengths and weaknesses Please give a brief overall indication of: <ul style="list-style-type: none"> - Strengths / areas of good practice - Weaknesses / gaps or insufficiencies
1. National Government & overall policy-making	No	The ministry of labour and social policy and the NGO coordination PIDIDA agreed to introduce participation of children in the monitoring of the National Plan for Childhood and Adolescence in all stages: design, planning, implementation and evaluation (The rights of children and adolescents in Italy. Second complementary report to the United Nations on the implementation of the CRC in Italy, 14 september 2009).	Strength: <i>involvement of associations with good capacity of involving children</i> Weakness: <i>no systematic concrete implementation so far.</i>
2. Local and regional government & services	Yes	Law 285/97 . No specific age distinction, but normally involving older children (youth). Consultation via workshops: Youth Municipal Councils (not really collaboration in decision-making).	<i>Strengths:</i> children and young people advocated their interest in having spaces for socialising, playing music, cultural activities etc. (GS). Good practices in Marche (The rights of children and adolescents in Italy. 4th update report 2007-2008), Febbraio 2008), Udine, Cagliari and L'Aquila, in connection with the post-earthquake reconstruction (GS). <i>Weaknesses:</i> Youth Municipal Councils have no real power, no real input in administrative acts as they are not part of any municipal decision-making institutional framework; the interest of municipalities in this form of participation is declining (GS).

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3. Care	Yes	L 184/83 Regulating adoption and foster care. Law 54/2006 and Law 149/2001 Children older than 12 years of age and also younger if they are judged by the court to be capable of discernment.	<i>Strengths:</i> the right to be heard is an important aspect; social workers increasingly aware of and open to implement child participation <i>Weakness:</i> no other form of participation is formalised as a standard
4. Asylum and immigration	No/yes	Immigration law (TU sull'immigrazione 286/1998) provided that irregular migrant children under 18 years of age could not be expelled from the country. Recent modifications to comply with the EU Returns Directive (L. 129/2011) introduce the possibility of expulsion for reasons of security or public order with modalities that are compatible with duly ascertained personal situations. General provisions on the right to be heard for all children also apply to migrant children. Foster care is preferred to institutional care for unaccompanied migrant children if there is the possibility to choose, and if the children are able to discern they are heard. Emphasis is on guaranteeing that the child is able to understand, thus interpretation services. (GS)	<i>Strengths:</i> some attention to the right to be heard <i>Weakness:</i> no further forms of participation foreseen.

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5. Education	Yes	DPR 24 June 1998 , n. 249 (Secondary School Students' charter).	Strength: participation is enshrined in a formal charter Weaknesses: not very large share of students actually feeling they have a say. .
6. Health	No/Yes	<p>There are no systematic provisions in legislation. In general, informed consent has to be provided by parents or guardians.</p> <p>In Law 194/78 on interruption of pregnancy, a girl of child age, having requested to perform an abortion and for which the parents or guardians have denied authorisation or have contrasting opinions, can be authorised by the judge to interrupt the pregnancy. In the name of the best interest of the child, the judge can also decide not to hear at all the parents or guardians if there are serious reasons (Report on the conditions of children and adolescents in Italy 2008-2009).</p> <p>Some forms of self-regulation cover the right of the child to be informed and heard, including professional codes of conduct of health professions and the largest paediatric hospitals that have adopted the Charter of Rights of the Child in Hospital.</p>	Strength: interesting developments in hospital's self-regulation Weakness: voluntary nature of these provisions

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Sector	Covered by legislation relating to Article 12 (Yes / No?)	Sector overview Please include brief details for the following: <ul style="list-style-type: none"> • Main legislation / policy directives • Which children (e.g. any age distinctions / measures for vulnerable groups) • If possible, also outline the main forms of participation. 	Strengths and weaknesses Please give a brief overall indication of: <ul style="list-style-type: none"> - Strengths / areas of good practice - Weaknesses / gaps or insufficiencies
7. Justice	Yes	Law 54/2006 and Law 149/2001 . Courts and associations of family lawyers promoted protocols to establish shared procedures for hearing the child in legal proceedings: courts of Milano, Venezia, Verona, Firenze, Roma, Salerno, Reggio Calabria and Palermo (Synthesis report on the outcomes of the monitoring of the III National two-years Plan of action and interventions for the protection of rights and the development of individuals of developmental age adopted with DPR 21 January 2011).	Strength: right of the child to be heard protected
8. Recreation	No	(See Local Government above – recreation and sport facilities are often a subject)	In the domain of sport, it is difficult to include specific provisions on child participation because the sector has its own self-regulation (GS).
9. Child employment	Yes	Vocational education: see Education (the Statute of Students applies also to vocational education secondary school facilities)].	
10. Media	No	Article 12 not covered by relevant legislation.	
11. Others: family life	Yes	Art. 143 Civil Code : in performing their educational functions, parents are obliged to take into account the abilities, natural inclinations and wishes of their children (Report on the conditions of children and adolescents in Italy 2008-2009).	Strength: very strong general principle Weaknesses: application can be subjective

C. EU and Wider Policy Influences

a. What influence do policy and recommendations at EU level have in developing legislation policy and practice for implementing Article 12 in your country?	EU policies and recommendations provide significant encouragement for participation (The rights of children and adolescents in Italy. 4th update report 2007-2008), Febbraio 2008). NGOs hope that EU level consultation of children on the EU Strategy of the Child will inspire similar participation processes in Italy (The rights of children and adolescents in Italy. Second complementary report to the United Nations on the implementation of the CRC in Italy), 14 settembre 2009).; the ministry of labour and social policy and the NGO coordination PIDIDA agreed to introduce participation of children in the monitoring of the national plan for childhood according to international standards, in all stages: design, planning, implementation and evaluation (The rights of children and adolescents in Italy. Second complementary report to the United Nations on the implementation of the CRC in Italy, 14 settembre 2009).
b. What has been done in the Member State pursuant to the Council of Europe Recommendation on child participation?	COE Recommendation is published by Ministry of Labour and Social Affairs on a dedicated childhood website (Minori.it) and through publications and official reports. Not yet translated into Italian for lack of funding. A conference was organised on it by University of Padua (Prof. Valerio Belotti) (GS)
c. What tools and measures have been set in place to implement the Council of Europe Recommendation?	The COE Recommendation has been disseminated to a certain extent, but specific tools and measures to implement it have not been identified (GS). Indicator 2.3 regarding mechanisms for the collection of national and regional data on children's participation could be a difficult one in a decentralised regional system like Italy, especially in the context of an elusive concept like participation.

D. Implementing Legislation and Policy

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|--|---|
| <p>a. How effective is legislation in supporting the implementation of participation overall?</p> | <p>Norms establishing the attorney of the child and legislation on protected hearing of children are quite advanced and can be considered as a good practice (GS). However, according to NGOs there are still divergences in interpretation and application by courts [(The rights of children and adolescents in Italy. Second complementary report to the United Nations on the implementation of the CRC in Italy), 14 settembre 2009) – see below. Devolution to regions narrowed the applicability of national Law 285 to few key urban areas, while leaving to regions’ social plans the implementation of child interventions. Also, as a result of this, child participation is fragmented and initiatives lack continuity, despite the richness of local good practices and approaches (The rights of children and adolescents in Italy. 4th update report 2007-2008), Febbraio 2008). Municipal Youth Councils are not always effective as they rarely lead to changes in actual administrative acts.</p> |
| <p>b. What have been the main challenges and barriers to implementing this legislation and policy / developing participation in practice?</p> | <p>Low policy priority of child participation in time of crisis – scarce resources are channelled to protection.
Decentralisation to regions has caused fragmentation of interventions previously coordinated through the National Fund Law 285/197 (still centralised for a number of key urban areas).</p> |
| <p>c. What is the situation of child participation in sectors that are covered by relevant legislation?</p> | <p><u>Local government:</u> Some participation in consultations but feeling of being listened to by decision-makers is limited: 38.9% children responding to a national survey reported to have participated in initiatives where they could express their views on issues; 27.2% participated in municipal councils; 16.9% in a city forum. The largest share of survey respondents (40.1%) think that authorities give priority to children’s issues only ‘sometimes’. Only 4.1% thinks this happens always and 9.5% that it happens often (A world fit for us. The voice of children, boys and girls who live in Italy. Research report).</p> <p><u>Justice:</u>
<i>Civil</i> – NGOs question the positive judgements in a government report on the UNCRC focussing on the legislative developments on the right to be heard and the children’ attorney, stating that, in the civil system, court practices and interpretations are quite divergent, as highlighted by recent case law and research. Parental responsibility judgments are the most controversial area, as the law does not explicitly regulate the right to be heard. A crucial point remains particularly contested: does the lack of application of right of the child to be heard invalidate the whole proceeding, or does it only need to be motivated by the judge? (The rights of children and adolescents in Italy. 4th update report 2007-2008, February 2008 – 2nd report).</p> |

D. Implementing Legislation and Policy

	<p><i>Criminal</i> – The NGOs report maintains that some measures are not uniformly available, including protected hearing of the child as a witness, which is now limited to sexual crime proceedings, as well as psychological assistance and coordination between courts, also in proceedings where children are victims (The rights of children and adolescents in Italy. Second complementary report to the United Nations on the implementation of the CRC in Italy, 14 settembre 2009). A number of courts defined protocols for applying the right of the child to be heard (Synthesis report on the outcomes of the monitoring of the III National two-years Plan of action and interventions for the protection of rights and the development of individuals of developmental age adopted with DPR 21 January 2011).</p> <p><i>Education</i>: Widespread participation in students' bodies, but impact is not huge (A world fit for us. The voice of children, boys and girls who live in Italy. Research report): while 62.9% of survey respondents had participated in students' consultative bodies, 42.5% report that boys and girls' opinions are taken seriously only sometimes, which reduces to 35.6% in relation to school curricula. 35.8% state that it is never taken into consideration. 35.8% report that their opinions on school timetables are never considered, which increases to 46.9% in relation to the quantity of homework and 61.2% on the management of breaks.</p> <p><i>Recreation</i>: Projects on the right to play, culture and socialisation were funded by L. 285/1997 and to a lesser extent by regions after devolution. NGO initiatives explored participation in media and education to safe new media use (cf good practice Save the Children – Easy tour).</p>
d. What is the situation of child participation in sectors that are not covered by relevant legislation?	<p><i>Health</i>: Limited local experiences. Paediatric hospitals (e.g. Meyer in Florence, Gaslini in Genoa) tested appropriate forms for informing the child on illness and prognosis in the context of the implementation of their charters for children's rights in hospital).</p> <p><i>Other – family</i>: 56.8% of boys and girls states that they can always express their opinions at home (within the family) on any discussion issue (A world fit for us. The voice of children, boys and girls who live in Italy. Research report).</p>
e. Which groups of children, or types of settings, are experiencing low levels of participation / no participation	<p>Levels of participation are not very high for children in general, but especially for children experiencing social exclusion, including children from low income families, migrant children, and homeless children.</p>

D. Implementing Legislation and Policy

f. What **additional legislation or policy** might be needed to address the gaps or weaknesses identified at e. above?

The last report on the implementation of the National Plan for Childhood emphasises the urgency to translate participation as a general principle into specific and concrete national, regional and local policies and acts ([Synthesis report on the outcomes of the monitoring of the III National two-years Plan of action and interventions for the protection of rights and the development of individuals of developmental age adopted with DPR 21 January 2011](#)).

Proposed actions include:

- Produce legislation that better targets the subject
- Test and disseminate good practices and intervene on training and cultural aspects
- Promote a national campaign on the right of the child to be heard
- Define guidelines and an operational handbook for promoting and supporting participation by children
- Identify essential levels of participation of boys and girls
- Activate a database
- Experiment with regional and/or national fora of boys and girls
- Train facilitators of participation processes ([Synthesis report on the outcomes of the monitoring of the III National two-years Plan of action and interventions for the protection of rights and the development of individuals of developmental age adopted with DPR 21 January 2011](#)).

Even in the justice system, a systematic comprehensive legislation regulating the right of the child to be heard in civil, administrative and criminal proceeding is considered still missing, despite the existence of specific provisions ([Committee on the Rights of the Child, Fifty-eighth session 19 September-7 October 2011. Consideration of reports submitted by States parties under article 44 of the Convention. Concluding observations: Italy](#)).

E. Structures and Children's Networks

a. What official bodies and institutions are involved in promoting and implementing child participation?	See section A.c above.
b. Which children's networks exist nationally to support participation and relationships with policy and legislation?	<p>Participation Working Group of PIDIDA is a national NGOs network, not a children's network. Members are over sixty organisations working with children in Italy, who joined forces to participate in the preparatory process of the Special UN Assembly Session on Children of 2002 and decided to remain connected to develop cooperation and common policy positions. In 2007, the municipality of Reggio Emilia hosted a national meeting of over 50 Youth Municipal Councils for exchanging lessons. However, a stable inter-institutional coordination mechanism for these councils is still missing (The rights of children and adolescents in Italy. 4th update report 2007-2008, February 2008).</p> <p>A network of child-friendly cities, led by the Italian Ministry of Environment, existed until 2012³. According to the report of the CRC review NGO Group, this formal network then stopped existing as an association, while some cities continued the movement informally within the Association of Municipalities ANCI and some UNICEF-led activity on the topic in the context of the European Network of Child Friendly cities. In 2010 (for which data are on the website), awards went (for cities of 50 000+ inhabitants) to Ferrara, Torino and Genoa; special mention: Faenza, Vicenza and Naples; for cities below 50 000 inhabitants: San Giuliano Milanese, Ivrea and Pomigliano d'Arco; special mention: Montale, Zola Predosa and Empoli. Cities awarded "Sustainable Cities for Girls and Boys" status had to include "the direct involvement of children in the assessment of the initiatives carried out" to improve the environment. Some included examples of direct management of spaces by children, and "municipal funds earmarked each year for activities in favour of children".</p>

³ http://childfriendlycities.org/wp-content/uploads/2013/04/pdf/italy_citta_sostenibili.pdf and <http://www.cittasostenibili.minori.it/premi/motivazioni01/faenapvic01.htm>

F. Implementation in practice/on the ground

<p>a. What tools or mechanisms are in place/have been used most frequently to support implementation and monitoring of children's participation in practice?</p>	<p><u>Implementation:</u> Training (e.g. Save the Children – I participate, you participate. An analysis of working methods and good practices for participation of children and adolescents implemented by Save the Children Italy); Youth Municipal Councils (GS) (I participate, you participate. An analysis of working methods and good practices for participation of children and adolescents implemented by Save the Children Italy); Students'consultative bodies (Report on the conditions of children and adolescents in Italy 2008-2009); Activity of volunteer associations (Report on the conditions of children and adolescents in Italy 2008-2009); Peer education and participation of peers in projects in support of unaccompanied migrant children and Roma [Save the Children – I participate, you participate. An analysis of working methods and good practices for participation of children and adolescents]; Action research and peer research (Save the Children – I participate, you participate. An analysis of working methods and good practices for participation of children and adolescents implemented by Save the Children Italy)</p> <p><u>Monitoring:</u> Surveys (Decree of the President of the Republic 24 June 1998, n. 249 Regulation concerning the Charter of students of secondary schools modified by DPR 21 November 2007, n. 235 Regulation concerning modifications and integrations to the DPR n. 24 June 1998, n. 249, Regulation concerning the Charter of students of secondary schools (in GU 18 December 2007, n. 293); Working groups and reporting on UNCRC implementation (NGO and official) (Growing rights. Third-fourth report to the United Nations on the condition of children and adolescents in Italy) and (The rights of children and adolescents in Italy. 4th update report 2007-2008), Febbraio 2008); Collection of local good practices by the National Observatory on Childhood and Adolescence (The rights of children and adolescents in Italy. 4th update report 2007-2008); Database of projects funded by Law 285/97, where participation is a search keyword; National ombudsperson and regional ombudspersons for childhood and adolescence.</p>
<p>b. What support or training exists for organisations in developing appropriate child friendly participation?</p>	<p>Save the Children Italy, for example, develops training and self-training programmes for its staff and co-workers aimed at acquiring expertise to work with children and adolescents so that they can benefit from their participation by gaining knowledge, abilities and values that are necessary to claim their rights and influence decisions on issues affecting them (I participate, you participate. An analysis of working methods and good practices for participation of children and adolescents implemented by Save the Children Italy).</p>
<p>c. What are the prevailing modes of children's participation that can be found within your country</p>	<p>Youth Municipal Councils; School-related student bodies; Surveys [notably one large survey conducted in 2010 – (A world fit for us. The voice of children, boys and girls who live in Italy. Research report).</p>

F. Implementation in practice/on the ground

d. What are the most common forms that participation takes?	Child-led projects within activities of national youth educational organisations (e.g. scout movement AGESCI and CNGEI , Arci Ragazzi ...); Peer education and peer support in projects with migrant children and Roma (Save the Children); Consultation on decisions affecting children via Youth Municipal Councils and in schools, mostly in the form of proposals and recommendations developed by children and submitted to duty-bearers; One large-scale national survey on 22,000 children covering all aspects of CRC (A world fit for us. The voice of children, boys and girls who live in Italy. Research report).
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G. Cultural attitudes towards children's participation

a. Please provide an overview of the following:	<p><u>Predominant attitudes towards children's participation</u>: According to an interviewee, one reason is cultural resistance, namely the belief that the family sphere cannot be touched/questioned as child participation inevitably does; children are always supposed to be accompanied by adult experts (workers, teachers, educators, etc. – (NGS); there is however increasing cultural acceptance among social workers.</p> <p><u>Drivers of positive attitude</u>: the widespread tradition of youth associativism involving child empowerment has a positive influence on the development of child participation the existence of UNCRC is of course of help.</p> <p><u>Drivers of negative attitudes</u>: enthusiasm with participation among children may decrease when they are asked to participate in the work of bodies without any real decision-making power (GS); moreover, in a situation of scarce resources available for social policies child protection is prioritised over child participation (various, GS)</p>
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H. Impact	
a. To what extent has children's participation been effective in influencing /affecting change (e.g. in policy and practice)?	<p><u>Local government and planning:</u> Impacts of Municipal Youth Councils have been greater where realistic and sustainable objectives had been set in small-sized geographical areas (NGS). Some examples of good impacts of planning city pedestrian routes after having walked together with children – this modified the perspective of the planners (NGS). There is now more acceptance for the idea that children can make proposals for urban planning, despite initial scepticism (NGS). Impact is limited when the public body does not have a permanent institutional framework in which to develop participation and when resources are allocated only on an <i>ad hoc</i> basis (NGS). A 2001 study evaluating 50 projects involving participation – funded by Law 285 – highlighted good results in terms of sharing and acquiring knowledge on the meaning of practices, values, etc., and also in terms of having fun and developing meaningful peer relations; nonetheless, less encouraging results emerged in the realm of decision-making – children perceived decision-making dynamics as too much adult-led (I diritti dei bambini e degli adolescenti. Una ricerca sui progetti legati alla legge 285 e le sue applicazioni, Roma, Donzelli Editore, 2001).</p> <p><u>Education:</u> According to the NGO report, although participation of students has been explicitly recognised in recent policy directives, at the ministerial level decisions are still taken without consulting students (The rights of children and adolescents in Italy. Second complementary report to the United Nations on the implementation of the CRC in Italy). Moreover, CRC has not been systematically made part of training curricula and teachers' training. Students consultation bodies can benefit from an extension of their mandate (from one to two years). Cuts to government spending on education also affected participation (less resources for optional activities, overload and demotivation of teachers) (NGS).</p> <p><u>Care:</u> Some impact on participatory procedures in the design of alternative care services. Greater importance of participation in the curriculum of social workers' training (NGS).</p>
b. What are the most commonly accepted measures of 'effective' and/or 'meaningful' children's participation within the country?	There is no comprehensive system for measuring effectiveness and meaningfulness of child participation. Responses of children to surveys are considered important by stakeholders, e.g. based on the survey on child participation that was organised by PIDIDA on a sample of 22,000 children.
c. How is the effectiveness of participation monitored and	The Government (Osservatorio nazionale per l'Infanzia e l'Adolescenza) and an NGO (Gruppo CRC) report on the implementation of the UNCRC . For indicators and measures: see questions of the participation survey organised by PIDIDA . Save the Children Italy utilises a number of participation

H. Impact	
evaluated, and by whom?	standards for assessing good practices. The lack of a proper monitoring system on Art. 12 was lamented in the NGO's 2009 report on UNCRC .
d. What nationally recognised examples of children's participation are considered to be good practice ? And why?	<p>National Forum of Boys and Girls (Forum nazionale dei ragazzi e delle ragazze). During the Forum, boys and girls were divided into three groups to discuss their ideas for improvements in the areas of: friendships and relationships; culture, leisure time and right to play; housing and built environment. Boys and girls submitted to the Ministry of Social Affairs representatives their ideas to be integrated into the National Plan for childhood and adolescence. This triggered a positive process whereby participation activities led to holding responsible those who have to implement decisions. Methods for establishing the relationship between children and duty bearers were very important. Involvement was not limited to specific themes but was extended to the design of whole curricula (The rights of children and adolescents in Italy. 4th update report 2007-2008, February 2008). Partecipare Infinito Presente</p> <p>Project Ricostruire (Rebuilding), involving children in planning the reconstruction of earthquake-torn province of L'Aquila. Children could clearly express their wish for socialisation spaces – something that really matters to them (GS). Various other good practice examples have been collected by Save the Children among their own projects.</p> <p>Two good practices were mentioned in the latest evaluation report of the National Childhood Plan</p> <ul style="list-style-type: none"> • Progetto "La scuola siamo noi", Città riservataria Roma (2007-2008) (education) • "Consiglio comunale dei ragazzi e delle ragazze", Città riservataria Cagliari (2008-2009) (local government)

Part 2: Specific settings and vulnerable groups within the Member State

Setting / vulnerable group 1: [Roma, Sinti and Travellers' children]

Overview of the country context	<p>Roma, Sinti and Travellers' (RSC) communities in Italy include a variety of groups, speaking a variety of languages/dialects and belonging to a variety of cultures. They include Italian citizens, EU foreign citizens, non-EU citizens; refugees or subsidiary protection recipients; apolides (<i>de facto</i>) born in Italy from apolides. They are dispersed throughout the whole territory. Their nomadic condition is a myth no longer corresponding to reality. 12,000 out of 180,000 RSC are estimated to live in Italy, half of which Italians and other foreigners, mostly settled. These communities are highly marginalised, stigmatised and often discriminated (Boys and girls in care contexts. Growing up with peers and in care communities). Roma children are highly segregated in schools and often put in special classes or groups requiring support together with disabled children. Scholarisation activities in Roma camps yield poor outcomes (NGS). A recent NGO report on the condition of Roma children in Italy denounced violations of children's rights to health and safety, education, play and having a family for Roma children living in camps .</p>
Legislation and policy frameworks	<p>A specific policy driver is the National Inclusion Strategy for Roma adopted following EC Communication 173/2011 National Inclusion Strategy for Roma, Sinti and Travellers (Rom, Sinti e Camminanti – RSC):</p> <p>Amongst the priority commitments for 2012-2013 is "to develop, test and make a RSC participatory model permanent for all relevant decision-making processes, nationally and locally" (National Inclusion Strategy, p., 31).</p> <p>Action 2 – "Promoting an integrated permanent system of networks and local centres against discrimination" – also aims at promoting active participation of RSC students to school and out of school life. UNCRC, right to participation and right to be heard are mentioned in the context of promoting school inclusion . No specific age ranges are mentioned.</p> <p>A representative of an advocacy association for Roma people argued that the Strategy has mostly remained on paper. Participation in general for the Roma community is not really implemented and representation is organised in such a way that does not provide any possibility for Roma people and families to be heard (e.g. by relying on "representatives" of whole communities, whose representativity is questionable) (NGS).</p>

Setting / vulnerable group 1: [Roma, Sinti and Travellers' children]	
Supporting infrastructure	<p>The Conference of Regions (political coordination body reuniting the presidents of Italian Regions and Autonomous Provinces) has promoted the establishment of Regional stakeholder committees (RSC) to implement the RSC Inclusion Strategy. However, there is no institutional policy to implement participation within this vulnerable group (NGS). Funding of the strategy comes from national government; European Social Fund and European Regional Development Fund for the Convergence objective regions; EU funding for migrants (European Fund for Refugees, Return fund, Integration Fund, etc).</p> <p><u>Networks:</u> There is a great number of Roma and Sinti associations, representing different groups, but no network promoting participatory activity with children specifically among Roma. Associazione 21 luglio, an advocacy group working with Roma children (and adults) recently became member of the PIDIDA Coordination: the network of NGOs working on UNCRC in Italy (NGS).</p> <p><u>Standards and training:</u> Associazione 21 luglio, non governmental organisation advocating Roma rights, implements awareness-raising meetings with teachers and social workers, with the aim of challenging prejudices and stereotypes about Roma children at school. This is very much in need as Roma children are very easily attributed a learning deficit and put in a same category with disabled children. A lot is assumed about their "culture" when actually their problems are more the result of ghettoisation and its consequences on the psychology of children (NGS).</p> <p>The methodology for participatory activities with Roma children through art-therapy used in Roma camps by Associazione 21 luglio is taken from Brazilian successful experiences with street children (the Axe project - http://www.shinealight.org/Axe.html). In the next months, volunteers from the Association will receive training from Brazilian experts to improve their skills (NGS).</p>
Developing participation in practice	<p>Governmental activities for RSC children mostly target the education system. A recent civil society report on the implementation of the National Roma Inclusion Strategy presents as case study a National Project for the Inclusion and Integration of Roma, Sinti And Caminanti Children. This experimental project headed by the Ministry of Labour and Social Policies is principally focused on schooling; based on the information in the report, no specific participatory approaches seem to have been developed.</p> <p>On the non-governmental side, Associazione 21 luglio organises two types of participatory activities with Roma children: training of young human right activists, especially girls, from 16 y.o. onwards; art-therapy workshops with younger children, aimed at eliciting their views of how they would like their city to be.</p>

Setting / vulnerable group 1: [Roma, Sinti and Travellers' children]	
Effectiveness	There are no formal definitions of quality and effectiveness. Bad practice on participation (in general) is to rely on "community leaders" or "representatives" neglecting the uniqueness of individual family situations (NGS).
Impact	<p>Based on the experience in Rome only, local government has been quite unresponsive in the past, but there is hope with the current administration (NGS). Awareness raising at all levels is needed, especially among teachers and social workers (NGS).</p> <p>The Roma advocacy association interviewee has argued that it would be necessary to disseminate the Roma Inclusion Strategy first among Roma themselves (NGS). It is important to consult individual Roma families, people and children instead of those that are assumed to be "representatives" of larger communities (NGS).</p>

Setting 2: [Media]	
Overview of the country context	The context of participation activities on media use is influenced by protection issues, including concerns about child pornography. In traditional media, some self-regulation mechanisms do exist, but the most risky platforms are internet and the new social media. Organisations working in this field have realised that safe internet use can only be achieved by making children aware and responsible (NGS). From this background, a number of projects aimed at education to the safe use of internet have developed, principally by initiative of Save the Children Italy. These projects are implemented mainly through workshop in schools and youth centres. These workshops involve providing information, stimulating debate among children, and they ultimately aim to formulate concrete requests to stakeholders and decision makers (NGS).
Legislation and policy frameworks	The Self-regulation Code on TV and Children commits broadcasting companies to produce TV programmes that, among other things, "favour the participation of children with their problems and their points of view, and give space to what is being done with them and for them in the cities" (Self-regulation code on TV and children).
Supporting infrastructure	<p>There is no specific institutional infrastructure on the participation of children in the media sector. There are of course institutions in charge of protection, such as the Committee on Media and Children, which however focus on television only (NGS). Local governments are sometimes involved: for instance, the province of Trento included the issue in its Youth Plan by supporting peer to peer educational activities organised by associations and involving school children in planning child-friendly neighbourhoods (NGS). At EU level, ENACSO (European NGO alliance on Child Safety Online) members have been sensitised to adopt participatory methods.</p> <p>Save the Children is creating a network of peer educators to follow up the projects implemented in the field of safe internet (NGS). Activities with children in schools on this subject are always accompanied by training of teachers (NGS). Teachers' involvement happens in two phases: presentation to them of the main risks and potentials of ICT and new media and the potential of integrating ICT in teaching; development of a learning module by teachers themselves.</p>
Developing participation in practice	Examples of participation put in practice are anecdotal and related to specific projects implemented by NGOs like Save the Children. Participation in safe internet-related projects is implemented in the form of workshops and training of peer educators. Children develop their own views and recommendations that are brought to decision-makers, be they the EC, government, or internet / social media providers. They formalise what can be done by children themselves to improve the internet environment and what they expect from stakeholders (NGS). Some online platform support has been put in place for such projects, and occasionally surveys are organised via a Facebook page, but their use is not always effective – face-to-face methods still remain the best option (NGS).

Setting 2: [Media]	
Effectiveness	According to the sources interviewed, forms of participation through face-to-face interaction in workshops are more effective than those implemented via the web, even in the field of internet use (NGS).
Impact	<p>According to an interviewee, social network providers found that recommendations from children produced in the context of the EASY project brought a fresh and different perspective from that of adults, politicians or NGOs. Children highlighted issues never noticed by adults, e.g. inappropriate advertisements (this concerned in particular MSN at the time that Facebook was not yet so widespread) (NGS).</p> <p>Projects stimulating participation in schools have wider benefits in terms of introducing a participatory approach at school in general. Organisations like Save the Children use media education as an entry point to introduce participatory concepts and the UNCRC by discussing the Convention in projects activities and by collecting children's views on the safe use of the internet. This is accepted by school institutions and teachers welcome external interventions on social media issues because they feel unprepared (NGS).</p> <p>One challenge is the diversity of national legislation applying to privacy issues on the internet. UNCRC provides a reference and a starting point for understanding what children's rights are, and is used as a starting point in media education projects, but legislative complexity remains a challenge (NGS).</p>

Setting / vulnerable group 3: [child workers]	
Overview of the country context	A project self-funded by Save the Children and IRES (Trade Union Research Institute) developed indicators to identify risk areas in the country. The National Institute of Statistics (ISTAT) was thereafter involved to administer a survey to high-school children to estimate percentages of children involved in child labour and estimated that about 260 000 children under 16 years work in Italy, equal to 5,2% of the population 7-18 (Minori al Lavoro. Il caso dei minori migranti, Gennaio 2008). The third step was to collect qualitative information, including through peer research (see also good practice n. 5) [NGS]
Legislation and policy frameworks	On child labour in general: <ul style="list-style-type: none"> • Law 977/1967 regulating minimum age for accessing the labour market which is established as the age at which the child has concluded compulsory education and in any case not earlier than 15 years. • Financial Law 2006 raising compulsory schooling age (and therefore minimum age for working) to 16 years (NGS).
Supporting infrastructure	There is no institutional infrastructure on the topic of child labour in general. Organisations working on the issue include Save the Children , IRES/CGIL and some local associations. Save the Children , and IRES have conducted projects with the Ministry of Labour, of Education, ISTAT and the Ombudsman . Save the Children international standards are applied within the projects. (NGS).
Developing participation in practice	In the projects carried out by Save the Children , participation is implemented in the form of peer research. Children write their own research report with recommendations on issues and solutions to the problem of exploited child workers. Furthermore, adult researchers use children's input to produce their own recommendations. (NGS).
Effectiveness	There are no standard definitions of quality and effectiveness. Some adopted good practices are: to provide peer researchers with scholarships and involve adult professionals that are skilled on peer research with children and not just on research; when doing peer research with/on child workers, to involve local associations that work already with children in local communities (NGS).
Impact	Peer research has clear benefits in terms of collecting information that could not be gathered otherwise. Peer researchers have better access to children involved in child labour, improving the collection of information on this phenomenon. Peer researcher yields solutions and fresh approaches by putting at the centre the children's instead of the adults' point of view. Influence on policymaking is limited, as these are pioneer projects. Furthermore there is no clear policy against child labour exploitation where this input could be fed. Having such a policy would be of help (NGS).

Part 3: Nominated good practice example(s)

Good practice example n. 1

<i>Forum dei Ragazzi e delle Ragazze sui Diritti dell'Infanzia e dell'Adolescenza</i>	
Type of organisation and level of operation	Save the Children Italy (NGO – national with international links)
Description of sector/setting and profile of children involved	Education – Schools and education services. In total, the actions have involved around 100 boys and girls from 1st and 2nd secondary schools (ages 11-13 and 14-18 years respectively).
Description of example/type of participation	For a number of years, Save the Children Italy has been conducting actions in schools aimed at promoting active participation of children and adolescents, including the launch of the Forum of Boys and Girls. After having gathered documents, boys and girls develop proposals and solutions that are submitted to a “duty bearer” in the final day of the Forum, conducted in plenary. Five national editions of the Forum have taken place since 2002, of which two were in Milan, one in Lodi, one in Pavia and one in Rome. Moreover, two EU-level editions of the Forum have been organised on the Millennium Development Goals.
Outcomes	The Forum enabled boys and girls of their right to participate in their community and to exercise active citizenship, while experiencing a democratic participation process. As such they developed important communication skills and developed their confidence, as well as understanding more about civic democratic processes. The Forum also enabled to make children aware of the UNCRC. There was a concrete outcome, i.e. a declaration by each participating class group synthesising the results of the discussion and providing recommendations to duty-bearers. For instance, a high school class group urged mayors and youth policy councillors of their cities to ensure that children can attend safe leisure places like cinemas and discos.
Contact details/resource for more information	Save the Children Italy – Arianna Saulini Arianna@savethechildren.it http://images.savethechildren.it/IT/f/img_pubblicazioni/img127_b.pdf

Good practice example n. 2	
	<i>"Fearism" and other stories. A consultation itinerary. Welcoming, protection and participation of foreign children from the point of view of boys and girls.</i>
Type of organisation and level of operation	Save the Children Italy (NGO – national with international links)
Description of sector/setting and profile of children involved	Asylum and Immigration. Involved a group of 12 migrants of age 14-18 from various nationalities, beneficiaries of social interventions in the provinces of Rome and Viterbo, with special focus on those most at risk of social exclusion (unaccompanied children, Roma children, children involved in criminal proceedings, trafficked children).
Description of example/type of participation	Structured group discussions were held on pre-agreed themes: welcoming, protection, participation, racism (the last added by participants). Media tools, including video cameras, were provided to attendants. Peer-tutors were appointed. Activities included some initial input from adults, clarification of discussion principles, workshops activities, development of proposals and communication of final proposal to duty bearers in the form of a short video.
Outcomes	<p>Results reported by promoters (I participate, you participate. An analysis of working methods and good practices for participation of children and adolescents implemented by Save the Children Italy):</p> <ul style="list-style-type: none"> • Access of boys and girls to adequate information tools and a safe context to develop and express their genuine opinions and suggestions for intervention, starting from their own experience. • Boys and girls created new definitory constructs (<i>fearism</i>) to describe reality and their experience. • Boys and girls produced materials and a proposal which were directly submitted to the Ombudsman as the duty-bearer. • An inclusive, relevant and not simply embellishing participation space was created. • The Latium Region Ombudsman promoted in 2009 a survey on the welcoming of unaccompanied foreign children also as a follow-up to the consultation process.
Contact details/resource for more information	Save the Children Italy – Arianna Saulini Arianna@savethechildren.it http://images.savethechildren.it/IT/f/img_pubblicazioni/img127_b.pdf

Good practice example n. 3	
	<i>Young researchers. A participatory research on the work of migrant children.</i>
Type of organisation and level of operation	Save the Children Italy (NGO – national with international links)
Description of sector/setting and profile of children involved	Child employment: Six peer researchers, two girls and four boys: an Ecuadorian 17 y.o. girl; a Romanian-Roma 17 y.o. girl; an Afghani 17 y.o. boy; a Moroccan 15 y.o. boy; a Moldovan 17 y.o. boy; an Indian 17 y.o. boy. Some of them are unaccompanied migrant children. All had working experiences. A Romanian peer-tutor 17 y.o. was also involved. Participants were selected via a call and an interview. They were awarded a scholarship and consent was obtained from their parents.
Description of example/type of participation	Development of all stages of research: discussing themes, developing data gathering tools (semi-structured interview questionnaires), pre-testing, interviews with 53 young workers found through personal contacts of peer researchers, analysing data, production of a children's research report, elaboration by adults of report, public presentation of results. The peer researchers collected testimonials from 53 peers, 37 boys and 16 girls aged 12-18, from 12 different countries, involved in various activities (restaurants, construction, home care, services, agriculture, street selling, begging) in the city of Rome.
Outcomes	Results reported by promoters (I participate, you participate. An analysis of working methods and good practices for participation of children and adolescents) mention the following encouraging results, showing that peer research is a valuable tool to involve and sensitize children on subjects such as child labour. The project enabled to gather insights from the research on issues such as: the scarce knowledge of right to education, workers' rights and conditions for working in Italy, the lack of awareness on exploitation, the relevance of irregular work. The project also raised the awareness of their rights among peer researchers, by developing their understanding of the meaning that children attribute to work and their motivation and the need for instruments to protect legal forms of employment.
Contact details/resource for more information	Save the Children Italy – Arianna Saulini Arianna@savethechildren.it http://images.savethechildren.it/IT/f/img_pubblicazioni/img127_b.pdf

Good practice example n. 4

<i>Laboratorio Citta' Sostenibile (Sustainable city workshop)</i>	<i>[Tick box of good practice criteria to be included here once agreed.]</i>
Type of organisation and level of operation	Municipality of Turin http://www.bancadatiprogetti285.minori.it/Record.htm?Record=186012490429 http://www.comune.torino.it/iter/servizi/laboratorio_citta_sostenibile/premi_e_riconoscimenti.shtml
Description of sector/setting and profile of children involved	Local government – Planning. So far the Laboratory has involved 74 schools, 265 class groups, 5.920 children, 475 teachers, and 10 000 citizens belonging to the school community.
Description of example/type of participation	<p>The Laboratorio Città Sostenibile was established in 1999 by the Municipality of Turin to promote actions aimed at recognising the right of citizens to live in a sustainable urban environment. The core is a team of architects developing participatory activities with students in the schools. Children produce a map of the city where they flag their needs and wishes, with the support of teachers, architects and in cooperation with the local government. The result is a participated urban planning process which allows the municipality to plan interventions.</p> <p>The process is led by a tutor-architect in cooperation with school teachers. Each intervention focuses on one school and the surrounding environment. In this area the following activities are implemented:</p> <ul style="list-style-type: none"> • Exploration to achieve a view of the architectural and urban environment through the eyes and the opinions of children, who are free to express themselves through various tools; • Sharing challenges and opportunities in the local areas among the group to identify potential interventions; • Participatory planning workshops where architects and children compare their creativity with existing constraints (norms, resources, physical space, technical options) to develop a full-fledged project design including drawings, plastics and texts; • Participated plans are translated into technical team in feasible technical interventions; • The activity with schools concludes with the presentation of the preliminary project plans, already approved by the municipal government, in a meeting between children and architects where the project is discussed again, rated against the original proposal, modified based on remarks. Thereafter the projects are formally accepted by the school manager on behalf of the school.

Good practice example n. 4

	The Laboratory has analysed over 4 200 spaces in 140 territorial areas. Around 150 proposals for intervention have been formulated.
Outcomes	<p>Following the recommendations gathered in the Laboratory, the municipality has implemented 90 interventions in schools, 44 renewal interventions in school yards and 26 interventions in the wider urban area.</p> <p>Thanks to the activities of the Laboratory the Municipality of Turin has been awarded in 2001 for the "Best project for a Sustainable City for Boys and Girls"; in 2007 and 2008 2009 Turin ranked first among Italian cities in the "<i>Ecosistema Bambino</i>" Report on child-friendly environments produced by environmental NGO Legambiente principally due to this good practice.</p>
Contact details/resource for more information	E-Mail: labcittasostenibile@comune.torino.it

Part 4: Appendix / details of interviews completed and documents reviewed

Interviews completed	Name, title, organisation and date
	Please include details of all persons interviewed / consulted (Name, title, organisation, date interview completed)
Int. 1	Ministry of Labour and Social Policy 28/3/2013
Int. 2	University of Padua
Int. 3	PIDIDA
Int. 4	PIDIDA
Int. 5	Save the Children Italy
Int. 6	Associazione 21 luglio
Int. 7	Save the Children

Evaluation of legislation, policy and practice on child participation in the European Union (EU)
Country Mapping Fiche for Italy

Documents reviewed	Source details
	Please give full details of the sources of all material provided in the fiche. Full references should be included for publications. Data sources / files should be identified.
Doc. 1	Diritti in crescita. Terzo-quarto rapporto alle Nazioni unite sulla condizione dell'infanzia e dell'adolescenza in Italia, 2009, Istituto degli Innocenti di Firenze (Growing rights. Third-fourth report to the United Nations on the condition of children and adolescents in Italy), February 2009 (Government CRC monitoring report) – http://www.minori.it/sites/default/files/3_4_rapporto_Governo_convenzione_Onu_0.pdf
Doc. 2	Gruppo di lavoro per la convenzione sui diritti dell'infanzia e l'adolescenza, I diritti dell'infanzia e dell'adolescenza In Italia. 4o rapporto di aggiornamento 2007-2008 (The rights of children and adolescents in Italy. 4 th update report 2007-2008), Febbraio 2008 (NGO CRC monitoring group report) – https://www.crin.org/en/library/publications/italia-4deg-rapporto-di-aggiornamento-sul-monitoraggio-della-convenzione-sui
Doc 2 bis	Gruppo di lavoro per la convenzione sui diritti dell'infanzia e l'adolescenza, I diritti dell'infanzia e dell'adolescenza In Italia. Secondo rapporto supplementare alle Nazioni Unite sull'attuazione della Convenzione sui diritti dell'infanzia e dell'adolescenza in Italia (The rights of children and adolescents in Italy. Second complementary report to the United Nations on the implementation of the CRC in Italy), 14 settembre 2009 (NGO CRC monitoring group report] – https://www.iom.int/jahia/webdav/shared/shared/mainsite/policy_and_research/un/63/A_63_41.pdf
Doc. 3	Comitato sui diritti dell'infanzia, Cinquantottesima sessione 19 settembre - 7 ottobre 2011. Considerazioni sui rapporti presentati dagli Stati parte ai sensi dell'articolo 44 della Convenzione. Osservazioni conclusive: Italia (Committee on the Rights of the Child, Fifty-eighth session 19 September-7 October 2011. Consideration of reports submitted by States parties under article 44 of the Convention. Concluding observations: Italy), 31 October 2011 – http://www.unicef.it/Allegati/Commento_generale_16.pdf
Doc. 4	DPR 24 giugno 1998, n. 249 Regolamento recante lo Statuto delle studentesse e degli studenti della scuola secondaria (in GU 29 luglio 1998, n. 175) modificato dal DPR 21 novembre 2007, n. 235 Regolamento recante modifiche ed integrazioni al decreto del Presidente della Repubblica 24 giugno 1998, n. 249, concernente lo statuto delle studentesse e degli studenti della scuola secondaria (in GU 18 dicembre 2007, n. 293) (Decree of the President of the Republic 24 June 1998, n. 249 Regulation concerning the Charter of students of secondary schools modified by DPR 21 November 2007, n. 235 Regulation concerning modifications and integrations to the DPR n. 24 June 1998, n. 249, Regulation concerning the Charter of students of secondary schools (in GU 18 December 2007, n. 293) – http://www.icbucine.it/StatutoStudenti.pdf
Doc. 5	Save the Children Italia, Io Partecipo Tu Partecipi. Un'analisi dei metodi di lavoro e delle buone pratiche di partecipazione di bambini e adolescenti realizzate da Save the Children Italia (I participate, you participate. An analysis of working methods and good practices for participation of children and adolescents implemented by Save the Children Italy), Rome, Save the Children , 2010.
Doc. 6	PIDIDA, Un mondo a nostra misura. La parola alle bambine, ai bambini, alle ragazze e ai ragazzi che vivono in Italia.

Evaluation of legislation, policy and practice on child participation in the European Union (EU)
Country Mapping Fiche for Italy

Documents reviewed	Source details
	Rapporto di ricerca (A world fit for us. The voice of children, boys and girls who live in Italy. Research report), 30 June 2010. - http://www.infanziaediritti.net/web/pdf/rapporti/rapporto_pilota/I.%20Introduzione011A.pdf
Doc. 7	I. Barachini, Diritto al gioco e alla socializzazione, in E. Pellicano', R. Poli, Esperienze e buone pratiche oltre la legge 285/1997. Dalla ricognizione alla segnalazione (Right to play and socialising, in E. Pellicano', R. Poli, Experiences and good practices beyond Law 285/1997). Questioni e documenti 45. Quaderni del Centro nazionale di documentazione e analisi per l'infanzia e l'adolescenza, Firenze, Istituto degli Innocenti, 2007. http://opac.minori.it/VSRV01_EOS03_Linked_Documents/Bibliografico/Questioni%20e%20Documenti/Quaderno%2045%20-%20Esperienze%20e%20buone%20pratiche%20oltre%20la%20legge%20285_97.PDF
Doc. 8	Osservatorio nazionale per l'infanzia e l'adolescenza, Relazione sulla condizione dell'infanzia e dell'adolescenza in Italia 2008-2009 (Report on the conditions of children and adolescents in Italy 2008-2009). Firenze, Istituto degli Innocenti, 2009. http://www.minori.it/sites/default/files/rel-biennale-2010-11.pdf
Doc. 9	Rapporto di sintesi sugli esiti del monitoraggio del III Piano biennale nazionale di azioni e di interventi per la tutela dei diritti e lo sviluppo dei soggetti in età evolutiva adottato con il DPR del 21 gennaio 2011 (Synthesis report on the outcomes of the monitoring of the III National two-years Plan of action and interventions for the protection of rights and the development of individuals of developmental age adopted with DPR 21 January 2011). http://www.minori.it/minori/terzo-piano-nazionale-dazione-rapporto-di-sintesi
Doc. 10	V. Belotti, Ragazzi e ragazze nei contesti di cura. Crescere tra pari e comunità di accoglienza (Boys and girls in care contexts. Growing up with peers and in care communities), in E. Toffano Martini and P. De Stefani (eds), "Che vivano liberi e felici...". Il diritto all'educazione a vent'anni dalla Convenzione di New York. Roma, Carocci, pp 235-253. http://www.regione.veneto.it/c/document_library/get_file?uuid=82ccb240-c9c1-49a2-bb0c-323752b6b259&groupId=10797
Doc 11	UNAR, Strategia nazionale d'inclusione dei Rom, dei Sinti e dei camminanti: attuazione Comunicazione Commissione Europea n.173/2011 (National Inclusion Strategy for Roma, Sinti and Travellers: implementation of the European Commission Communication n. 173/2011), (28.02.2012) http://www.unar.it/unar/portal/?p=1923
Doc 12	Codice di autoregolamentazione Tv e minori (Self-regulation code on TV and children), http://www.sviluppoeconomico.gov.it/images/stories/mise_extra/codice-tv-minori-pdf.pdf
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