

A Near-Mint View Toward Integration: Are Adolescents More Inclusive Than Adults?

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The increasing ethnic and cultural diversity of contemporary societies has raised the importance of integration policies for people with a migrant background. Tools like the Migrant Integration Policy Index have been developed to evaluate different countries' integration approaches. If, on the one hand, focusing on what governments are doing to promote integration is necessary, on the other hand, it is of utmost importance to consider individuals' attitudes toward these policies. Study 1: A pilot study with 356 adolescents (41.1% female, 58.9% male; $M_{\text{age}} = 15.38$) and 200 adults (69% female, 31% male; $M_{\text{age}} = 47.43$) was conducted to test the psychometric proprieties of the Attitudes Toward Migrant Integration Policies scale. Study 2: A total of 1,156 adolescents (51.6% female, 48.4% male; $M_{\text{age}} = 15.69$), 1,288 parents (56.9% mothers, 43.1% fathers; $M_{\text{age}} = 49.39$), and 284 teachers (68.3% female, 31.7% male; $M_{\text{age}} = 45.55$) were involved in a study to evaluate how attitudes toward integration policies differ within generations (e.g., ethnic majority and minority groups), within families (e.g., adolescents vs. their fathers), and across generational groups (i.e., adolescents, parents, and teachers). Latent mean comparisons indicated that attitudes toward integration policies varied significantly across sex (for adolescents and parents), ethnic background (parents only), and school track (adolescents) groups. Regarding differences within family dyads, adolescents reported more positive attitudes toward integration policies than their fathers and mothers. Finally, teachers showed more positive attitudes compared to adolescents and their parents. Overall, this study highlights nuanced intergenerational differences, with adolescents standing in between the different positions of their parents and teachers.

Public Significance Statement

Integration of people with a migrant background is essential to foster cohesion and well-being in contemporary societies. This study demonstrated that the Attitudes Toward Migrant Integration Policies scale can be a reliable tool to evaluate to what extent individuals from different generations hold positive attitudes toward policies aimed at promoting the integration of people with a migrant background. Adolescents reported more positive attitudes toward integration policies compared to their parents but not to their teachers, who reported the highest level of inclusiveness. Understanding the attitudes toward integration policies of individuals from different generations and with different roles might be a starting point to develop possible interventions in different contexts and to unveil which agents (e.g., teachers) can play a crucial role in promoting social cohesion.

Keywords: integration, Attitudes Toward Migrant Integration Policies, adolescents, parents, teachers

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standards of the Ethics Committee of the Alma Mater Studiorum University of Bologna (Italy) and with the 1964 Helsinki Declaration and its later amendments or comparable ethical standards. Data, analyses codes, and outputs will be made publicly available at the following link: <https://osf.io/h84eb/>.

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Adolescents are growing up in increasingly diverse societies. In 2020, the number of migrants worldwide was 281 million—3.6% of the world population (McAuliffe & Triandafyllidou, 2021). In the same year, the European Union had an estimated 1.9 million migrants from non-EU countries (EUROSTAT, 2022). Such increasing diversity poses great challenges for individuals with a migrant background (i.e., individuals born outside the destination country or with at least one parent born outside the destination country; European Commission, 2023) who have to adjust to the host societies. At the same time, countries have developed complex policies in order to manage the constant migration flows, some facilitating and others hindering the integration of people with migrant backgrounds (McAuliffe & Triandafyllidou, 2021). While assessing these policies provides a view of the countries' overall approach to integration, less is known about the extent to which adolescents endorse them, showing inclusive orientations.

Adolescence is a crucial period of life for developing social perspectives and attitudes that are likely to influence youth's views and their social interactions with different outgroup members in the broader society (Albarello et al., 2020). The development of inclusive attitudes is strongly affected by the contexts within which adolescents are embedded (e.g., family, school) and the main actors of these contexts (e.g., parents, teachers). In fact, in line with the bioecological model (Bronfenbrenner, 1992, 2005), development can be conceived as a process of continuity and change in the biopsychological characteristics of human beings that need to be studied in their ecological contexts. In the developmental trend of these attitudes, some youth embrace social diversity and develop inclusive attitudes. Others, in contrast, are more resistant to it and appear less tolerant toward ethnic minorities than adults (Janmaat & Keating, 2019). Consistent with these considerations, the current study aims to understand differences within (e.g., sex) and across (e.g., adolescents compared to their parents) generational groups in developing positive attitudes toward integration policies. Understanding how individuals approach the integration of people with a migrant background is essential to identify which factors influence the inclusiveness and adjustment of majority and minority group members to current multicultural contexts (Bagci & Rutland, 2019) and lead to a well-integrated society (Esser, 2004).

The Country Level: Approaches to the Integration of People With a Migrant Background

The integration of people with a migrant background is crucial to promote the cohesion of current multicultural societies and addressing gaps in the living conditions between majority and minority group members (Solano & Huddleston, 2020). According to the Acculturation Theory (Berry, 1997), integration is one of the possible outcomes of the encounter between majority and minority members. In this vein, integration is ensured when individuals with a migrant background balance their identification with the host culture while maintaining a strong connection with their heritage culture (Berry, 2009).

Notably, integration does not only depend on the minority groups' perspective but also on that of the majority groups and their reciprocal influence. Thus, theoretical advances in the acculturation literature, such as those proposed by the interactive acculturation model (Bourhis et al., 1997) and the relative acculturation extended model (Navas et al., 2007), have emphasized the importance of considering the perspective of both minority and majority groups in the

acculturation process. In this vein, these two groups may differ in their acculturation strategies (i.e., integration, assimilation, separation, and marginalization) and expectations (e.g., the acculturation strategies that minorities would prefer) depending on the specific areas of their life (e.g., political vs. family; Navas et al., 2007).

In addition to considering different perspectives of minority and majority groups across multiple life domains, the intergenerational integration model (Esser, 2004) underscores that the integration of people with a migrant background can be conceived as a reflection of their opportunity to participate in the social system (e.g., access to the labor market), to experience low social inequality (e.g., equal opportunity), and differentiation (e.g., a decline of ethnic boundaries). These aspects can lead to a society characterized by less conflict and more cohesion (Esser, 2004). A key approach to enhance them is given by focusing on policies that, at the sociocultural level, can promote integration.

Countries differ in the extent to which they implement national and local policies to manage cultural diversity (Solano & Huddleston, 2020). In this vein, some societies try to provide more social support and foster integration with policies that promote, for example, multicultural education and the health care of people with a migrant background (Berry, 2003). In contrast, other societies deny diversity through assimilation policies (i.e., individuals have to embrace the majority culture at the expense of their culture of origin), while others still pursue segregation or marginalization (i.e., exclusion of individuals of the ethnic minority group; Berry, 2003). Thus, these policies are not always integration-oriented, with negative consequences for both ethnic majority and minority individuals. In fact, societies that promote diversity and develop policies supporting integration can reduce the risk of acculturative stress and its heinous consequences for minority and majority groups (Rudmin, 2010).

Due to the importance of social cohesion (Nolan & Whelan, 2014), specific tools have been proposed to monitor to what extent countries implement policies that promote the integration of people with a migrant background. The Migrant Integration Policy Index (MIPEX) pursues this goal by understanding how many countries implement various policies (i.e., labor market mobility, family reunification, access to nationality, anti-discrimination, political participation, education, health, and permanent residence; Solano & Huddleston, 2020) emphasizing the importance of considering individuals' different life domains in the integration process (e.g., family, labor market; Navas et al., 2007). According to the MIPEX, three dimensions (i.e., basic rights, equal opportunity, and secure future) help describe each country's overall approach to integration. In this sense, integration is ensured when governments develop and implement policies that guarantee equal rights (e.g., equal rights to work), opportunities (e.g., political participation), and security (e.g., permanent residence) for people with a migrant background (Solano & Huddleston, 2020).

Moreover, the development of these policies not only facilitates the integration of people with a migrant background but also appears to influence individuals' attitudes. That is, individuals from the general population who live in countries with well-developed integration policies tend to report more positive attitudes toward people with a migrant background than those who live in countries where integration policies are less-developed (Gregurović, 2021). Therefore, country-level approaches to integration appear to be intertwined with individual inclusive attitudes. Nevertheless, while the former has been monitored by the development of specific assessment methods, such as the MIPEX (Solano & Huddleston, 2020), the latter is still understudied, and there is a lack of research on similarities and

differences in inclusiveness within and across different generations. In this vein, do adolescents within a given social context differ in their inclusiveness? Are they more or less inclusive than previous generations?

The Individual Level: Attitudes Toward Integration

Adolescence is a crucial moment for the development of attitudes, defined as negative or positive evaluations of a particular entity (Eagly & Chaiken, 1993). Specifically, at this life stage, advancements in cognitive (Kuhn, 2009) and social competencies (Meeus, 2019) allow youth to form and consolidate their approaches to society and others (Bobba et al., 2022). Nowadays, young people live in contexts characterized by greater diversity than in previous generations (Janmaat, 2015). How they approach such diversity might depend on several individual (e.g., sex) and sociocontextual (e.g., family) factors.

Individual Factors

Among individual factors, *sex* seems to play an essential role in the development of attitudes toward minority groups, for both adolescents and adults (for a meta-analysis, see Dozo, 2015). Specifically, females were found to be more open to diversity than males by showing more positive attitudes toward people with a migrant background (Rekker et al., 2015). These differences might result from specific gender socialization practices leading girls to be more other-oriented than males (Van der Graaff et al., 2014).

Additionally, adolescents from different *age groups* might also differ in their openness to others. For instance, during the second half of this life period, adolescents refine their cognitive competencies, showing a reduction of their dichotomous thinking in favor of a more nuanced view of the reality (e.g., multiple categorizations; Albarello et al., 2020). Similarly, adolescence is a crucial phase for the advancements of both moral (e.g., metamoral cognition; Bajovic & Rizzo, 2021) and socioemotional competencies (e.g., empathic competencies; Van der Graaff et al., 2020) that guide their approach to the social world. These advancements can promote the development of tolerant and inclusive attitudes toward diverse others (Bayram Özdemir et al., 2021), supporting adolescents' adjustment to current multicultural societies.

Furthermore, beyond the role of sex and age group, the *ethnic background* might influence attitudes toward diversity. Specifically, prior research has indicated that adolescents with a migrant background tend to have low anti-immigrant attitudes (e.g., Hjerm, 2009) and display significant decreases in xenophobia over time (van Zalk et al., 2013). Majority and minority group members also differ in their acculturation expectations, with the former preferring integration or assimilation attitudes in most life spheres, while the latter tries to adjust to the main culture in areas necessary for social integration (e.g., labor market) but not in their private areas (e.g., religion; Navas et al., 2007).

Sociocontextual Factors

Beyond individual differences, the development of adolescents' attitudes and beliefs is inevitably influenced by the multiple contexts in which they are embedded (Bronfenbrenner, 1992, 2005). In this vein, the family context plays an essential and dynamic role in shaping adolescents' attitudes. On the one hand, in line with intergenerational transmission and social modeling theory (Bandura, 1977), *parents* can significantly influence adolescents' development by

acting as models whose values and beliefs are transmitted to their children (for a review, see Degner & Dalege, 2013). On the other hand, according to generational theory (Strauss & Howe, 1991), adolescents and their parents are part of different generations since they represent an aggregate of individuals differentiated by age. When individuals are part of the same generation group, they share not only the same age but also similar beliefs, behaviors, and attitudes. Being of different ages means being exposed to different life events and historical conditions. Thus, depending on the age and historical background, this exposure affects generations' behavior, values, and beliefs differently (Howe & Strauss, 2000). In this vein, today's adolescents could bring new attitudes and beliefs toward diversity in an attempt to differentiate themselves from their parents and, more in general, from the older generations (ter Bogt et al., 2001).

Together with the family context, schools are significant for adolescents' socioemotional, personal, and interpersonal development (Bronfenbrenner, 1992, 2005). Along this line, how *teachers* approach cultural diversity might shape the quality of intergroup contact and intergroup attitudes (Bayram Özdemir et al., 2021; Karataş et al., 2023). For instance, a positive school climate supporting equality and inclusion among students of diverse backgrounds and creating more opportunities to learn about cultural diversity was associated with the ethnic majority and minority adolescents' socioemotional adjustment and academic achievement (e.g., Schachner et al., 2021; Schwarzenenthal et al., 2018). Additionally, the frequency adolescents discuss political issues at school is associated with their attitudes toward immigrants. Specifically, the more adolescents are exposed to political discussions in the classroom, the less their anti-immigrant attitudes will be (Kudrnáč, 2021). Finally, the *school track* (e.g., lyceum, vocational) that adolescents attend seems to play a role in influencing their attitudes. Multiple factors can account for this, such as school ethnic diversity (e.g., Thijs & Verkuyten, 2014), school climate (e.g., Karataş et al., 2023), and family socioeconomic status (e.g., Maaz et al., 2008). However, the evidence unraveling how adolescents' attitudes depend on their school track is still limited. Thus, school authorities, specifically teachers, can have a crucial role in promoting a learning environment that facilitates the positive adjustment of adolescents in diverse societies (Thijs & Verkuyten, 2014).

The theoretical and empirical findings reviewed so far provide a complex picture of adolescents' inclusive attitudes as influenced by several adult figures (i.e., parents and teachers). A question may arise: Are adolescents more or less inclusive than their elders? In this regard, some pieces of evidence suggested that young people are generally more tolerant than adults (Dalton, 2015; Milkman, 2017) and perceive individuals with a migrant background more as strengths rather than threats to their countries (Gregurović, 2021). Conversely, other findings suggested that prejudice against ethnic minorities has increased compared to the past, stating that the new generations are less tolerant than the previous ones, especially toward foreign and immigrant workers (Hjerm, 2009; Janmaat & Keating, 2019; Keating & Janmaat, 2020).

Aims and Hypotheses

Building upon these mixed results, the current study aims to unravel individuals' differences in attitudes toward policies aimed at the integration of people with a migrant background. Which factors help discern less inclusive adolescents and adults from the more inclusive ones? Can youth be conceived as agents of change,

or do they tend to polarize the views and beliefs of the previous generation? To answer these questions, in the current research, we developed a new scale to assess individuals' attitudes toward integration policies (Study 1) by asking participants to evaluate how important integration policies are for them. Then, we examined differences in individual-level evaluation of these policies within generations (e.g., female vs. male adolescents), within families (i.e., adolescents, their mothers, and their fathers), and across generational groups (i.e., adolescents, parents, and teachers; Study 2).

Regarding within-generations differences, we expect females, older adolescents, and adolescents with a migrant background to show more positive attitudes toward integration policies than males, younger adolescents, and adolescents from the majority group, respectively. Conversely, no specific hypotheses were developed for differences in attitudes toward integration policies based on adolescents' school track. Regarding within-family differences, the current study took mainly an exploratory approach to understand whether adolescents' attitudes toward integration policies are in line with the ones of their mothers and fathers (according to social modeling and intergenerational transmission theory; Bandura, 1977) or if they significantly distance themselves from their parents' view (in line with generational theory; Strauss & Howe, 1991). At the same time, while we expect that adolescents can differ from their teachers, we do not expect to find significant differences between parents' and teachers' attitudes toward integration policies since they are largely part of the same generational group (Strauss & Howe, 1991).

Overview of the Present Studies

The current research aims to study individuals' attitudes toward the integration of people with a migrant background. Since there is a lack of available instruments to assess them, as a preliminary step, we developed a new scale building upon the index that evaluates the country-level overall approach to integration (i.e., MIPEX). Specifically, we formulated a multiple-item measure assessing individuals' endorsement of integration policies as an indicator of their general attitudes toward policies aimed at the integration of people with a migrant background and tested its psychometric proprieties and convergent validity. Moving into the primary goals of the current study, we then examined whether attitudes toward the integration policies significantly differ within generations (e.g., ethnic majority and minority groups), within families (e.g., adolescents vs. their fathers), and across generational groups (i.e., adolescents, parents, and teachers).

Study 1: The Development of the Attitudes Toward Migrant Integration Policies (AMIP) Scale

Study 1 aimed to develop a new scale, the AMIP scale, assessing individual attitudes toward policies aimed at the integration of people with a migrant background and to examine its factorial structure.

Method

Development of the AMIP Scale

Based on MIPEX (Solano & Huddleston, 2020), we formulated a multiple-item measure consisting of eight items, each assessing the extent to which individuals show positive attitudes toward each policy area considered in the MIPEX (i.e., labor market mobility, family reunification, access to nationality, antidiscrimination, political

participation, education, health, and permanent residence). We then tested the psychometric properties of this instrument in adolescents and adults.

Participants

Study 1 included 356 adolescents who reported their sex (41.1% female, 58.9% male; $M_{\text{age}} = 15.38$, $SD_{\text{age}} = 1.13$, range: 13.52–18.63 years) and their ethnic background by indicating their nationality and the nationality of their parents (82.3% were native Italians, and 17.7% had a migrant background—i.e., either they were born outside Italy or had at least one parent born outside Italy) in the first part of the questionnaire. In addition to adolescents, also 200 adults (i.e., parents and teachers) indicated their sex (69% female, 31% male), age ($M_{\text{age}} = 47.43$, $SD_{\text{age}} = 6.66$, range: 26–68 years), and ethnic background (91.5% were native Italians; 8.5% had a migrant background) and took part to Study 1. As a preliminary check, we conducted missing value analyses for all participant samples (i.e., adolescents and adults). The Little's (1988) missing completely at random (MCAR) test conducted on the study variables yielded a normed $\chi^2(\chi^2/df = 35.566/50)$ of 0.71, indicating that data were likely MCAR. Therefore, all participants were included in the analyses.

Procedure

The present study was approved by the Ethics Committee of Alma Mater Studiorum University of Bologna (Italy) as a pilot of the European Research Council (ERC)-Consolidator project IDENTITIES “Managing identities in diverse societies: A developmental intergroup perspective with adolescents.” This pilot study involved adolescents from a high school with multiple educational tracks (i.e., lyceum and technical) in the northeast part of Italy, together with their parents and teachers. The research was first presented to and approved by the school principal. Then, students, parents, and teachers received written and oral information about the study. Active consent was obtained from parents for both their own and their children's participation. Additionally, active consent was also obtained from adolescents of age, while their underage peers provided their assent to participate in the project. Furthermore, teachers also provided their consent to take part in the study. Participation in the study was voluntary, and adolescents and adults were informed that they could withdraw their consent at any time. Data collection was conducted in October 2021.

Measures

Participants completed an online questionnaire including socio-demographic questions (e.g., age, sex, and birth country) and the AMIP scale.

AMIP Scale. The AMIP scale was developed to assess the extent to which adolescents and adults show positive attitudes toward policies aimed at promoting the integration of people with a migrant background. Eight items based on the MIPEX were used to address this goal. The scale asks participants to rate how important different policies aimed at promoting the integration of people with a migrant background are on a 5-point Likert scale (from 1 = *not at all important* to 5 = *absolutely important*). Participants receive this prompt “You will be presented with several policies for the integration of people with a migrant background. Please, rate how important it is that

Italian national programs support policies to foster..." followed by one item for each policy area, as for example "...family reunion (e.g., accommodation, residence period)." The complete list of items is provided in the [Appendix](#). Cronbach's alphas are reported in [Table 1](#).

Transparency and Openness

Data. The data for Study 1 can be retrieved from the Open Science Framework (OSF) link <https://osf.io/h84eb/>.

Analytic Methods. The analytic codes and outputs needed to reproduce all analyses are available as SPSS syntax (SPS) or Mplus output (.dat) at <https://osf.io/h84eb/>.

Results

Since the AMIP is a newly developed scale, in order to examine its factorial structure, we conducted exploratory factor analyses (EFAs) using SPSS Version 28 for Windows. As a preliminary step, we tested the factorability of the samples consisting of adolescents and adults (i.e., their parents and teachers) and the adequacy of the item correlation matrix. Regarding the factorability of the samples, the Kaiser-Meyer-Olkin measures were .89 and .91 for the adolescent and adult samples, which were above the recommended values of .60 (Beavers et al., 2013) and indicated that both samples were appropriate to perform our analyses. Regarding the adequacy of the correlation matrix, the eight items appeared to be highly correlated, as evidenced by the significant Bartlett sphericity test in both the adolescent, $\chi^2(28) = 1,284.68, p < .001$, and adult, $\chi^2(28) = 996.07, p < .001$, samples. Therefore, we could proceed with exploring the factorial structure of the scale across the two samples of participants. Two principal components EFAs were conducted with direct oblimin rotation in the adolescent and adult samples. Overall, both EFAs highlighted that a single-factor solution was the best fitting and the most parsimonious (the one-factor solution was the only one meeting the eigenvalue criteria > 1). All eight items showed high factor loadings, ranging between .715 and .848 for adolescents and between .771 and .922 for adults, respectively (for means, SDs, factor loadings, and item-total correlations, see [Table S1 in the online supplemental materials](#)). These single-factor models explained 62.10% and 73.23% of the variance for adolescent and adult samples, respectively. Descriptive statistics (i.e., means and SDs) for the overall scores of adolescents and adults are provided in [Table 1](#). Data, analysis codes, and outputs can be retrieved from <https://osf.io/h84eb/>.

Discussion

Overall, this pilot study provided initial support for the construct validity of the AMIP scale. Specifically, the results of the two EFAs performed indicated that the single-factor structure of the scale,

assessing attitudes toward integration policies, fit the data well. To confirm the EFAs results, we further tested the psychometric properties and the convergent validity of the AMIP scale in a larger sample of adolescents, their parents, and teachers in Italy (Study 2). This set the stage for further analyzing differences and similarities in attitudes toward integration across multiple generations of individuals.

Study 2: The Intergenerational Differences in Attitudes Toward Integration

Study 2 has three purposes. First, we aimed to unravel individual (i.e., sex, age group, ethnic background, and school track) similarities and differences in attitudes toward policies that promote the integration of people with a migrant background within different generations. Secondly, the study aimed to underscore consistencies and discrepancies within families (e.g., adolescents vs. fathers) in their attitudes toward integration policies. Finally, we aimed to understand whether the attitudes toward integration policies varied across different generational groups (i.e., adolescents, parents, and teachers).

Method

Participants

Participants included in Study 2 were drawn from an ongoing longitudinal research project, the IDENTITIES "Managing identities in diverse societies: A developmental intergroup perspective with adolescents" project, involving an ethnically diverse sample of adolescents, their parents, and teachers. A total of 1,156 adolescents participated in the study and provided their demographic information in the first part of the questionnaire. Adolescents were asked to indicate their sex (51.6% female, 48.4% male; $M_{\text{age}} = 15.74, SD_{\text{age}} = 1.20$, range: 13.79–20.04 years) and to specify their nationality and that of their parents in order to establish their ethnic background (79.8% of the participants had an Italian background, 20.2% had a migrant background). Moreover, adolescents with a migrant background have been living in Italy for an average of 9.01 years (range: 1–17 years), and 68.5% of them are second-generation immigrants (31.5% first generation). A total of 1,288 parents (56.9% mothers, 43.1% fathers; $M_{\text{age}} = 49.39, SD_{\text{age}} = 5.03$, range: 33–77 years), and 284 teachers (68.3% female, 31.7% male; $M_{\text{age}} = 45.55, SD_{\text{age}} = 9.97$, range: 22–65 years) participated in the study. Additionally, among the adolescents sample, youth attended the first (49.4%) and third (50.6%) years of several high schools in Italy's northeastern part. Specifically, the majority attended a lyceum (45.6%), followed by those (31.9%) attending a technical school and those (22.5%) in a vocational track. The distributions of participants across the educational tracks varied significantly according to their ethnic background, $\chi^2(2) = 29.730, p < .001$. Specifically, adolescents with a migrant background were significantly underrepresented in lyceums and significantly overrepresented in vocational schools compared to their ethnic majority peers.

Among the parent sample, 90.1% of the participants had an Italian background, whereas the remaining (9.9%) had a migrant background. Moreover, parents with a migrant background reported that they have been living in Italy for an average of 24.79 years (range: 1–56 years), and 78% of them are first-generation immigrants, while the remaining 22% are second-generation immigrants. The majority (49.7%) of fathers reported they had high school diplomas, followed by those (29.5%) with a higher educational level (i.e.,

Table 1
AMIP Scores and Reliability Across the Two Studies

Studies	Samples	<i>M</i>	<i>SD</i>	α
Study 1	Adolescent sample	3.65	0.77	.91
	Adult sample (parents + teachers)	3.63	0.81	.94
Study 2	Adolescent sample	4.00	0.74	.91
	Parent sample	3.78	0.73	.92
	Teacher sample	4.15	0.65	.92

Note. AMIP = Attitudes Toward Migrant Integration Policies.

university degree or higher) and those (20.8%) who held less than a high school diploma. The educational levels reported by the mothers were as follows: 51.1% had a medium (i.e., high school diploma), 36.4% had a high (i.e., university degree or higher), and 12.5% had a low (i.e., lower than high school diploma) educational level. Among the teacher sample, 97.9% of the participants had an Italian background, whereas the remaining (2.1%) had a migrant background.

The Little's (1988) MCAR test conducted on the study variables yielded a normed $\chi^2(\chi^2/df = 450.915/291)$ of 1.55, indicating that data were likely MCAR. Therefore, all participants were included in the analyses. Missing data were handled with the full information maximum likelihood procedure available in Mplus (Kelloway, 2015).

Procedure

The present study was approved by the Ethics Committee of Alma Mater Studiorum University of Bologna (Italy) as part of the ERC-Consolidator project IDENTITIES "Managing identities in diverse societies: A developmental intergroup perspective with adolescents." This longitudinal research involved adolescents from several high schools in the northeast part of Italy, together with their parents and teachers. Schools were selected through a stratified (by track and level of urbanization) randomized method, and principals were approached to present the project. Upon their approval, the study was then presented to students and their parents, who also received written and oral information about the study. Active consent from parents was obtained prior to their own and their children's participation. Active consent was also obtained from adolescents of age while their underage peers provided their assent to participate in the project. Furthermore, teachers also provided their consent to take part in the study. Participation in the study was voluntary, and adolescents and adults were informed that they could withdraw their consent at any time. Data collection was conducted between January and February 2022.

Measures

Participants completed an online questionnaire including socio-demographic questions (e.g., age, sex, and birth country) and the AMIP scale as described in Study 1. To test the convergent validity, participants also reported their level of affective and cognitive prejudice.

Adolescents' Affective Prejudice. The affective component of prejudice was assessed using the *feeling thermometer* (Haddock et al., 1993; for the Italian version, see Bobba & Crocetti, 2022), asking adolescents to rate how much they like different outgroups (i.e., Romanians, Albanians, Moroccans, Chinese, and Ukrainians) were chosen since they are the most represented groups of foreigners in Italy according to ISTAT, 2020) on a scale from 0° (*at all*) to 100° (*very much*). The scale was reversed to simplify the interpretation of results, with higher scores indicating higher prejudice. A total affective prejudice score was computed using the mean level of liking expressed for these different outgroups. Cronbach's α was .92.

Parents' and Teachers' Affective Prejudice. The extent to which parents and teachers display daily affective prejudice against foreigners was assessed using the single-item "How much do you like foreign people?" (Haddock et al., 1993; for the Italian version, see Bobba & Crocetti, 2022) on a scale from 0° (*at all*) to 100° (*very much*). The item was reversed to simplify

the interpretation of results, with higher scores indicating higher prejudice.

Cognitive Prejudice. To evaluate the cognitive component of prejudice, five items were adapted from Brown et al. (2008). Adolescents, their parents, and teachers rated their agreement on a 5-point Likert scale (from 1 = *completely disagree* to 5 = *completely agree*). A sample item is "foreign people should be marginalized in Italian society." Cronbach's α s were .87, .84, and .82 for adolescents, parents, and teachers, respectively.

Transparency and Openness

Data. The data for Study 2 can be retrieved from OSF link <https://osf.io/h84eb/>.

Analytic Methods. The analytic codes and outputs needed to reproduce all analyses are available as SPSS syntax (SPS) or Mplus output (.dat) at <https://osf.io/h84eb/>.

Results

Preliminary Analysis

As a preliminary check, we tested the psychometric properties of the AMIP scale by conducting confirmatory factor analyses (CFAs) across the three samples of participants. CFAs were performed in Mplus 8.6 (Muthén & Muthén, 2017). The procedures followed and the results of these analyses are reported in the [online supplemental materials \(Table S2 and Figure S1\)](#). Overall, the one-factor solution proved to be the best-fitting model. Additionally, the convergent validity of the AMIP scale was assessed, highlighting meaningful negative associations with both prejudice scales (see [Table S3 in the online supplemental materials](#)). Last, we tested measurement invariance (van de Schoot et al., 2012) both within the adolescent sample (i.e., sex, age groups, ethnic background, and school track) and across the three groups of participants (i.e., adolescents, their parents, and teachers). Full or partial scalar measurement invariance, which is the minimum requirement to compare latent mean scores (Byrne, 2012), was reached in all cases (see [Tables S4 and S5](#)). Therefore, we could proceed with the main analyses. The means and *SD* of the AMIP scale are reported in [Table 1](#).

Main Analyses

The main goal of the current study was to examine similarities and differences in attitudes toward policies aimed at the integration of people of a migrant background within generations (e.g., females vs. males), within families (e.g., adolescents vs. fathers), and across the three generational groups (i.e., adolescents, parents, and teachers). To this end, we compared the latent mean scores of participants' AMIP scores. Furthermore, to estimate the size of the differences, Cohen's *ds* and their intervals were computed. Cohen's *d* values around 1.20, 1.50, and 1.80 can be interpreted as indicative of small, medium, and large effect sizes, respectively (Cohen, 1988). The effect sizes of group comparisons are reported in [Figure 1](#).

Within Generations Differences. Focusing on the adolescent sample, latent mean scores were compared to assess whether participants significantly differed in their attitudes toward the integration of people with a migrant background depending on their sex, age groups, and ethnic background. Results revealed that adolescents significantly differed based on sex ($p < .001$). Specifically, girls ($M = 4.12$)

Figure 1*Effect Sizes of Within and Across Group Comparison: Forest Plot Note***WITHIN GENERATIONS DIFFERENCES****Adolescents**

Sex: Females vs. Males

Ethnic Background: Minority vs. Majority

Age: Youngers vs. Olders

School Track: Lyceum vs. Technical

School Track: Lyceum vs. Vocational

School Track: Technical vs. Vocational

Parents

Sex: Women vs. Men

Ethnic Background: Minority vs. Majority

Teachers

Sex: Women vs. Men

WITHIN FAMILIES DIFFERENCES

Adolescents vs. Mothers

Adolescents vs. Fathers

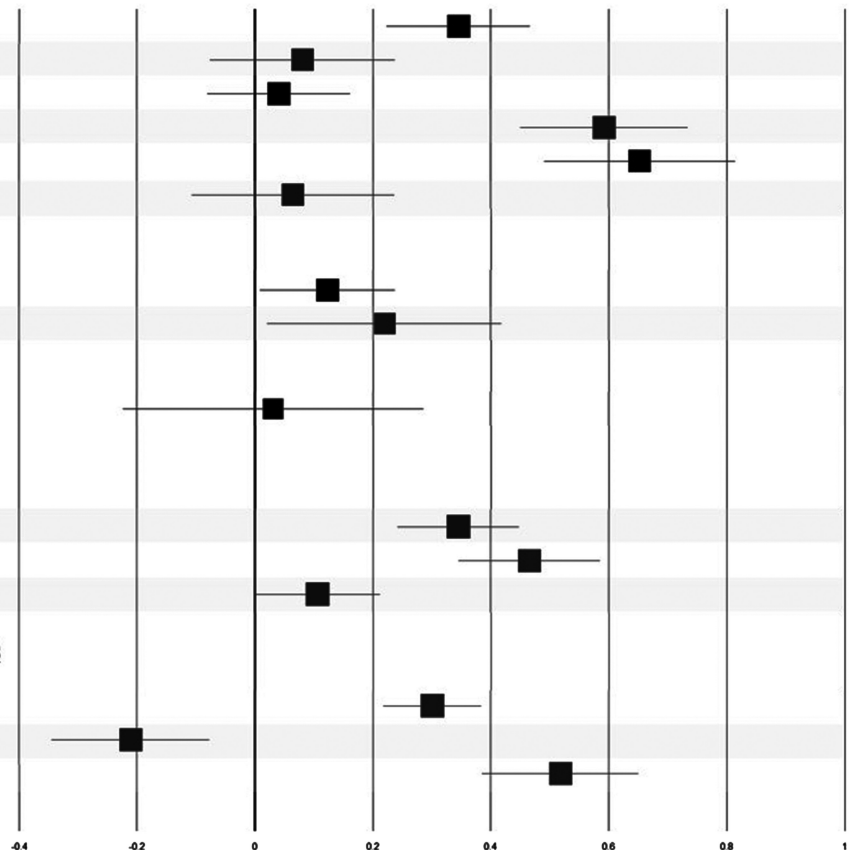
Mothers vs. Fathers

ACROSS GENERATIONAL GROUPS DIFFERENCES

Adolescents vs. Parents

Adolescents vs. Teachers

Teachers vs. Parents



Note. Error bars represent 95% confidence intervals. The positive effect sizes indicate that one group (e.g., females) scored higher than the opposite one (i.e., males). The size of the square is proportional to the sample size of the corresponding group comparison: Larger sample sizes are represented by larger squares.

reported more positive attitudes toward integration ($d = 0.30$, 95% CI [0.22, 0.38]) compared to males ($M = 3.87$). There were no differences based on the age group ($p = .560$) or ethnic background ($p = .323$) of adolescents.¹ To assess differences based on adolescents' school track, latent mean comparisons analysis using the multiple indicators multiple causes (MIMIC) model (Muthén & Muthén, 2017) was performed. Specifically, we constrained the same factor structure to hold across groups, and we regressed the factor indicators of the AMIP scale on covariates representing dummy coded variables corresponding to the different school tracks. The AMIP scale model displayed an adequate fit, $\chi^2(32) = 153.850$, comparative fit index (CFI) = .962, root-mean-square error of approximation (RMSEA) = .060 [.051, .070], and results yielded this pattern of findings for latent mean differences: lyceum > (technical schools = vocational schools). Students attending a lyceum scored significantly ($p < .001$) higher on the AMIP scale ($M = 4.22$) compared to those in technical ($M = 3.82$, $d = 0.59$, 95% CI [0.45, 0.73]) and vocational high schools ($M = 3.77$, $d = 0.65$, [0.49, 0.82]).

Moving to the parent sample, latent mean scores were compared based on sex and ethnic groups. Results showed that women ($M = 3.82$) report significantly ($p = .034$) more positive attitudes

toward integration ($d = 0.12$, 95% CI [0.01, 0.24]) compared to men ($M = 3.73$). Additionally, parents from the ethnic minority group ($M = 3.93$) reported significantly ($p = .030$) higher levels of AMIP scores ($d = 0.22$, 95% CI [0.02, 0.42]) compared to those from the majority group ($M = 3.77$). Finally, regarding teachers, we only examined sex-latent differences because of the limited number of ethnic minority participants. Results highlighted that women and men teachers did not differ significantly ($p = .785$).

Within Family Differences. To assess possible differences within families in attitudes toward integration policies, we conducted repeated measures analyses comparing dyads (i.e., adolescents–mothers, adolescents–fathers, fathers–mothers). Results indicated significant differences in the attitudes toward integration

¹ Ancillary analyses were conducted to assess whether there was a relation between participants' immigrant generation and years spent in Italy and their AMIP scores. Specifically, comparing participants' means, there were no differences based on the immigrant generation of both adolescents ($p = .288$) and parents ($p = .089$). In addition, the correlation between the time spent in Italy by adolescents with a migrant background and their AMIP scores was not significant ($r = -.037$, $p = .778$).

within adolescent–mother dyads ($F = 46.56$, $p < .001$, $\eta^2 = .070$), adolescent–father dyads ($F = 63.07$, $p < .001$, $\eta^2 = .118$), and mother–fathers dyad ($F = 3.93$, $p < .05$, $\eta^2 = .010$). Results yielded this pattern of findings: adolescents $>$ mothers, adolescents $>$ fathers, mothers $>$ fathers. In particular, adolescents reported more positive attitudes toward integration policies than their mothers ($d = 0.35$, 95% CI [0.24, 0.45], $p < .001$) and fathers ($d = 0.47$, [0.35, 0.59], $p < .001$). At the same time, mothers reported slightly more positive attitudes toward integration policies compared to fathers ($d = 0.11$, 95% CI [0.00, 0.21], $p < .05$).

Across Generational Groups Differences. To assess whether attitudes toward policies aimed at the integration of people with a migrant background significantly differed across generations, we conducted a MIMIC model comparing adolescents', parents', and teachers' AMIP scores. The MIMIC model reported an adequate fit, $\chi^2(32) = 460.129$, CFI = .950, RMSEA = .073 [.067, .079]. Results yielded this pattern of findings for latent mean differences: teachers $>$ adolescents $>$ parents. In particular, adolescents reported more positive attitudes toward integration policies than their parents ($d = 0.30$, 95% CI [0.22, 0.38], $p < .001$). At the same time, teachers showed more positive attitudes compared to both adolescents ($d = 0.20$, 95% CI [0.06, 0.33], $p = .002$) and parents ($d = 0.52$, [0.39, 0.65], $p < .001$). Mean scores for all groups are reported in Table 1.

Discussion

Integration of people with a migrant background is crucial for supporting the cohesion of current societies (Schepers et al., 2002) and their populations' general adjustment and well-being (Tatarko et al., 2021). In this regard, countries can play an essential role by fostering the development and implementation of policies favoring the integration of people with a migrant background (Solano & Huddleston, 2020). While the country-level approaches to integration can be assessed by several tools (e.g., MIPEX), there is a lack of instruments able to capture individual attitudes toward integration policies (Callens, 2015).

To address this gap, the current research developed and tested the psychometric properties of the AMIP scale, a measure to assess individuals' attitudes toward different integration policies. Study 1 provided preliminary evidence of its factorial structure. Study 2 confirmed its factorial structure and indicated convergent validity (i.e., by showing a meaningful negative association with affective and cognitive prejudice). Moreover, in this second study, heterogeneity in the extent to which these policies are endorsed within generations (e.g., ethnic majority and minority groups), within families (e.g., adolescents vs. fathers), and across generational groups (i.e., adolescents, parents, and teachers) was addressed. Specifically, we found significant differences within the adolescent sample based on sex and school track. At the same time, parents, but not teachers, displayed differences related to their sex and ethnic background. Finally, adolescents reported more positive attitudes toward integration policies compared to their parents but not compared to their teachers, who showed the most positive attitudes.

Who Supports Integration? Explaining Differences in Adolescents' Attitudes

The first goal of the current study was to examine similarities and differences within the generation of adolescents in attitudes toward

policies aimed at the integration of people with a migrant background. To this end, we assessed whether adolescents' levels of inclusiveness varied across sex, age, ethnic background, and school track groups. Results highlighted significant differences based on youth's sex and school track.

Regarding sex differences, females appeared more inclusive, showing more positive attitudes toward policies aimed at the integration of people with a migrant background than their male peers. This finding aligns with prior research highlighting specific sex differences in intergroup attitudes and inclusiveness (Rekker et al., 2015), which may be linked to higher levels of empathic competencies in females (e.g., Van der Graaff et al., 2014; for a review, see Meeus, 2019). In turn, high levels of empathic competencies are usually associated with less prejudice toward ethnic minorities (Bobba & Crocetti, 2022).

Beyond sex differences, adolescents from different age groups (i.e., 13- and 16-year-olds) were not found to differ in their attitudes toward integration. That is, regardless of their age, they reported similar levels of inclusive orientations. This finding is in contrast with the perspective that as adolescents grow older and advance in cognitive maturation, they can acquire more social skills that enable them to display more openness toward diversity in general (Bayram Özdemir et al., 2021; Miklikowska, 2018).

Interestingly, there were no differences between adolescents with Italian and migrant backgrounds in their attitudes toward integration. This finding appears to be in contrast with prior research indicating that adolescents with a migrant background showed low anti-immigrant attitudes (Hjerm, 2009) and displayed significant decreases in xenophobia and increases in tolerance over time (van Zalk et al., 2013) compared to adolescents from majority groups. Thus, these results suggest that adolescents, regardless of their migrant background, share a common perspective toward the importance of integration policies, and notably, their consistently high scores on the AMIP scale indicate a positive scenario in which both minority and majority groups hold a similar mindset.

Finally, a substantial difference emerged based on the type of school youth attended. Specifically, adolescents in higher school tracks preparing them for university studies (i.e., lyceums) showed more positive attitudes toward the integration policies than those enrolled in technical or vocational schools. This result can be explained in light of the representation of minority groups within these different schools and how these contexts might differently promote the equality and inclusion of ethnic minority students. Specifically, in our sample, the percentage of adolescents with a migrant background in vocational and technical schools was higher than in the lyceums, in line with national statistics (Ministero della Pubblica Istruzione, 2020). Prior research has found that adolescents tend to display less favorable attitudes toward members of the ethnic minority group when they are overrepresented in their classroom, compared to classrooms where they are underrepresented (Vervoort et al., 2011; Wilson-Daily et al., 2018). Thus, these results build upon prior research suggesting that school ethnic diversity per se is not enough to foster inclusive orientation among adolescents (Thijs & Verkuyten, 2014; Vermeij et al., 2009). However, multiple factors could account for these differences among adolescents from different schools. For instance, the family's socioeconomic background could play an important role. Specifically, the more parents show a high level of education, the more their children are likely to be enrolled in a high-track school (Maaz et al., 2008). In turn, high parental socioeconomic status (e.g., educational level) has been previously linked to

more positive attitudes among adults (Meeusen et al., 2013) and adolescents (Crocetti et al., 2021; Miklikowska, 2016). Furthermore, how schools and teachers approach such diversity might be a fundamental factor tipping the scale for the development of more inclusive orientation among the current youth generation (Rosenthal et al., 2019). Taken together, these results among different groups of adolescents give us a broader picture of their approach to diversity and which factors can explain heterogeneity in their attitudes toward integration.

Do Adolescents' Differences Also Emerge Among Adults?

Building upon the differences found within the generation of adolescents, the current study examined whether the individual characteristics of parents (i.e., sex, ethnic background) and teachers (i.e., sex) explain heterogeneity in their attitudes toward policies aimed at the integration of people with a migrant background. Regarding sex, parents displayed a pattern similar to that of adolescents, with mothers reporting more positive attitudes toward integration policies than fathers. This, again, is in line with the psychological literature that underlined that men display more prejudice than women (for a meta-analysis, see Dozo, 2015). Conversely, similar sex differences did not emerge among teachers. It should be noted, however, that the teacher sample was limited in size and unbalanced in terms of sex distribution, with more females than males in line with the national school statistics (Ministero della Pubblica Istruzione, 2020). Consequently, these factors might have affected the results and prevented the replication of findings observed among adolescents and parents. Overall, more research is needed to clarify the role of sex in influencing individuals' attitudes toward ethnic minority groups.

Interestingly, the ethnic background also played a role in differentiating parents' levels of inclusiveness. Specifically, being from the majority group was associated with less positive attitudes toward integration. A possible explanation for this difference might be linked to the majority group members' perception of ethnic minorities. In line with the competition theory (Quillian, 1995; Semyonov et al., 2006), ethnic majority individuals tend to perceive members of the minority group as a threat to the economic and political systems, especially when they are highly present in a social context with high rates of unemployment (Hjerm, 2009; Markaki & Longhi, 2013). Consequently, these perceptions could also promote less favorable attitudes toward their integration within society, endorsing policies that limit the rights and opportunities granted to the ethnic minority (Gregurović, 2021).

Migrants' Integration Policies Within Families and Across Generational Groups

The second goal of the present study was to examine similarities and differences across the generations of adolescents, parents, and teachers. Are young people more inclusive than their elders? Overall, this study provided a nuanced pattern of differences. First, adolescents reported more positive attitudes toward the integration policies than their parents. The dyadic analyses also confirmed these results, according to which adolescents reported more positive attitudes toward integration policies compared to their mothers and fathers. While these findings point out differences within-family members, in line with generational theories' assumptions (Howe & Strauss, 2000; Strauss & Howe, 1991), it should be noted that they were characterized by small-to-moderate effect sizes, thus

highlighting that intergenerational transmission processes are still operating (for a review, see Degner & Dalege, 2013).

Second, differences emerge also in the adolescents–teacher comparison but in the opposite direction, with the latter found to overcome the former in their attitudes toward integration policies and to be the most inclusive group of participants in the current study. Taken together, these findings underline that comparing adolescents with the older generations is not clear-cut but depends on the target group. Notably, adolescents develop their social attitudes in interaction with the different models provided by their main socialization contexts (i.e., family and school). In this vein, teachers, as the group with the most positive attitudes toward integration policies, can be regarded as crucial social agents able to promote inclusiveness and openness to diversity. This is in line with prior research highlighting how teachers endorsing cultural pluralism and treating students equally regardless of their ethnic background can create an educational environment where youth can engage in more positive intergroup relations (Juang & Schachner, 2020; Karataş et al., 2023).

Theoretical and Practical Implication

The current study has important theoretical implications. We developed a novel instrument (i.e., the AMIP scale) to investigate majority and minority members' attitudes toward different policy areas (based on the MIPEX; Solano & Huddleston, 2020) aimed at integrating people with a migrant background. Understanding the majority's point of view will enable future research to delve into possible inconsistencies between their perceptions (i.e., how important they consider these factors) and their concrete behaviors (i.e., what they do to facilitate the implementation of these policies). Additionally, considering the minority perspective would shed light on other discrepancies between how much these policies are essential for themselves and how much they perceive that society promotes them. Exploring these perspectives and discrepancies align with the importance of considering individuals' actual behaviors and preferences (Navas et al., 2007) and would provide valuable insights to deepen the dynamics that drive the integration process.

Beyond the theoretical aspects, this study also has important practical implications. An instrument able to capture individuals' attitudes toward different integration policies could serve as a social thermometer to guide politicians and administrators in choosing which policies could be developed or strengthened, knowing citizens' perspectives. Simultaneously, identifying potential disparities between citizens' perceived importance of specific policies and their actual implementation could serve as a driver for addressing these gaps and ensuring that government decisions align with public priorities. Finally, instruments that assess individuals' attitudes toward integration policies, as the AMIP scale does, could raise awareness of the importance of promoting social contexts characterized by cohesion (Nolan & Whelan, 2014) and well-being (Berry & Hou, 2017).

Strengths, Limitations, and Directions for Future Research

This set of studies should be considered in light of both their strengths and limitations, which suggest future research directions. First, this contribution provided systematic evidence that the AMIP scale can be used to assess the attitudes toward policies aimed at the integration of people with a migrant background at the individual

level. However, since the scale was developed and tested in the Italian context only, future studies could benefit from examining its psychometric proprieties across different cultural contexts. Furthermore, the present research gives us a more complex picture of how different generational groups (i.e., adolescents and adults) and different model agents (i.e., parents and teachers) from two main social contexts (i.e., family and school) differ in their attitudes toward integration policies. However, these differences emerged from one-time comparisons, which did not allow us to study the influences at play. Thus, future longitudinal research with an interactional approach would help understand the development of these attitudes over time and the possible reciprocal influences between adolescents and their elders, clarifying which adult model has the most substantial impact on youth. Finally, this research included both the majority and minority groups' perspectives. However, the number of ethnic minority participants was limited, and we could not account for the heterogeneity of the various migrant backgrounds (for instance, differentiating between European and non-European migrants). Thus, more studies are needed with a larger and more representative sample of people with a migrant background, also considering their migration history and how this aspect can influence their perspective toward integration policies.

Conclusion

The current study aimed at understanding whether attitudes toward policies in favor of the integration of people with a migrant background differ within generations (e.g., ethnic majority and minority groups), within families (e.g., adolescents vs. mothers), and across generational groups (i.e., adolescents, parents, and teachers). To achieve these goals, we developed and tested the psychometrics proprieties and convergent validity of the AMIP scale. Assessing individuals' scores on the AMIP scale, we identified significant heterogeneity within each group examined. Specifically, we found significant differences within the adolescent sample based on sex and school track but not on age groups and ethnic background. At the same time, parents, but not teachers, displayed differences related to their sex and ethnic background. Comparisons within families and across generational groups highlighted that adolescents reported more positive attitudes toward integration policies compared to their parents. At the same time, teachers showed higher positive attitudes than both the adolescent and parent samples, emerging as the most inclusive groups in the current study.

Overall, adolescents appear as a group in between, with their parents and teachers on the opposite sides of a continuum toward the integration of people with a migrant background. Would youth choose to endorse the approach of one or the other modeling agent, or would they set a new direction of their own? Future studies could benefit from adopting a longitudinal design to unravel the reciprocal influences at play.

Constraints on Generality

This study was conducted with two different samples from the Italian context. In Study 1, a smaller sample of adolescents (from a single high school) and adults (i.e., parents and teachers) from the northeast of Italy, in the region Trentino-Alto Adige, was selected to explore the validity of a new scale assessing individuals' attitudes toward integration policies. This sample of adolescents, their parents, and teachers for the pilot study was drawn from one large school that

comprised different tracks (e.g., academic-oriented, vocational), thus leading to a highly heterogeneous school context. Additionally, a larger sample of adolescents, their parents, and their teachers from the northeast of Italy, in the region Emilia-Romagna, was selected to examine differences among their attitudes toward these policies. The choice of the Italian context is closely related to the study's purpose. Italy has been considered one of the major immigrants destination countries in Europe (United Nations, 2019), with more than six million migrants from various countries, mainly Eastern Europe (e.g., Romania, Albania, and Ukraine), North Africa (e.g., Morocco), and Asia (e.g., China). In particular, for this study, we focus on the Northern part of Italy, given the higher concentration of students with a migrant background in this area (65.3%) compared to central (22.2%) and southern Italy (12.5%; Ministero della Pubblica Istruzione, 2020). Moreover, the larger sample of adolescents for Study 2 was selected within the context of Emilia-Romagna since it represents the Italian region with the highest percentage of students with a migrant background (17.1% of the total number of students vs. a national average of 10.3%; Ministero della Pubblica Istruzione, 2020). In addition, to increase the representativeness, it was used a stratified sampling approach considering the three different school tracks (i.e., vocational, technical, and lyceum) characterizing the Italian school system and the urbanization level of the area where the schools are located (i.e., densely populated areas, intermediate-density areas, and thinly populated areas; ISTAT, 2020). We believe the results will be reproducible with adolescents and adults from similar subject pools serving as participants. However, some constraints also limit the generalizability of the current results. First, given the small number of teachers for Study 1, we could not analyze the results separately from those of parents as we did in Study 2. Moreover, the results might differ in less multicultural and heterogeneous contexts. Thus, future studies could also consider how the contexts' ethnic composition influences attitudes toward integration policies. Finally, considering that the political climate influences these attitudes and a new national government was elected after the end of the data collection, future results may differ from those observed in this study.

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(Appendix follows)

Appendix

Complete List of Items of the AMIP Scale

Item number	English	Italian
	<i>Please rate how important it is that Italian national programs support policies to foster...</i>	<i>Indica quanto ritieni importante che i programmi nazionali italiani sostengano politiche per favorire...</i>
Item 1	Labor market mobility (e.g., immediate access to labor market, training courses, recognition of academic qualifications)	la mobilità nel mondo del lavoro (per esempio, accesso immediato al mondo del lavoro, corsi di formazione, riconoscimento delle qualifiche accademiche)
Item 2	Family reunion (e.g., accommodation, residence period)	il ricongiungimento familiare (per esempio, alloggi, permessi di soggiorno)
Item 3	Education (e.g., access to various education levels, educational guidance, provision of support to learn the language)	l'educazione (per esempio, accesso a vari livelli di educazione, supporto educativo, assistenza per l'apprendimento della lingua)
Item 4	Health (e.g., health entitlement, information concerning health services)	la salute (per esempio, diritto all'assistenza sanitaria, informazioni riguardo ai servizi alla salute)
Item 5	Political participation (e.g., right to vote, membership in political parties)	la partecipazione politica (per esempio, diritto al voto, possibilità di iscrizione a partiti politici)
Item 6	Permanent residency (e.g., economic resources, renewable permit)	la residenza permanente (per esempio, risorse economiche, permessi rinnovabili)
Item 7	Access to Italian nationality (e.g., citizenship for immigrant children, dual nationality for first-generation, naturalization requirements)	l'accesso alla cittadinanza italiana (per esempio, cittadinanza per bambini immigrati, doppia cittadinanza per immigrati di prima generazione, requisiti per la naturalizzazione)
Item 8	Antidiscrimination (e.g., laws against discrimination, social protection)	il contrasto della discriminazione (per esempio, leggi contro la discriminazione, protezione sociale)
Response scale	1 = <i>not at all important</i> 2 = <i>a little important</i> 3 = <i>quite important</i> 4 = <i>very important</i> 5 = <i>absolutely important</i>	1 = <i>per niente importante</i> 2 = <i>poco importante</i> 3 = <i>abbastanza importante</i> 4 = <i>molto importante</i> 5 = <i>del tutto importante</i>

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