

DIST – Digital Integration Story Telling
Analyses of National Migration/Integration in Italy

1. The School system in Italy: numbers, typology, distribution

ITALIAN EDUCATIONAL SYSTEM

In Italy, the education and training system is organized according to the principles of subsidiarity and the autonomy of educational institutions. The State has the exclusive legislative competence regarding the "general rules on education", and the determination of the essential levels of the services that must be guaranteed throughout the national territory and the fundamental principles that the Regions must respect in the exercise of their competences. . The Regions have concurrent legislative power in the field of education, and exclusive in the field of vocational education and training. The schools have didactic, organizational and research autonomy, experimentation and development. The educational system is currently organized as follows: kindergarten for children aged 3 to 6; first cycle of education, with a total duration of 8 years, divided into primary school (5 years) for children aged 6 to 11; or first level secondary school (3 years duration) for pupils aged 11 to 14; second cycle of education consisting of two types of courses: o Second level secondary school of state competence, lasting 5 years, addressed to pupils aged 14 to 19. High schools, technical institutes and professional institutes belong to this path; o three-year and four-year vocational education and training (VET) courses of regional competence, aimed at young people who have completed the first cycle of education. Post-secondary non-tertiary education and training offering two different paths: post-qualification and post-diploma courses; IFTS higher education and technical training. Higher education offered by universities and by high artistic and musical education (Afam). Higher education is organized in first, second and third cycle paths, based on the structure of the Bologna Process. The compulsory education lasts 10 years, from 6 to 16 years of age, and includes the eight years of the first cycle of education and the first two years of the second cycle (Ministerial Decree 139/2007). After completing the first cycle of education, the last two years of obligation (from 14 to 16 years of age), can be completed in secondary school, of State competence (high schools, technical institutes and professional institutes), or in vocational education and training pathways of regional competence (law 133/2008). Furthermore, all young people must respect the right / duty of education and training for at least 12 years or, in any case, until the achievement of a three-year professional qualification by the age of 18 (law 53/2003). Finally, the young people of 15 years can fulfill the last year of compulsory education also through the apprenticeship contract, provided the necessary agreement between Regions, Ministry of Labor, Ministry of Education and social partners (Law 183/2010). April 2013 April 2013 The educational obligation refers both to enrollment and to the frequency of education levels included in the obligation, which can be fulfilled in state schools or in private schools, but also through family education or in schools not equal, subject to certain conditions; in the vocational education and training paths of regional competence, the obligation (last two years) is fulfilled at the appropriate training agencies. The parents of the pupils, or whoever takes their place, are responsible for the fulfillment of their children's education obligations, while supervision of the fulfillment of the obligation is provided by the residing Municipalities and the school administrators of the schools in which the children are enrolled. students. At the end of the period of compulsory education, in case of non-continuation of the scholastic path, the student is given a declaration certifying the fulfillment

of the education obligation as well as the acquired skills, which constitute training credit for the purpose of obtaining the qualification professional. After passing the final state examination of upper secondary education, access to tertiary education courses (universities and Afam). The specific admission conditions fall within the competence of the Ministry of Education, University and Research (MIUR) and / or of the individual institutions of the university sector and of the Afam sector. The three-year professional qualification or the four-year professional diploma, obtained in the regional vocational education and training courses, allow access to the so-called 'second level' professional or post-qualification / post-diploma courses, which can also be accessed after graduation of upper secondary education. With the same diploma you can also take courses in higher education and technical training (IFTS).

2. The state of migratory phenomena in Italy

The last twenty years have been decisive for the migration history in our country: foreigners have in fact gone from 500 thousand to 5 million, definitely marking the transformation of Italy from a country of emigration to a country of immigration. There is a specific reason: Italy is placed in a European context that has seen a steady growth in the presence of foreigners over the last twenty years, growth that has mainly involved the Mediterranean countries, about which the public discourse is always focused on the issue of irregular immigration. In this regard it is interesting to note that, in the early nineties of the last century, foreigners who regularly and irregularly resided in our country were substantially in numerical parity. The strong growth of the foreign presence that has characterized Italy since 1995, however, has marked a huge increase in citizens regularly residing while the share of irregular citizens has remained stable over time, characterized by a wavering trend of growth and degrowth at correspondence of the great sanatoria that have marked these years. Up to the first half of the nineties it is possible to find a numerical balance even in the presence of men and women; in fact, it has only been since 1995 that flows are characterized by the increase in male immigration, and then returned to equilibrium in the first years of the millennium and make it possible to overcome women over men since 2009 (thanks to the ever-increasing request of "carers" but also the stabilization of the migration phenomenon and the consequent increase in family reunification). As far as the nationality of origin is concerned, until the early nineties there was a certain heterogeneity of presence, with the only significant incidence related to the Moroccans. At the end of the 1990s, the Albanian presence was joined by the Albanian presence which, in the course of five years, increased by 200% to become, in 2003, the first nationality in quantitative terms. A further turning point is realized starting from 2007 when, following the entry of Romania into the EU, the high number of foreigners coming from this country grows by more than 300% in five years, thus exceeding the Albanian ones. Today, overall, Romanian, Albanian and Moroccan are more than 40% of foreigners in Italy. The migration phenomenon has undergone a significant evolution over the past twenty years. First indicator of this change is, first of all, the growth of foreign families. This is confirmed by the fact that between 1993 and 2013, the nuclei composed of at least four people grew by 864%. The growth of foreign children is accompanied, necessarily, by the increase in the number of foreign minors. At the beginning of the nineties of last century, in fact, these were little more than 100 thousand but they have been growing, tripling in 2001 (323 thousand), still almost doubling between 2001 and 2006 (627 thousand), up to challenge quota 1 one million in 2013 (995 thousand). Added to this are foreigners born in Italy, tenfold in the last 20 years (from 61 thousand to 648 thousand). The increase in the presence of foreign minors, as is easily imagined, has also changed the face of the Italian school. In fact,

in the early nineties, pupils with non-Italian citizenship were few (in the 1991/1992 school year there were in fact just under 26,000). Starting from 2000, the surveys begin to signal a significant presence: 147 thousand in 2000, 300 thousand in 2003, over 600 thousand in 2008 up to 786 thousand students with non-Italian citizenship in 2013. From the demographic point of view it is important to dwell on other two aspects of migration typical of our country: internal migrations and emigration. In fact, Italy, considered a young country from the point of view of immigration, has long been a protagonist both for large emigration and for internal migration. Today it can be said that these three aspects (immigration, emigration and internal migration) coexist. As far as internal migrations are concerned, this phenomenon, which has reached its peak in the sixties and seventies, is still alive. Regions with positive attractiveness indices (ie where the ratio between canceled and registered with the registry office is positive) continue to be those of the North: Trentino has seen its attractiveness grow over the years, while Lombardy has remained stable while Veneto and Emilia Romagna have seen their values diminish above all in the last ten years. On the other hand, the South maintains negative attractiveness indices, with Campania in the lead. With regard to Italian citizens residing abroad, ie the phenomenon of emigration, there was a decline between 1990 and 2000, while in the following decade there was a recovery.

3. What are currently relevant migrant groups (at school)?

The ministerial reports on pupils with non-Italian citizenship (cni), published periodically over the last twenty years, document that the foreign presence in the Italian school has grown rapidly and exponentially, especially in the last decade. Suffice it to say that if in the 1992/93 school year there were just over 30 thousand, 0.3% of the total, in the 2013/14 school year there were 802.785, or 9% of the total school population, 16.155 more than the previous year (according to data made available by MIUR on 10/27/2014) in which there were 786.630. In a few years Italy has reached the levels of presence of countries with the oldest immigration traditions: without the contribution of foreigners, the number of members in Italian schools would have been downsized over the last two decades.

From 2008/09 to today, however, there has been a slowdown in growth and this highlights the transition of Italy to a phase of greater stabilization of migratory flows in schools. This suggests that the school population could be significantly reduced in the near future.

4. Where do they come from?

The distribution of foreigners in the various school cycles increasingly reflects that of the overall school population. Between 1992/93 and 2013/14 foreign students who have grown the most in absolute values are in primary schools (going from 15.025 to 283.233, with an incidence of 10%), followed by second-degree secondary school leavers. 4,090 to 182,181 foreign students, with an incidence of 6.8%), and first-degree students passing from 6,320 to 169,780, with an incidence of 9.6%) and finally to kindergartens, passing from 6,202 to 167,591, with an incidence of 10.1%). The analysis of the percentage distribution of foreign students in the different scholastic levels in the last twenty years shows two important transformations: on the one hand there was the relative loss of relevance of foreigners in primary school, which received 47.4% in 1992/93 of total foreign students and 35.3% in 2013/14; on the other hand, the strong expansion of this group in secondary schools has been observed (13.1% in 1992/93 and 22.7% in 2013/14), following the growth of the second generations within the Italian school system, as well as the arrival of preadolescent and

adolescents for family reunification. From 2012/13 the distribution of foreign pupils reflects more that of the overall school population: more numerous in the five-year courses (primary and secondary second-grade), less in the three years of first grade secondary and in kindergartens. This shows that Italy is moving into a more mature and stable migration cycle, increasingly similar in the distribution of presences to Italian pupils. The increase in attendance is increasingly due to foreign students born in Italy. If in the first decade the increase in foreigners was mainly due to the entry into schools of children born abroad, more recently the growth is linked to the expansion of the group of pupils born in Italy from immigrant parents. From the first survey of this data (2007/08), foreign pupils born in Italy have more than doubled from 199.119 units of the 2007/08 school year to 415.182 units in 2013/14, the year in which they represent the majority of pupils foreigners (51.7% of the total).

They express educational needs and needs differentiated from the first generations and require new answers at the educational level, as well as re-proposing the knot of granting citizenship to the children of immigrants who are born, grow up and study in Italy. The group that has grown the most is that of primary school (+92.894 arriving to 182.315 pupils in the year 2013/2014, 64.4% of foreign children attending this school order) and then childhood (+61.626, reaching 140.739 84% of foreigners). In parallel, foreign students born abroad have decreased: from the school year 2007/08 to 2013/14 they have halved, representing 4.9% of pupils with non-Italian citizenship, ie 30.825 students. The extreme diversification of origins has always been a distinctive aspect of foreigners in the Italian school system: there are 196 citizenships, which have made people talk about the "world at school".

This aspect has created considerable complications in the management of the plurality of linguistic and cultural differences. The most numerous citizenships, since 2007/08, are always the same: Romania (154.605 foreign students, + 150 thousand since 1995/96), Albania (107.862, + 100 thousand), Morocco (101.167, + 93 thousand), China (39.204, + 36 thousand). Over time there is an unevenness of results between Italians and foreigners, with foreigners having less academic success in the different schools' orders, especially in second grade secondary schools. However, in the period considered (2002/03 - 2012/13), the difference between foreigners and Italians in promotion rates has been reduced: in a decade it has passed (though always against foreigners) in primary schools from -4.3 % to -1.9%, in junior high school from -8.6% to -6.1%, in secondary school from -13.1% to -10.8%. Even foreign students who are late in school have progressively decreased, even if the problem still exists: in the year 2013/14 almost half of foreign students in secondary schools in the first degree (41.5%) and even three fifth of secondary school students (65.1%). This phenomenon, not only due to repetition, seems to depend on the relegation in lower classes at the time of the first insertion of births abroad, the irregular careers of the first generations and the problems of the transition from one school system to another. A situation that should improve thanks to the increase in second-generation students who attend Italian schools since childhood.

5. How to deal with integration at school...

On 19 February 2014, the Ministry of Education issued the "new guidelines for the reception and integration of foreign students", in which pupils with non-Italian citizenship are recognized as an opportunity for change for the entire school. In reality, young people of immigrant origin suffer from a specific school vulnerability, especially if they are first generation, signaling for worse performance than the native population, greater probability of early leaving of the education / training path, higher risks of becoming Neet (Not in Education, Employment or Training): they represent a new weak band, at risk of school failure, similar to those with low status. In this sense, immigration can be considered a "mirror" of the critical points of our school system, in which there is the risk of not guaranteeing equal opportunities to all disadvantaged students, be they Italians or foreigners. The term "INTEGRATION" means the bilateral process of reciprocal adaptation of the immigrant and the residents of a State, which has as its guiding idea the promotion of a society free of discrimination and able to guarantee respect for the fundamental human rights . Integration policies are designed to facilitate this process, facilitating it and fighting difficulties and obstacles.

There is also a need to reconsider the topic of integration. The choice of the Turco-Napolitano to focus on equality of rights must remain firm. However, social tensions and objective shortcomings require first of all to rethink the architecture of the social state in some of its aspects because, otherwise, equality of rights could mean in concrete equal dissatisfaction with primary needs and exasperation of conflicts between natives and immigrants. Speaking of integration there is then, beyond the equality of rights, the node of ad hoc interventions in favor of migrants. For asylum seekers, effective paths of good social integration remain to be defined, taking into account the difficulties of people who have arrived without a real migration project, with dramatic experiences behind them. More generally, and in particular for foreign workers and their family members, it will also be necessary to reconsider the specific path of social integration designed by the Security Package with the provision of the integration contract.

6. Inclusion into the educational system and language problems

The experience in these first years of using the tool has been quite positive, especially as regards the language courses that actually gave the migrants something they would otherwise have missed. However, comparing the Italian model with the German one, we see in our relative poverty of resources and ambitions, evident even considering the differences with respect to the other as to the number of hours of the planned language courses and the expected levels of competence. The challenge for the coming years is to "take seriously" the idea of the integration contract by enriching the paths also with the involvement of business organizations that should be far-sighted enough to understand the importance of investing in the training of migrants.

7. Are there groups of second/third generation migrants groups still facing integrational thresholds?

In the report "Integration: Knowing, Measuring, Evaluating", ISTAT certifies that 89.2% of the teachers of the first level schools that have had immigrant students say they have found linguistic deficiencies in boys, 77.7% difficulty of learning and 42.2% behavior problems.

Introduced the 21st March in Rome at the National Research Center (Cnr) the Istat research on the scholastic and social integration of the second generations in Italy. An investigation co-financed by the European Union and the Ministry of the Interior, in collaboration with the Ministry of Education, University and Research (Miur), which shows us an updated mapping of the young generations of immigrant children: who was born in Italy he feels Italian.

How many? How many born in Italy? How do they go to school and which friends attend migrant children who live in the country today? It is a theme, that of "second" generations (that is, minors who have foreign citizenship and live in Italy) who have been paying attention for a long time: from politics, school and society. Only a few months ago the first partial revision of the Italian "ius sanguinis", now "temperate", in the strenuous tension towards a greater integration of this generation, forced even if born in Italy, to renew, to give just one example, year after year, the residence permit until reaching the age of majority.

The ISTAT research, promoted with the European Union, the Ministry of the Interior and in collaboration with the Ministry of Education, University and Research (Miur), finally delivers updated data on which to reason. 1427 secondary schools (first and second degree) were taken as a sample on the whole national territory with at least 5 foreign students. As provided for by Italian law, children born in Italy from foreign parents were considered foreigners (as they do not have Italian citizenship); those born abroad, and who have acquired Italian citizenship, were naturally considered Italian.

Let's see some significant data: the enrollments in secondary schools are in Italy 148 thousand (first degree) and 157 thousand (second degree). On the total of the school population we speak of an incidence of 9.2%. Children and children born in Italy (30.4%), arrived in Italy before 6 years (23.5%), between 6 and 10 years (26.2%), aged 11 or over (19 , 9%). Just under half of pupils born abroad are placed in the class corresponding to their age; almost 40% instead is registered in the previous class. Just under one in three states that they had to repeat one or more school years, while those born in Italy have a share of repeating close to the national average of Italians (around 15%).

The school trend? Half a point less, average, in Italian and mathematics (secondary schools) for foreign students, with the necessary exceptions: for example, Chinese boys have higher than average grades in mathematics. And when does the bell ring? 21.6% of foreign students from secondary schools in the first degree state that they do not attend schoolmates, against 9.3% of Italian students. 13.8% of foreign students declare that they only attend foreign students, Italian nationals or citizens with different nationalities from their own.

To the question: do you feel Italian? 38% answered yes; 33% feel foreign and 29% prefer not to respond. Almost 53% of the boys arrived after the age of 10 and feel like a foreigner, compared to 17% who say they feel Italian. Among those born in Italy the percentage is reversed: 23.7% feel foreign, while 47.5% feel Italian.

Teachers and school managers have also been interviewed in the field of research, and there is a greater awareness of the need to plan suitable strategies for a positive inclusion of foreign students compared to the past (73.1% of managers). Among the teachers, 20.6% believe that the level of integration is excellent and 70.7% is good. The increase in the number of foreign students in the school is positively viewed by 74.4% of the teachers. The problematic aspects highlighted are the linguistic difficulties (evidenced by 89.2% of secondary school teachers).

The future: almost half of both foreigners and Italians see their future in a foreign state and not in Italy (46.5% of foreigners, 42.6% Italians). Regardless of citizenship, the country that

most attracts young people is the United States of America (31.9% among Italians, 30.1% among foreigners); follow United Kingdom and Germany.

8. Other Integrational Thresholds: further groups that are systematically discussed concerning their integration at school “Marcella Delle Donne (Sociologist)”

Separated and far from the school complexes, school-age Roma minors are taken every morning by minibuses run by cooperatives financed by the public body. Not everyone goes to school and there are many absences. At school, Roma children usually arrive late. Reception in the classroom is disturbing and marginalized. Even the safest live in discomfort. During recreation, Roma children are isolated from other children, their sense of strangeness is strong. They often cry, they are afraid of social workers, they think they take them away (which is not uncommon).

From the point of view of learning, they have difficulty with the Italian language. Due to the lack of space and light in the homes of the camps, the notebooks are left in school, so even the quickest accumulate a gap in learning with Italian pupils. To avoid failures in primary schools, Roma pupils are promoted with minimum levels of literacy. In middle school it is a disaster. The gap becomes insurmountable. The difficulty of understanding the formalized language of lectures and textbooks determines the decimation of the presences of male schoolchildren, while the females already in marriageable age are lost. The boys who continue the school, become accustomed to school margins, waiting to go to the CTP evening schools before the age of eighteen, tolerated because they are Roma. The CTPs organize education courses for immigrants. Racial conflicts arise between immigrants and Roma. The admixture with Africans, for example, makes Roma hostile ("the niggers suck"); while Africans consider the Roma, "dirty Gypsies". Very often this conflict leads to scholastic abandonment by the Roma.

The field, as a self-referencing and separate microcosm, re-engulfs them, closes them the possibility of opening up to innovative experiences and leads to the assumption of repetitive models, often conjugated with crime. The hypothesis for which the field is functional to generate a conspiratorial life for illegal activities is not peregrine.

Public sphere and civil society: difficulty of inclusion. Regarding the processes of integration and inclusion in the majority society, despite the declarations of goodwill by public institutions urged by the European Union (see the National Strategy for Inclusion of Roma, Sinti and Travelers), the approach has not yet been overcome. to the so-called "nomad emergency" from a security point of view. It is sufficient to consider the acceleration of evictions without providing alternatives worthy of a civil society.

The nomad camp. In order to understand the situation of minors, the habits and lifestyles of the Roma population, we must start from the context in which the Roma population is or is forced to live: the so-called "nomad camps", although the Roma are permanent for decades. The field is a concluded and closed microcosm, a total self-referential social system. Self-referentiality is maintained and accentuated by the fact that the fields are separate, far from the majority society, both in a social and urban sense. The segregation in confined and controlled areas make ghettos degraded, where the inhabitants are discriminated on an ethnic basis and in this mode they are filed with photos and digital impressions extended to children

aged fourteen, not infrequently to the youngest, through police systems designed for the organized crime. Here is a testimony of a Roma from a camp in Milan: "They arrived at half past five, they surrounded the camp, they lit it with photoelectric cells, they came home by house, caravan for caravans, they let us out, they threw us out, photographed the houses and then our documents. They finished around half past seven. I believe that everyone should know and understand what is happening: I am Italian, I am a Christian and I have been registered according to my race. "(From Sons of the" fields "Ass. 21st July, 2014)

Now we must ask ourselves what perception can children have, if not fear, a sense of powerlessness, estrangement and hostility towards the world of the majority society? If we look at life in the "fields", it surprises those who enter, the intensity of the relational life among the inhabitants. In fact, there is no clear distinction between the private sphere and the social sphere in Romany culture and ways of life. In the fields, participation in the various activities of everyday life is intense, most of which are carried out in the open air. starting with the preparation of meals; also for the anguish of the interior living spaces: caravans, continents and barracks. Children perceived as the greatest wealth, live together in a community area, (although degraded and infested by rats), free to roam the fields where they are considered children of all. If the parents go to jail, the children are assisted by other families.

The Roma family and the female and male roles. The family is the fundamental cell of the Roma world. By family we mean groupings of family cells belonging to the same group or clan of families (for example Hamidovic, Salimanovic, Rustic, etc.) which also include one hundred and more members inside. The male and female roles are rigid and defined by a culture in which the male is the leader, the guide, the supreme identity. Women are in a subordinate position, have the task of reproduction, the management of children's education, the care and management of household chores. In addition they are required to contribute to the family economy with the mangel, begging, and often theft. The girls from the first years of their life are prepared for the role established by the Roma culture and trained in mangel and other. Marriage is contracted at an early age (usually for both spouses). It is not uncommon for the bride's family, in the marriage contract, often managed by their parents, to receive a fee proportional to the bride's ability to contribute to the family economy (through the mangel). The Roma, when she marries, enters the family clan of her husband and is subjected to the authority of her mother-in-law.

The early age of marriages involves a great prolificity, so much so that in the so-called camps the underage population is numerically greater than the adult population. This is also due to the low life expectancy of the people of the camps, due to the precarious conditions in which they live. Furthermore, on women, I would like to highlight a profound change in the patterns of life, which occurred with the massive entry into Roma camps of Roma populations from Eastern Europe, especially from Romania. Another sacred principle in Rom culture has been broken: the virginity of girls until marriage. Girls who are minors for the adolescent age in which they are married. It is not uncommon to find very young Roma who prostitute themselves. As for the males, these follow the footsteps of adults. Lately, in the impossibility of practicing the traditional jobs such as ramai, canestrari, musicians, jousts, horse traders, etc. and rejected in the works carried out by the majority society, they have invented autonomous activities such as the collection and transportation of iron and markets.

In the collection and transport of iron were prevented because the means of transport was seized due to lack of regulatory permits (in Turin and in Cosenza a compromise was found). The markets, made with recycled products in the collection from the bins, in the emptying of the cellars, were closed because some merchandise were stolen. Now we have to ask ourselves: in the Porta Portese market in Rome, how many retailers offer goods of dubious origin? Yet the Porta Portese market is there every Sunday, as always.

So the Rom remain the illicit activities, such as the use and the drug dealing that was a taboo in the Roma world until the years two thousand; and the thefts perpetrated by children, just to stay under the minors. In this regard, it is important to consider a particular aspect of the legal status of undocumented Roma children. The majority born in Italy or arrived in childhood following the wars in the former Yugoslavia, these minors, today even adults, are without identity, in a condition of non-juridical and social existence. Think of the psychological impact of these minor phantasms, the perception of a self without identity, without depth, without a future. Think of the relational disorientation and the resulting frustration. This condition, all Italian, must be addressed and healed as soon as possible. We are already enormously late.

However, it is the whole system of the legislation on citizenship that is deficient in terms of individual law and in defect with respect to the constitutional dictate. Significant what happened to a refugee from the former Yugoslavia of Roma origin who would have had to take advantage of the protection and assistance on the basis of the Decree Law n. 93 temporary protection. Being without documents and assistance, Sevla (fictitious name), the young Rom ends up in a Roma camp in Florence where she finds hospitality. Surprise to steal is taken to Solliciano prison. Sevla is pregnant, denounces her condition, but is not believed. When she gives birth, in the cell they realize the gravity of the situation. Sevla is urgently taken to the hospital in Florence. Once the umbilical cord has been cut off, the newborn is immediately put up for adoption. It receives the name of Anna Meloni and becomes an Italian citizen.

A Florentine psychologist who deals with the great self-denial of the Roma question, having come to know me, calls me desperate. I put all the energy into making the baby to her mother. A parliamentary interpellation moves the situation. The newborn returns Sevla's daughter. At the same time he loses identity and citizenship and as a ghost follows his mother in prison.

Oral culture and integration difficulties. Regarding the integration of the Roma in the majority society we must consider the specificity of the Rom culture basically oral. Role values and behaviors are transmitted through psychological contagion and direct imitative learning, the more rigid, the more separate, closed and self-referring the context is. It must be taken into account that a substantial part, if not the majority, of the population of the camps is not literate. The experience of volunteer workers in the Roma camps highlights one of the greatest difficulties in the inclusion of the Roma in the majority society. . Oral culture does not include knowing how to read and write. This implies the impossibility of understanding the regulations and, more simply, the written indications, which are at the base of the social system of the majority society. In the offices of local administrations, local health authorities, hospitals, schools, not to mention the courts, the difficulties in communicating the Roma are on the agenda. Not only that, not being able to read makes it difficult for Roma to know how to manage urban place names

The lack of literacy is all the more serious when we consider the very high school mortality of Roma children whose parents do not understand the importance of compulsory schooling.

The educational disadvantage of Roma children emerges from interviews with cultural mediators working in Roma camps in 2014.

9. How are teachers supported to deal with migration/integration?

2016-2019 TEACHER TRAINING PLAN (MIUR)

The profound transformations of Italian society and the challenges to be faced at European and global level impose, today more than ever, a particular attention to the development of cultural, social and human capital which represents the set of fundamental factors to sustain and accelerate the growth of our country.

In this context, the education system is one of the strategic resources on which it is necessary to invest, starting from the school staff. The training of school staff throughout their professional life is a decisive factor for the improvement and innovation of the Italian education system. The growth of the country (and its human capital) requires a quality educational system, which looks to the professional development of school personnel - in line with a renewed initial training - as a strategic objective, of international scope, taken up and enhanced by the Ministry of Education,

Law 107/2015 intervenes to support this policy by proposing a new framework for the professional development of all school operators. In particular, in-service training of teaching staff, “mandatory, permanent and structural” (paragraph 124), is rethought through some innovative steps: a. the principle of mandatory in-service training in a strategic and functional logic for improvement; b. the definition and financing of a three-year national training plan; c. the inclusion, in the three-year plan of the educational offer of each school, of the recognition of training needs and the consequent training actions to be carried out; d. the assignment to the teachers of a personal electronic card for training and cultural consumption; e. recognition of participation in research and documentation of good practices, as criteria for enhancing and encouraging teacher professionalism.

The Staff Training Plan, as an address document adopted by decree of the Minister of Education, University and Research, defines the priorities and financial resources for the three-year period 2016-2019 and outlines, starting from the school year 2016-2017 (considering also the training initiatives started in 2015-2016), a strategic and at the same time operational framework to support a concrete policy for the growth of the school's human and professional capital in a transparent, innovative and effective manner. The Plan, therefore, in addition to guiding the planning of schools and teachers, assumes a function of direction to concretize the training proposals of the central and peripheral Administration, so as to make the training interventions consistent and systematic and create a virtuous synergy between choices possible and available resources. It therefore represents a renewed institutional framework of in-service training, and not a simple set of administrative or management requirements. In-service training becomes a "continuous learning environment", ie a system of opportunities for growth and professional development for the entire school community. The professional growth of the personnel, the active participation in the cultural debate and the concrete contribution to the innovation and the qualification of the educational system and therefore of the Country system, represent as many conditions to return a renewed social credibility to those who work in the school world.

The Plan is immediately implementable: it concretely directs the actions and the relative resources made available by the various General Directorates of the Ministry starting from its publication.

Ethnic, cultural and religious diversity is registered in our society: for the students and students of the school system who experience it as a condition of minority and potential marginalization, the presence of teachers able to understand them and make diversity an extraordinary educational opportunity is essential. It is precisely the diversity of diversity, therefore, that requires a concentration of resources and commitment to ensure that teachers who want to acquire adequate knowledge to deal with a palette of situations with infinite combinations find suitable opportunities and tools. In fact, Italy has an already vast professional heritage: but no one is unaware that the challenge to prevent violent and ideological degenerations commonly referred to as "radicalization" is played out (and lost, as other countries show). For this reason we need an acquisition of the specific competences of education to interculturality, an ability to give access to the language and to our national culture which is by nature a welcoming and unifying factor, and to multiply the opportunities to acquire specialized skills in the matter of religious pluralism, respect for affectivity, isodidactic rights and empowerment.

The integration of foreign pupils and intercultural dialogue The quality and results of school integration of students with foreign backgrounds largely depend on the professional skills of teachers and managers of multicultural schools. Twenty years and more of educational and organizational experiments, reflections on the actions carried out and their results have developed a professional heritage and good practices that must be used to make the school system an "expert system" in the educational integration of foreign students, in intercultural education and in the development of "global citizenship" skills. Teacher training should not be exclusively specialist, but also looks at the issues of intercultural education and global citizenship, supports the richness and effectiveness of relations between schools and foreign families, develops sensitivity and professional awareness regarding reception, peer education, education and professional orientation. The main fields of interest are:

The specialist language teaching skills necessary to teach Italian to students, even those born in Italy, who have a different mother tongue, not only as a linguistic first aid but correlated with the enhancement of identity, the culture of belonging, the relationships between cultures, of the comparison of values.

- the development of skills for all teachers in the team in order to jointly manage the "personalized educational plans". This means knowing how to co-decide the adaptation of curricula according to the levels and progress of students' linguistic skills, identifying the indispensable disciplinary objectives and also the possible alternative tools to achieve them.
- The evaluation must be carried out by seeking a balance between the need for teachers to adopt evaluation criteria that take into account the "necessary adaptation" of the school career and the importance of ensuring consistent assessment paths for all.
- The development of cultural sensitivity and specific knowledge that can promote intercultural education and global citizenship can be supported through: the coexistence of multiple languages, the use of vehicular languages to facilitate communication, enhancement of the contribution identity of the "heritage" languages, the creation of active occasions for cultural exchange.

- The development of the knowledge and history of cultures through the creation of an awareness of scientific, philosophical, artistic and doctrinal exchanges and the accumulation within the school system of a larger plurilingual and pluricultural capital.
- The historical-religious competences necessary to understand each of the great communities of faiths, their history, the history of their relationships and systems of expression of freedom in the different historical-political contexts, which allow to have a discreet number in each territorial area of teachers with adequate training in the multi-religious landscape;
- The development of critical thinking, of dialogue (intercultural and interreligious) of respect and mutual understanding, fundamental to counter intolerance and extremism.

At the same time, the head teacher, in his function of promoting constitutionally protected rights, has the task of guaranteeing the quality of the integration of all the students on the organizational and administrative level. The main fields of training are: the acquisition of legal and administrative skills, organizational and teaching skills, the ability to build positive relationships with foreign families and students, the coordination and interaction of schools with local authorities, the self-assessment of intercultural processes as a strategy for reflection and improvement. Citizenship skills, in a broad sense. In a broader sense, the definition of conscious citizenship, both from a territorial point of view and in its necessary global interpretation, must be increasingly inclusive of all the dimensions of citizenship: not only of the cultural integration or education in the rule of law, but also the care of common goods, environmental and food education, correct lifestyles, gender equality, dialogue (intercultural and interreligious), "scientific citizenship", the migration and media literacy. The end point of this approach is an inclusive and modern idea of global citizenship.

10. Are there websites with specific information

www.interno.gov.it/it/temi/immigrazione-e-asilo

www.portaleimmigrazione.it

www.istat.it/it/immigrati

www.secondegenerazioni.it

www.integrazionemigranti.gov.it

<https://www.oecd.org/education/Helping-immigrant-students-to-succeed-at-school-and-beyond.pdf>

<https://www.miur.gov.it/>