

ITALY

Participating institution	Pedagogical coordinator(s)	Written on
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Number of allophone pupils

Nationwide	<p>Share of non-national population on January 1, 2022 (data source: ISTAT)</p> <p>Total: 5,030,716/58,983,000 total overall population</p> <p>On January 1, 2022, 5,030,716 non-nationals were resident in Italy, representing 8.5% of the resident population. The largest foreign community comes from Romania, with 21.5% of all foreigners present in the country, followed by Morocco (8.4%) and Albania (8.3%).</p> <p>Other main countries of origin: China, Ukraine, India, Bangladesh, Philippines, Egypt, Pakistan, Nigeria, Moldavia, Senegal, Sri Lanka, Tunisia.</p> <p>On July 29, 2022, students of non-Italian nationality numbered 865,388 (of whom 577,071 were born in Italy), representing 11.5% of the total number of students. Students of Italian nationality on July 29, 2022 numbered 7,497,903. Number of Italian students compared to the number of foreign students: 8.7 (source: MIUR - Ministry of Education).</p> <p>The number of students arriving from other countries as part of a family reunification program has been steadily declining over the past few years. These are mainly pre-teens and teenagers who find themselves in a non-Italian-speaking situation at secondary school. In the 2019/20 school year, they numbered almost 23,000, or 2.6% of the total number of pupils with an immigrant background (source: Alunni con cittadinanza non italiana, MIUR, 2021).</p> <p>The territorial distribution shows that, in numerical terms, newly arrived students are more present in certain central-northern regions, such as Lombardy (5,713), Emilia-Romagna (3,025), Tuscany (2,411) and Lazio (1,928). However, if we examine their impact on the total number of non-nationals, the highest index values are recorded in Sicily (6.1%), Sardinia (5.7%), Valle d'Aosta (5.0%), Campania (4.9%), Puglia (4.5%) and Basilicata (4.3%). In these regions, it is also evident that the presence of newcomer students is relatively higher in lower and upper secondary education. This can be explained by the large number of recent immigrants and unaccompanied minors in this group, most of whom arrived by sea and are therefore concentrated in areas close to the coast.</p>
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At regional level of the participating institution	<p>In the Basilicata region, there were 72,440 pupils of Italian nationality on July 29, 2022. Pupils of non-Italian nationality numbered 3,117 (of whom 1,358 were born in Italy).</p> <p>This figure breaks down as follows: 579 were enrolled in nursery school (18.6%), 982 in elementary school (31.5%), 578 in lower secondary school (18.6%) and 976 in upper secondary school (31.3%).</p> <p>In terms of origin, the national trend is confirmed: the most represented nationalities in the region are Romanian, Albanian, Moroccan, Chinese and Indian. Pupils of non-Italian nationalities represent 4.3% of the total number of pupils. Italian students out of foreign students: 23.2 (source: MIUR).</p>
NOTES	Allophones are students for whom Italian is not their first or dominant language, regardless of their nationality.

Schooling arrangements for allophone pupils

Nationwide	<p>MIUR guidelines and ministerial circulars entrust the Italian school with the task of developing specific training courses and L2 workshops in line with territory policy, mixing teaching programs with interventions by experts inside the school, such as teachers trained in language didactics, or outside the school, with mediators and language facilitators. The school's mission is to design learning paths based on the three main skills underpinning language mastery:</p> <ul style="list-style-type: none"> • Pragmatic competence (understanding and recognizing the rules of behavior that govern everyday interactions in different contexts); • linguistic competence (promoting language development for everyday communication); and • metalinguistic competence (developing explicit knowledge of the second language and study skills, which will guarantee access to subject content). <p>Ministerial guidelines, directives and circulars essentially confirm the need to improve these three areas of competence. The regulated actions already provided for in Italian language teaching are contained in the following documents:</p> <ul style="list-style-type: none"> • Presidential Decree no. 394 of August 31, 1999, art. 45, Guidelines on the reception and inclusion of foreign students 2006 and 2014, Directive of December 27, 2012, • Ministerial circular no. 8 of March 6, 2013 • the recent "Intercultural Guidelines. Ideas and proposals for the integration of pupils from migrant backgrounds" <p>Source : https://www.integrazionemigranti.gov.it/AnteprimaPDF.aspx?id=3392</p>
At regional level of the participating institution	National guidelines are applied in schools, and local projects are developed within each school as required.

Context from partners of the project:

ALlophone **T**eachers' **A**cademy (ALTA), Erasmus+ (2022-2025)

	<p>At present, the priority for 2022-2023 and 2023-2024 is the reception of Ukrainian pupils, for which a specific research-action project has been drawn up, entitled "Basilicata fa Scuola", on the inclusion of Ukrainian pupils in local schools. Eighty-five Ukrainian pupils are enrolled in schools of all levels in the province of Potenza. The majority, 40 units or 47%, are enrolled in elementary school, 19 in kindergarten, 16 in middle school and 10 in high school.</p> <p>However, around 200 children (including pre-schoolers) are still not attending school in Potenza province.</p> <p>Support of exiled Ukrainian pupils in Basilicata schools (data source: UNICEF Basilicata, 2022):</p> <p>In the province of Potenza, the number of Ukrainian pupils placed in schools rose from 85 to 138, an increase of +53; host schools rose from 35 to 42, an increase of +7. In the province of Matera, the number of Ukrainian pupils rose from 44 to 56, an increase of +12; the number of host schools rose from 15 to 20, an increase of +5.</p> <p>In summary, in Basilicata, the number of Ukrainian pupils rose from 131 to 194, an increase of +63; the number of host schools rose from 50 to 62, an increase of +12.</p>
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Teacher training / training of other instructors

Pre-service teacher training	<p>In 2016, the profession of teaching Italian as a foreign language was officially recognized through the creation of the A023 class, a new selective program for teaching Italian as a foreign language in public schools.</p> <p>Types of diplomas accepted as admission qualifications for A023:</p> <ul style="list-style-type: none"> • Diplomas from the previous system: diplomas in literature; literary subjects; Italian language and culture; foreign languages and literatures. • Specialized diplomas: LS 16 - Modern Philology; LS 40 - Italian Language and Culture; LS 43 - Foreign Languages for International Communication; LS 44 - Linguistics. • Master's degrees: LM 14 - Modern philology; LM 38 - Modern languages for international communication and cooperation; LM 39 - Linguistics; LM 85-bis - Primary education sciences (only for nursery and elementary school laboratories). <p>To teach in the public school system and take part in the A023 competitive examinations, you need a specialization diploma, which almost always consists of second-level language didactic certifications (Cedils, Dils-PG II and Ditals II).</p>
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In-service teacher training	<p>The in-service teacher training plan (Note DGPER n. 45528 of 22.12.2022: action Inclusive educational practices) also concerns newly arrived pupils.</p> <p>Italian universities offer post-graduate/master's courses that provide training on emerging topics in language teaching (foreign languages and Italian as a foreign/second language).</p>
Training of other instructors	<p>The training of teacher trainers involved in the integration of alloglots is developed in Universities for foreigners, in particular in L'Università per Stranieri di Siena, Centro Ditals :</p> <p>https://ditals.unistrasi.it/49/75/Formazione_per_Formatori_DITALS.htm</p>
NOTES	<p>At present, this competitive examination class is available at all adult education centers (CPIA), which run first-level education courses, literacy and Italian language courses for foreigners, and second-level education courses (technical, vocational and artistic high schools). In particular, literacy and Italian language courses for foreign adults aim to assure qualification certifying the attainment of a level of knowledge of the Italian language not lower than level A2 of the Common European Framework of Reference for Languages, established by the Council of Europe.</p>

Needs and proposals

What are the needs that the ALTA project could respond to?	<p>Teaching L2 Italian requires specialized knowledge, skills and competencies, which are acquired through specific university and post-graduate training and professional practice in the field.</p> <p>In many universities, it is possible to obtain a Master's degree in teaching Italian as a second language, but only to teach in first- and second-year secondary schools.</p> <p>The ALTA project in Basilicata aims to fill this "gap" in the initial training of nursery and elementary school teachers, and to promote the development of the linguistic, pedagogical, methodological and intercultural skills needed to teach Italian to developing speakers in the 3-6 and 5-11 age groups.</p>
Proposals for the ALTA project	<p>Develop teacher training programs and innovative pilot teaching tools for use in compulsory school classes.</p>